THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 522 INTRODUCTION TO DIRECT SOCIAL WORK PRACTICE
(4 Credit Hours)
Section 007
Fall 2017

Instructor: Nita Byrne
Office: Henson Hall
Class Time: 1:25-3:20, MW
Office Hours: By appointment
Course website: Canvas
APA website: http://www.apastyle.org/previoustips.html

Code of Conduct
It is the student’s responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

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Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.
**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**
This is a required foundation course. The profession’s distinctive mission, history, values and ethical standards, and multiple roles with individuals, families, groups, organizations, and communities are examined using local to international comparisons. Theories are examined in the context of critical thinking and evidence-based practice. Defines generalist practice philosophy, methods, and roles. Emphasizes skills (i.e., interpersonal communication, relationship building, power analyses, assertiveness, conflict management) that are essential to problem identification, assessment, and intervention with all client systems and with other professionals and decision-makers. Uses local to international examples to translate theory and evidence-based knowledge into practice that is competent, ethical, culturally affirming, and empowering.

The commitment of the profession of social work to practice with culturally diverse, vulnerable, and at-risk populations and to promote economic and social justice is infused within the topical areas of this course. It is an introduction to direct social work practice roles and models, with an emphasis on generalist practice within a strengths and ecological/systemic theoretical perspective. The professional use of self, interpersonal communication, and relationship building skills are emphasized, including empathic communication skills, mutuality, and diagnostic and strength-based assessment paradigms to assist with goal and comprehensive plan formation. The course will socialize students to core components, similarities and differences in basic problem solving processes (engagement, assessment, intervention and evaluation) with individuals, families, small groups. Examples of practice models and interventions include motivational interviewing techniques, the solution-focused approach, feminist models, task-centered, cognitive-behavioral and crisis interventions.

**Course Rationale**
Problem-solving processes and planned change form the knowledge and practice skill base for professional functioning. This course serves a socialization function by assisting students with their integration of theory and social work practice knowledge with
By the completion of this course, the students are expected to understand both their personal and professional values, and how these values transcend into their work with clients. This is a foundation course to prepare students to apply a generalist perspective to interpersonal social work practice.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate:

1. Articulate social work history, mission, and its unique contributions as a profession including its focus on vulnerable, at-risk populations and its commitment to social, environmental and economic justice. 1.1, 1.4, 3.0 [Content: definition and historical development of social work practice; similarities and differences with other helping professions; knowledge base (e.g., person-in-environment perspective, focus on strengths, capacities, & resources, methods & techniques with clients); spectrum of practice modalities and practice roles (e.g., direct service provider, broker, coordinator, mediator, negotiator, facilitator, case advocate, and change agent); practice in local to global contexts including the ethical use of providing services via telephone or other electronic means); value and ethical foundation of social work practice including assurance that the use of technology conforms to all practice and regulatory standards addressing ethical conduct and protection of the public; social, economic and environmental justice].

2. Identify personal biases and demonstrate the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics. 1.2, 1.3, 2.2 [Content: practitioner self-awareness, self-assessment, and conscious use of self in professional relationships with clients, colleagues, and other decision-makers; recognition of facilitating factors and potential areas of conflict; planning for evaluation of one’s own practice; identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics; self-care including stress and time management; assessment of power sources, types, and differentials in professional relationships with clients, colleagues, and others; assessment of types of workplace discrimination, bullying and harassment; assertiveness; lifelong learner and professional development, ACEs as a public health framework perspective for assessing complex client systems, including examples for employing the ACEs questionnaire in direct practice).

3. Engage with complex client systems from an ecological perspective for practice with individuals, small groups, families, and communities with an emphasis on diverse strengths, resources, natural support systems and using culturally affirming communication and available evidenced-based, culturally affirming assessment tools. 6.1, 6.2, 6.3, 1.2 [Content: skills and strategies for engaging with clients/client systems, problems and issues; culturally affirming engagement, communication and assessment; information technology to locate evidence-based assessment tools and using appropriate electronic technologies for various groups; and the potential for exploitation and misuse of electronic methods with members of vulnerable
4. Conduct comprehensive state-of-the-art assessments using a cultural, ecological, transactional, and developmental theoretical frameworks and research informed current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments. 7.1, 7.2, 7.3 [Content: similarities, differences, and core elements of client/client systems i.e., individuals, small groups, neighborhood, small and large organizations, communities; assessments with regard to direct and indirect practice; culturally affirming, evidenced based assessment (i.e., identification of issues, problems, needs, resources, & strengths/assets); identify access & barriers to resources, use of information technology sources); collection, organization, and interpretation of multiple sources of data pertinent to an ecological perspective that takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning; defining assessment versus diagnosis; critical analysis of assessment tools for evidence-based and culturally affirmative elements; assessing family dynamics, roles, and patterns; evidence-based interviewing and relationship building techniques (i.e., motivational interviewing, online interviewing); and the assurance that adequate risk-reducing precautions are in place to protect clients when using technology for practice].

5. Describe generalist practice skills including relationship building, engagement, communication and interviewing, negotiating and conflict management skills to enter and maintain relationships with diverse client systems including individuals, families and groups. 6.1, 6.2, 7.3 [Content: similarities and differences in interpersonal communication and relationship building skills in direct practice (i.e., case management, counseling, client advocacy), including active listening, additive empathy, clinical confrontation, mutuality; motivational interviewing techniques; persuasion, maintaining autonomy, articulation of interests, affiliation, agenda-setting, assertiveness, negotiating, contracting, conflict management, power analyses regarding power in professional relationships with clients, colleagues, and other decision-makers].

6. Compare and contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems in relation to their congruence with social work values, attention to all forms of diversity, evidence-bases and to engage in practice-informed research. 8.1, 8.2, 8.4 [Content: strengths and empowerment perspective; generalist models/approaches include: gender-sensitive/feminist models, task centered, crisis intervention, solution focused, cognitive-behavioral, small group work in the context of agencies, communities and organizations; selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes].
7. Identify the key necessary components for inter-professional collaboration. Develop an understanding of the necessary beneficial outcomes of various social work interventions at the micro level. 8.3, 8.4 [Content: working with service users in the collaborative environment; implications of collaborative practice; the contribution of Social work to the collaborative environment; identify the spectrum of integrated health care practices settings].

Class Schedule:

Aug 23– Week 1
Aug 28, 30– Week 2 – History report due
Sept 4, 6– Week 3 – Ethical Case Study due
Sept– 11, 13 --Week 4 – Labor Day/ Unit 1 Quiz
Sept– 18, 20-- Week 5 -
Sept– 25, 27--Week 6 – Psychosocial Assessment Due
Oct 2, 4– Week 7 - Unit 2 Quiz
Oct 9,11– Week 8
Oct 16, 18– Week 9 – Clinical Case Study and Interview Video Due
Oct 23, 25– Week 10
Oct 30, Nov 1– Week 11 – Documentation Exercise due
Nov 6, 8– Week 12 – Unit 3 Quiz
Nov 13, 15– Week 13
Nov 20– Week 14
Nov 27, 29– Week 15
Dec 6 – Unit 4 Take Home Quiz Due

Class Preparation & Participation:
To earn maximum participation points, students are expected to attend every class session and to participate frequently in class discussions and activities. It is essential that you notify me by e-mail (rschri1@utk.edu) in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. If you miss a class, you are still responsible for what you missed. In order to make meaningful contributions to class discussions, it is essential that you read assigned articles and textbook chapters prior to class. Two unexcused absences from class will result in the loss of 20 points, 50% of class participation grade.

Class activities are designed to help you reflect upon important concepts and involve you in class discussions where views are shared and ideas are debated. It is expected that you will respect the ideas and thinking of other students in the class by listening to their explanations and appropriately questioning their thinking and reasoning if you do not understand. Further, you are expected to work cooperatively with others and fully contribute to the workload of each group in which you may be a member.
All cell phones should be silenced and put away during class. Laptops or iPads should only be used for class activities.
Course Requirements/Plan for Evaluation:
Unit Quizzes(4 @ 20 points each) Competencies 1-7 ……….. (80 pts.) (Dimension: Knowledge)
Quiz 1 will address mission, history and ethics of profession and generalist practice (CC: 1,4)
Quiz 2 will address aspects of helping relationship such as engagement and assessment (CC: 2,3)
Quiz 3 will address evidence based interventions at various levels CC 5
Quiz 4 will address practice in diverse situations and diversity of clients CC 6,7
Course Activities (History, Ethical case, Case Documentation exercise, Clinical Case)
(4 @ 20 points each) ……….. (80 pts.)
Video Interview Session………………………………………… (80 pts.)
Biopsychosocial Assessment……………………………….  (80 pts.)
Class preparation & participation…………………………… (40 pts.)

Topical Reports
You will be given a case or a topic to study and prepare a very brief report to the rest of class.

1. History Report: You will be given a topic (person, event, document, program) from the history of Social Work. You will prepare a brief presentation to give to the class on your topic. Your report will be part of a “time line” of presentations to help the class get a better sense of the history of our profession and its development. You may rely on socialwelfarehistory.com. Verbal in class report only. (competency 1, Dimension: Knowledge, cognitive process)

2. Ethical Case: You will be given an opportunity to bring in an ethical dilemma from your field placement or work place. You will apply the ethical decision making model to the case and bring it to class with your conclusions for the class to be able to discuss. If you can not come up with an ethical dilemma, the instructor will be able to provide one for you. A 2-3 page written summary is to be provided in addition to a verbal report to the class. (Competency 6, Dimension: Skill, affective and cognitive processes)

3. Case Documentation Exercise: You will be given a situation involving a client and you will “document” what happened demonstrating your ability to write a professional case note. You will share the documentation in class and receive feedback from one another. (Competency 7; Dimension: Knowledge and Skill)

4. Clinical Case: You will be given an opportunity to bring in a case from your field placement (it can be the same case you did your biopsychosocial assessment on, but preferably not) you will present the case to the rest of the class as if you were presenting to a “treatment team” you will provide a diagnostic statement, genogram, eco-map, treatment goals and plan as well as thoughts on your theoretical perspective of treatment for the case. This will be discussed in class and others will weigh in on the case and how they might handle the situation. A 2-3 page written summary is to be provided in addition to verbal report. If you do not have a case from your field placement, then a case will be provided for you. (Competency 2, Dimension: Skill, Cognitive and Affective Processes)
Video of Interview Session (Competency 4,5; Dimension: Skill, Cognitive and Affective Processes)
You will be divided up into groups of three, each group will take turns utilizing the intentional interviewing skills that have been learned in class to interview one another. One will be the “client” one the “counselor” and one will video. Everyone in the class will play each of the three roles. You will write one page about your experience and turn that in at the time that you meet with the professor to discuss the video experience with the group.

Biopsychosocial assessment: (Competency 3; Dimension: Skill, Cognitive and Affective Processes)
This assignment will focus on conducting a comprehensive assessment. Utilize the assessment provided here for the guide to assess your client for this assignment. Please note that this tool is just a guide, please ask questions that will give you a clear understanding of the situation your “client” is dealing with. Please summarize the information in a fashion organized that will give a clear understanding to the reader of the issues of your client. Do not just put the responses with each question, summarize the information provided for each area.

PERSON-CENTERED STRENGTHS ASSESSMENT

Participant________________________ Staff________________________ Date____________________

1. Housing/ A Sense of “Home”: Where are you living now?
What do you like about your current living situation?
What things don’t you like about where you are living now?
For now, do you want to remain where you are, or would you like to move?
Describe the housing situation you have had in the past that has been the most satisfying for you.

2. Transportation/Getting Around: What are all the different ways you use to get to where you want or need to go?
Would you like to expand your transportation options?
What are some of the ways you have used in the past to get from place to place?
If you could travel anywhere in the world, where would you go? Why?

3. Financial/Insurance: What are your current sources of income, and how much money do you have each month to work with?
What are your monthly financial obligations?
What do you want to happen regarding your financial situation?
What was the most satisfying time in your life regarding your financial circumstances?

4. **Vocational/Educational:** Are you employed full or part-time currently? If so describe where you work and what you do at your job.

What does your job mean to you? If you do not have a job now, would you like to get one? Describe why you would or would not like to get a job at this time.

What activities are you currently involved in where you use your gifts and talents to help others.

What kinds of things do you do that make you happy, and give you a sense of job and personal satisfaction?

If you could design the perfect job for yourself, what would it be? Indoors or outdoors? Night or day? Travel or no travel? Alone or with others? Where there is smoking or no smoking? Where it is quiet or noisy?

What was the most satisfying job you ever had?

Is it harder for you to get a job, or harder for you to keep a job? Why do you think this is so?

Are you currently taking classes that will lead to a degree or taking classes to expand your knowledge and skills?

What would you like to learn more about?

How far did you go in school? What was your experience with formal education?

What are your thoughts and feelings about returning to school to finish a degree, learn new skills, or take a course for the sheer joy of learning new things?

Do you like to teach others to do things? Would you like to be a coach or mentor for someone who needs some assistance?

5. **Social Supports, Intimacy, Spirituality:** Describe your family.

What are the ways that members of your family provide social and emotional support for you, and help to make you feel happy and good about yourself?

Is there anything about your relationships with family that make you feel angry or upset?

What would you like to see happen regarding your relationships with family?

Where do you like to hang out and spend time? Why do you like it there?
What do you do when you feel lonely? Do you have a friend that you can call to talk to or do things with? If not, would you like to make such a friend?

Do you have the desire to be close to another in an intimate way? Would you like to have this type of relationship?

What meaning, if any, does spirituality play in your life? If this area is important to you, how do you experience and express your spiritual self?

6. Health: How would you describe your health these days?

Is being in good health important to you? Why or why not?

What kinds of things do you do to take care of your health?

What are your patterns regarding smoking? Using alcohol? Using caffeine?

What effect do these drugs have on your health?

What prescription medications are you currently taking? How do these medications help you?

How do you know when you’re not doing too well? What is most calming and helpful for you during these times?

What limitations do you experience as a result of any health circumstances?

What do you want and believe that you need in the area of health?

7. Leisure Time, Talents, Skills: What are the activities that you enjoy and give you a sense of satisfaction, peace, accomplishment, and personal fulfillment?

Would you like the opportunity to engage more frequently in these activities?

What are the skills, abilities, and talents that you possess? These may be skills such as playing a musical instrument, writing poetry, dancing, singing, painting, etc., or “born with” gifts such as sense of humor, compassion for others, kindness, etc.

What are the sources of pride in your life?

Are there things you used to do regularly that gave you a sense of joy that you have not done recently?

Which of these activities would you consider re-discovering at this time in your life?
Prioritizing: After thinking about all of these areas of your life, what are the two personal desires or goals that are most meaningful for you at this time?

*Self-Reflection: Please write a paragraph discussing how the experience was for you, what you learned, what you would do differently/the same.

The final course grade will be based on the following:
A = 520-494 points (Superior performance, exceeds expectations)
B+ = 493-468 points (Better than satisfactory performance)
B = 467-442 points (Satisfactory performance, meets expectations)
C+ = 441-416 points (Less than satisfactory performance)
C = 415-364 points (Performance well below the standard expected of graduate students)
F = Below 364 (Failing performance)

Required Text:

Additional required readings can be found on the SW 522 Canvas site under the respective week. Additional required readings may be added throughout the semester.

Course Content Outline:

Unit I- Professional Overview
Week 1-
Introduction to course, overview of course syllabus, assignments and course content. The mission, and the unique contributions of the social work profession; the profession’s focus on vulnerable, at-risk populations and commitment to social and economic justice; generalist and advanced generalist practice; professional roles and interventions across systems

Required readings:
Text book Chapter 1 pp. 2-35
Module Week 1 in Canvas

Week 2- History Report Assignment Due
A study of the History of the Social Work Profession by examining different points of history. Social work values & NASW Code of Ethics; ethical dilemmas; culturally responsive social work practice.

Required readings:
Text book Chapter 2 pp. 38-64
Review website: Socialwelfarehistory.com

Suggested Readings:
Module Week 2 in Canvas
**Week 3 - Ethical Case Study Due**
Guidelines for ethical decision-making; professional boundaries & dual relationships; the appropriate use of self in social work practice with diverse populations.

**Required readings:**
Module Week 3 in Canvas

**Unit 2 - Engagement and Assessment**

**Week 4 - Unit I quiz**
The generalist practice skills of engagement, empathic responses; negotiating and conflict management skills; confrontation & assertiveness skills.

**Required readings:**
Text book- Chapter 3 pp. 68-99

**Suggested readings:**
Module Week 4 in Canvas

**Week 5**
Comprehensive state-of-the-art generalist practice assessments including the collection, organization, and interpretation of multiple sources of data; constructing an ecomap.

**Required readings:**
Text book Chapter 5 pp. 181-247
Module Week 5 in Canvas

**Week 6 - Psychosocial Assessment Due**
Continued discussion of Engagement and Assessment.

**Required Readings:**
Module Week 6 in Canvas

**Unit 3 - Direct Social Work Practice**

**Week 7—Take Unit 2 Quiz**
Social work practice with individuals; crisis intervention, solution focused, cognitive-behavioral approaches; overview of problem-solving steps; discussion of various types of theoretical interventions including Psychodynamic, Cognitive-Behavioral, Motivational Interviewing, Person-Centered.

**Required readings:**
Module Week 7 in Canvas
**Week 8-**
Diagnosis; use and misuse of DSM; revisions to DSM-V; psychopharmacology.

**Required readings:**
Module Week 8 in Canvas

**Week 9- Clinical Case Study Due for presentation/discussion AND Video Interview Due for outside of class meeting with instructor.**

**Week 10-**
Assessment and interventions with families; genograms and intergenerational patterns; family resilience framework; elements of healthy family functioning; evidenced-based family interventions

**Required readings:**
Text book chapters 6, 7 pp. 251-347

**Suggested Readings:**
Module Week 10 in Canvas

**Week 11 – Documentation Exercise due**
Social work practice with groups; types of small groups (i.e., support, psycho-educational, task groups); group purpose and structure; pre-planning and planning strategies for small group work (i.e., client screening, agency influences, resources, recruitment, consents, confidentiality); group leadership; group processes; nominal group technique; running task meetings

**Required readings:**
Text book Chapters 8,9 352-443

**Unit 4- Important topics**

**Week 12- Take Unit III quiz**
Termination and evaluation in social work direct practice. Termination issues in direct social work; self care (including stress and time management); compassion fatigue/vicarious traumatization.

**Required readings:**
Module Week 12 in Canvas

**Week 13-**
Special Topics in social work direct practice: integrated health care and trauma informed care.

**Required readings:**
Module Week 13 in Canvas

**Week 14**
Self-care in social work practice.

**Required readings:**
Module Week 14 in Canvas

**Week 15**
Social work practice with diverse populations.

**Required readings:**
Module Week 15 in Canvas

**Unit IV quiz due December 6 by 5 pm.**

**Website sources:**
National Association of Social Workers: [https://www.socialworkers.org/default.asp](https://www.socialworkers.org/default.asp)

International Federation of Social Workers: [http://www.ifsw.org/](http://www.ifsw.org/)

**Bibliography**


Colby, I. & Dziegielewski, S.F. (2010). Introduction to Social Work: The People’s Profession (3rd ed.). Chicago, IL: Lyceum Books, Inc. [Read chapter 1- “Social Work: The Profession” (pp. 3-24) and chapter 3- “How Did We Get Here from There?” (pp. 47-66)]


