

**OHIO UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**FALL 2009**  
**SW 541**

Social Work Practice I: Foundations of Practice  
Class Time: MW, 4:00-5:35  
Grover E222-Athens (81078)  
W-P 520-Cambridge (81077)

Dr. Karen Carlson  
Phone: 593-1297

531 Morton Hall  
e-mail: [carlsonk@ohiou.edu](mailto:carlsonk@ohiou.edu)

Office Hours: Monday & Wednesday, 10:00-11:00, Tuesday 1-3:00 (or by app't)

**COURSE DESCRIPTION:**

This is the first in a three-quarter course sequence of foundation knowledge and skills for social work practice. Social Work Practice I provides a conceptual framework for practice within a generalist perspective. Systematic eclecticism is introduced as a framework to incorporate both theoretical perspectives and interventions, supported by valid research, appropriate to a specific client, community or within the macro system. Maintaining a person-in-environment focus, students will use the problem-solving model that incorporates a strengths perspective and awareness of social work values and ethics at all levels of practice. Students will develop an understanding of how various aspects of diversity impact practice and will be able to formulate a range of practice interventions based on general principles within systematic eclecticism and incorporating empowerment and social and economic justice, with particular attention to the rural environment.

*Note: The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of Karen T. Carlson on September 5, 2009.*

**COURSE OBJECTIVES:**

Upon completion of this course, students will:

1. Be able to explain the mission and purpose(s) of social work and engage in dialogue about how these are different from, as well as similar to, other helping professions (Dep't Obj. A1).
2. Be able to discuss the NASW Code of Ethics and to apply social work values appropriately to case situations across system levels (Dep't Obj. A1).
3. Describe the generalist perspective in social work practice and demonstrate use of this perspective in case situations across system levels (Dep't Obj. 4A).
4. Describe "systematic eclecticism" and demonstrate appropriate use of this perspective in integrating theoretical perspectives with practice interventions.
5. With a focus on a biopsychosocial perspective as well as on a strengths perspective, apply steps in planning with clients for client identified change,

including prioritizing problems, selecting intervention levels, establishing goals and objectives, formulating contracts, and planning for termination (Dep't Obj A3).

6. Describe special characteristics of the worker-client relationship and provide examples of how these characteristics are nurtured and developed through workers' skills and interventions (Dep't Obj. A3, A4).

7. Demonstrate the ability to utilize basic interviewing skills (Dep't Obj A3, A4).

8. Develop and write a social history (Dep't Obj. A5).

9. Demonstrate self-awareness and the professional use of self through discussion, role plays and written assignments (Dept Obj. A7) and practice competencies needed for ethnic, cultural, and gender sensitive practice with client systems of all sizes and demonstrate ethnic, cultural, and gender sensitive approaches to practice in case situations across system levels. (Dep't Obj. A2).

10. Identify methods of data collection and assessment from a strengths perspective (Dep't Obj. A3)

*If you have met with Institutional Equity and are eligible for accommodation to fulfill course requirements, please notify me of this as soon as possible, no later than the end of the second week of class.*

## **COURSE REQUIREMENTS:**

- **Instruction and Class Format**

A combination of didactic and experiential learning techniques will be used, including lecture, discussion, small group activities, role play, and video examples. Activities that link students across Athens and Cambridge campuses are incorporated within each class. Extensive use is made of Blackboard; be sure your **Oak account** is active.

- **Specific Expectations**

Please complete all assigned readings before class. Class attendance and *active participation* in discussion and activities are required. Excessive absence may result in a grade reduction. Papers **must** be submitted on the specified due date. Late papers are generally not accepted except under unusual circumstances. These papers may receive reduced credit.

## **ATTENDANCE AND OTHER POLICIES**

Class meets from 4:00-5:35 Monday and Wednesday in Grover E222 on the Athens campus and W-P 520 at Cambridge. Students are expected to attend all class meetings as scheduled, and any meetings scheduled by a separate work group. Informed participation in all class sessions is expected. Absence from class meetings or from group meetings may result in a lowered course grade, or, in extreme instances, failure in the course. (Please note the University policy on excused absence, available on Blackboard). Note also the following contingency plan:

In the event of a major campus emergency, course requirements, including assignments, deadlines and grading percentages are subject to changes that may be necessitated by a revised

quarter calendar or other circumstances beyond the instructor's control. Class cancellations, should they become necessary, will be communicated directly to students by email. In this class, we will use your email address that is available through Blackboard. You may also contact me directly by email ([carlsonk@ohio.edu](mailto:carlsonk@ohio.edu)); information will also be available by calling the main office in the Department of Social Work at 593-1292.

### Assignments

Midterm examination:	40pts. (20%)
Final paper	50 pts. (25%)
Social History	40pts. (15%)
Small Group, Blackboard Participation	20 pts. ( 10%)
Social Work Skills Demonstrated	20 pts. (10%)
Agency reports	10 pts. ( 5%)
<u>Three brief papers (10 points each)</u>	<u>30 pts. ( 15%)</u>
	230 points

The grading structure is as follows:

100-94%=A    89-87%=B+    83-80%=B-    76-73%=C    69-67%=D+    61-59%=D-  
 93-90%=A-    86-84%=B    79-77%=C+    72-70%=C-    66-62%=D    58 below=F

- **Academic Misconduct**

Academic misconduct is a code A violation of the Ohio University Code of Student Conduct. Academic misconduct refers to dishonesty or deception in fulfilling academic requirements. It includes, but is not limited to cheating, plagiarism, un-permitted collaboration, forged attendance (when attendance is required), fabrication (e.g., use of invented information or falsification of research or other findings), using advantages not approved by the instructor (e.g., unauthorized review of a copy of an exam ahead of time), knowingly permitting another student to plagiarize or cheat from one's work, or submitting the same assignment in different courses without the consent of the instructor. If you are found to be involved in academic misconduct, you may receive a grade penalty for academic misconduct and/or a referral to the university judiciaries which may subject you to the full range of sanctions (reprimand, disciplinary probation, suspension, or expulsion from the university). **The Department of Social Work takes questions of student ethics seriously and I support this viewpoint.**

- **Required Texts**

Hepworth, D., Rooney, R., Rooney, G. D., Strom-Gottfried, K. & Larsen, J. (2006). *Direct social work practice: Theory and skills (8<sup>th</sup> ed.)* Pacific Grove, CA: Brooks/Cole Publishing Co.

- **CD – Social Work Skills Demonstrated**

*Available on the Server (s) –see instructions on handout*

- **Assigned readings are available on line through Blackboard. Please see me if you have trouble accessing this material .**

## COURSE OUTLINE

(Schedule may vary due to class needs/other contingencies)

### **WEEK 1**

**(Wednesday, Sept. 9)**

*Topic:* Introduction to Social Work Practice, the Generalist Perspective, and Systematic Eclecticism

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 1, The Challenges of Social Work

Hall, R. (2008). The evolution of social practice: Implications for the generalist approach. *International Journal of Social Welfare*, 17, 390-395.

Pelton, L. H. (2001). Social justice and social work. *Journal of Social Work*, 37, 433-439.

Jeffery, C. (2006). Poor losers: How the poor get dinged at every turn. <http://www.motherjones.com/politics/2006/07/poor-losers>

(also available on Blackboard)

*Class Activity:* Introduction to each other and practice interests/experience

*Video:* Legacies of Social Change (Part I)

*Course Objectives Addressed:* A1 (Mission of social work, Ethics)

### **WEEK 2**

**(Monday, Sept. 14)**

*Topic:* Direct Practice and the Helping Process

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 2  
Direct Practice: Domain, Philosophy, and Roles, Chap. 3,  
Overview of the Helping Process

Cnaan, R. A., & Dichter, M. E. (2008). Thoughts on the use of knowledge in social work practice. *Research on Social Work Practice*, 18, (4), 278-284.

A Four Dimensional Model of Social Work Practice.

*Class Activity:* What Social Workers Do--Small group discussion of the case of Ayan --(HRRSL, Chapter 1, p. 3)

*Video:* Legacies of Social Change (Part 2)

*Course Objectives Addressed:* A1 (Mission of social work, Ethics); A4 (The generalist intervention model, Worker-client model), A7 (Use of self)

**(Wednesday, Sept. 16)**

Topic: Social Work Values and Ethics

Reading: Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 4, Operationalizing Social Work Values  
 Loewenberg, Dolgoff & Harrington, Chap. 3, Guidelines for Ethical Decision Making  
 Chapter 4, Confidentiality and Informed Consent  
 Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8 (1), 21-36.  
 Gupta, A. & Blewett, J. (2008). Involving services users in social work training on the reality of family poverty. A case study of a collaborative project. *Social Work Education*, 27 (5) 459-473.

Class Activity: Skill Development Exercises in Operationalizing Cardinal Values – (HRRSL, p. 80-83)

**Due->Brief Paper 1 - Topic: Resolving Ethical Dilemmas**

**Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, p. 74-75. Chose one Situation (not #7), and respond to the four questions on page 75. You may also use any of the case examples from Loewenberg, Dolgoff & Harrington, Chapter 3, answering the questions raised by the text, or questions of your own. Paper limit =1- 1 ½ pages, printed or typed. Be prepared to discuss your response in class. (Alternative assignment TBD).**

Course Objectives Addressed: A1 (Social work values); A7 (Use of self)

**WEEK 3****(Monday, Sept. 21)**

Topic: Race, Ethnicity & Class

Readings: Devore & Schlesinger, Chap. 7, Ethnic Sensitive Generalist Practice  
 Green, Chap. 1, Race, Ethnicity, and Social Service  
 Strier, R. (2009). Class-competent social work: A preliminary definition. *International Journal of Social Welfare*, 18: 237-242.

Class Activity: Small group activity

What is race? What is class? What is cultural "competence"?

Video: Innovative approaches to counseling Native American Indian People

Course Objectives Addressed: A2, A7 (Ethnic, cultural, gender sensitive practice)

**(Wednesday, September 23)**

*Topic:* Ethnic, Cultural, Gender Sensitive Practice; Working with Individuals

*Readings:* Human Diversity: Multiculturalism, Social Pluralism, and Socio-Demographic Variability, p. 32-56. In Timberlake, E. M., Zajicek, M. L., & Sabatina, C. A. (2008). *Generalist Social Work Practice: A Strengths Based Problem Solving Approach* (5<sup>th</sup> ed.) Boston, MA: Allyn/Bacon.

Ridley, C. R. (1995). Counsel idiographically. In *Overcoming Unintentional Racism in Counseling and Therapy: A Practitioner's Guide to Intentional Intervention*. p. 272-288. Thousand Oaks, CA: Sage.  
(p. 81-102).

*Course Objectives Addressed:* A3, A4 (Worker-client relationship); A2 (Ethnic, cultural, gender sensitive practice); A1 (Social work values); A7 (Use of self)

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**WEEK 4****(Monday, Sept. 28)**

*Topic:* Working with Individuals (Micro Skills)

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 5,  
Building Blocks of Communication: Communicating with Empathy  
and Authenticity  
Bisman, Chapter 4, Relationship: The Belief Bonding

*Class Activity:* Role plays: Responding Authentically and Assertively (p. 132-134)

***Social work skills demonstrated –***

**Skills:** Paraphrase, Reflection of Feeling, Open Ended Questions, Closed Ended Questions, Clarification, Summarizing, Information Giving

**(Wednesday, Sept. 30)**

*Topic:* Working with Individuals

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 6,  
Verbal following, exploring, focusing, Chapter 7, Eliminating  
counterproductive communication patterns

***Social work skills demonstrated:***

**Pitfalls:** Advice Giving, Inappropriate Use of Humor, Interrupting the Client, Judgmental Responses, Premature Confrontation, Offering False Assurance, Inappropriate Self Disclosure, Overwhelming the Client, Inappropriate Questions, Premature Problem Solving

**Attending:** Eye Contact, Head Movement, Mirroring, Tone of Voice, Silence, Furthering Response, Body Position

*Class Activity:* Open/ Closed Responses (pp. 136-137), Concreteness (p. 147-148)  
Blending Example (p. 152-154)

*Course Objectives Addressed:* A1 (Social work values); A3, A4 (Interviewing skills); A7 (Use of self)

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## **WEEK 5**

### **Monday, October 5)**

*Topic:* Assessment Using the Strengths Perspective

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 8,  
Assessment: Exploring and Understanding Problems and Strengths

Cowger, C. & Snively, C. A. (2002). Assessing client strengths: Individual, family and community Empowerment. In D. Saleebey (Ed.) *The strengths perspective in social work practice*. White Plains, NY: Longman.

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society* (82) 3, 233-242.

*Class Activity:* Solution focused assessment questions (p. 199)  
Mental Status Exam (p. 219).

**Due-->Brief Paper 2 - Topic: Discuss and apply Graybeal's ROPES model or the Cowger model of strengths assessment for client empowerment in relation to case presented in class.**

*Course Objectives Addressed:* A3 (Data collection and assessment from strengths perspective, Planning); A1, A2 (Social work values, diversity issues)

### **(Wednesday, October 7)**

*Topic:* Assessment and Planning

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 9  
Assessment: Intrapersonal and Environmental Factors

Bisman, Chapter 5 (1&2), Assessment: The Case Theory

Lovell, M. L., & Richey, C. A. (1991). Implementing agency-based social-support skill training. *Families in Society* (November). 563-572

*Class Activity:* Role play in assessment of case situations: Strengths based assessment and planning.

*Course Objectives Addressed:* A3, A4 (Data collection and assessment incorporating strengths perspective, Planning)

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### **WEEK 6**

**(Monday, October 12)**

*Topic:* Planning and Implementation: Change Oriented Strategies  
Crisis Intervention & Cognitive Restructuring

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 12, Negotiating Goals and Formulating a Contract, Chap. 13, Planning and Implementing Change Oriented Strategies  
Arnd-Caddingan, M., & Pozzuto, R. (2008). Use of self in relational clinical social work, *Clinical Social Work Journal*, 36, 235-243.  
Human Diversity: Multiculturalism, Social Pluralism, and Socio-Demographic Variability, p. 57-76. In Timberlake, E. M., Zajicek, M. L., & Sabatina, C. A. (2008). *Generalist Social Work Practice: A Strengths Based Problem Solving Approach* (5<sup>th</sup> ed.) Boston, MA: Allyn/Bacon.

*Class Activities:* Review of Contracts (p. 350-353)

*Course Objectives Addressed:* A2 (Ethnic, cultural, gender sensitive practice); A3, A4, (Planning, Interventions); A7 (Use of self)

**(Wednesday, October 14)**

### **MIDTERM**

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### **WEEK 7**

**(Monday, October 19)**

*Topic:* Intervention (cont.)

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 14, Developing resources, planning and advocacy as intervention strategies

*Class Activity:* Power Point – Crisis Intervention

*Course Objectives Addressed:*

C1, (Social work organization); A2 (Ethnic, cultural, and gender-sensitive practice); A8 (Advocacy, case management); A1, A2 (Social work values, diversity issues); A3, A4 (Interventions); A7 (Use of self)

**(Wednesday, October 21)**

*Topic:* Skills (2)

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 17  
Additive Empathy, Interpretation, and Confrontation  
Loewenberg, Dolgoff, & Harrington, Chapter 6, Value Neutrality and  
Imposing Values

*Social work skills demonstrated:*

**Skills:** Confrontation, Interpretation

*Class Activity:* Skill Development: Additive Empathy, Interpretation,  
Confrontation (p. 537-541)

*Course Objectives Addressed:* A2 (Ethnic, cultural, and gender-sensitive practice); A2,  
A2, (Social work values, diversity issues); A3, A4 (Interventions); A7 (Use of self)

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**WEEK 8**

**(Monday, October 28)**

*Topic:* Recording Principles

SOQUIK & Other Systems of Assessment/Recording

*Class Activity:* Discussion of recording guidelines and instruction on doing a social  
history

Outline of social history will be distributed in class

**(Due November 9).**

*Course Objectives Addressed:* A5 (Recording principles)

**(Wednesday, October 30)**

*Topic:* Barriers to Change

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 18,  
Managing individual and family barriers to change)

*Social work skills demonstrated:*

**Cases:** Anna, Anthony, Mike, Maria, Shirley

*Class Activity:* TBA

*Course Objectives Addressed:* A3, A4 (Family interventions, Interviewing skills  
Problem-solving skills, Strengths perspective); A1 (Social work values); A2  
(Cultural diversity)

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**WEEK 9**

**(Monday, November 2)**

*Topic:* Evaluation, Termination, Follow-up; Case Management

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, Chap. 19, The Final Phase: Evaluation and Termination

*Social work skills Demonstrated:*  
**Try It! and Quiz**

*Class Activity:* Case termination role plays

*Course Objectives Addressed:* A3, A4 (Case management concepts, Termination)

**(Wednesday November 4)**

*Topic:* Systematic Eclecticism

*Readings:* Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen, (review p. 16-21)

Case Application: The Jones Family and Doris Cheng

**Due->Brief Paper 3: Topic: Return to the theoretical perspective of Systematic Eclecticism, discussed in first classes and throughout the quarter. Explain this idea in your own words. Why is it considered a "rigorous approach to practice"? What are some of the things you must do, as a practitioner, to practice effectively within this model? What is the role of empirical research within Systematic Eclecticism? Give an example of a behavioral theory or another model of practice that you have learned about this quarter and are interested in learning more about. Discuss when and how you might actually use this theory in practice.**



**WEEK 10**

**(Monday, November 9)**

**DUE: Social History**

*Topic:* Advocacy Issues

*Class Activity:* Begin presenting Agency Reports

**(Wednesday, November 11)**

**Veteran's Day - No Class Meeting**



**Monday, November 16**

*Topic:* Complete Agency Reports

*Class Activity:* Partner/Small Group Discussion of Social History

*Topic:* Course WrapUp

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**Final Paper Due -Monday, November 23 by 2:30 (Early submission is fine!)  
(further information will be given regarding this project after class discussion)**