Preview Chapter 1

From

The Practice Behaviors Workbook for The Skills of Helping Individuals, Families, Groups, and Communities, 7th Edition

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This chapter introduced the central ideas of the interactional social work practice theory. A brief discussion of the process of theory building in social work placed this effort in context. Clients were viewed in a dynamic interaction with many important social systems, such as the family, peers, school, and hospital. This chapter also presented the underlying assumptions about the nature of the relationship between people and their social surroundings.

The discussion of the assessment process centered on a strengths perspective rather than on client pathology (the medical model). The role of the social work profession in mediating the individual-social engagement was traced to the roots of the profession, which has historically been concerned with both private troubles and public issues.

Social work practice skill was described as the method by which the social worker strives to develop a positive working relationship with the client, a relationship that allows the social worker to be helpful. The impact of the social worker’s personal self—that is, the effect of his or her feelings, ethics, or values—on his or her professional practice were also examined.
Exercise 1.1

EPAS 2.1.7a Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation

1. According to Shulman, what are the elements of a practice theory and how do they relate to each other.

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Exercise 1.2

EPAS 2.1.7a Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation

Describe the difference between the Interaction Approach and the “medical model” of study, diagnosis and treatment..
Exercise 1.3

EPAS 2.1.7b Critique and apply knowledge to understand person and environment.

Case of Laura
The setting is a university counseling center. Laura, a new student to the university is seeking guidance on issues related to feelings of stress about her poor grades and heavy academic workload. Laura also reports that she is concerned about her boyfriend. He attends another college and often calls Laura after he has been drinking. The frequency of his drinking has recently increased to the point where he is not attending classes. When she has attempted to reach out to her parents for support, they reassure her that she has always been able to be successful before. Laura describes herself as lonely and always worrying. According to this client, she has not made any friends and her roommate is “never around”. Laura connects high levels of stress with receiving bad grades and is fearful that she will fail the semester.

Describe the case example above using the Interactional Model (IM)


Exercise 1.4

EPAS 2.1.7b Critique and apply knowledge to understand person and environment.

Describe the same case example above using the Medical Model


Exercise 1.5

EPAS 2.1.4a Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

Define interlocking oppression and give at least three examples?

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Exercise 1.6

EPAS 2.1.4b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

What “unearned privileges” do you hold? Describe at least situations where your “unearned privilege” has benefited you?

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Exercise 1.7

EPAS 2.1.4c Recognize and communicate their understanding of the importance of difference in shaping life experiences

Growing up, what were the predominant messages you received about cultural differences? What did you observe from the adults in your life about how to “handle” difference?

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Exercise 1.8

*EPAS 2.1.4d View themselves as learners and engage those with whom they work as informants*

In the role of social worker, how would you begin to learn about what is important to the client Laura in Exercise 1.3?

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Exercise 1.9

*EPAS 2.1.9a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services.*

State and give an example of each of the three obstacles in the engagement process.

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Exercise 1.10

*EPAS 2.1.1a Advocate for client access to the services of social work.*

Describe the two streams of thought about the helping process routed in the history of the profession.. Choose a specific area that you, as a professional social worker, might want to work in. How will you join these two streams in your future work?

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Exercise 1.11

*EPAS 2.1.1c Attend to professional roles and boundaries*

Referring to the two streams of thought described in Exercise 1.10, give an example of a social work role in each. What might be the job function of a social worker in each role?

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Exercise 1.12

*EPAS 2.1.5b Advocate for human rights and social and economic justice*

Identify an area of social change you feel compelled to support. How will making this change secure human rights and/or promote social and economic justice?

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Exercise 1.13

*EPAS 2.1.5c Engage in practices that engage in social and economic justice*

Based on your answer in Exercise 1.12, list three steps you can take toward your identified area of social change.

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Exercise 1.14

EPAS 2.1.10b Use empathy and other interpersonal skills

This short dialogue is between Laura in Exercise 1.3 and her social worker. Write your empathic response to Laura.

<table>
<thead>
<tr>
<th>Worker:</th>
<th>Hi Laura</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura:</td>
<td>Hi</td>
</tr>
</tbody>
</table>

Worker: I’m Worker I’ll be working with you today. Are you comfortable?
Laura: Yeah

Worker: Great, to get things started today, what brought to the center today?
Laura: (Sighs) I’m really stressed out right now and not doing very well in my classes

Exercise 1.15

EPAS 2.1.6a Use practice experience to inform scientific inquiry

How would you determine success with Laura in Exercise 1.3?

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Exercise 1.16

EPAS 2.1.6b Use research evidence to inform practice

Based on your answer to Exercise 1.15, what would be your strategy to research the best way to be successful?

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Exercise 1.17

EPAS 2.1.2a Recognize and manage personal values in a way that allows professional values to guide practice

What personal values do you hold that would influence your work with Laura in Exercise 1.3?
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Exercise 1.18

EPAS 2.1.2b Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

What ethical standards apply to the case of Laura in Exercise 1.3? List at least three using one of the sources above.
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Exercise 1.19

EPAS 2.1.2c Tolerate ambiguity in resolving ethical conflicts

Imagine that Laura in Exercise 1.3 has asked you as the social worker to call the college where her boyfriend attends and ask them to intervene with him. Describe how might address this with Laura.
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Exercise 1.20

*EPAS 2.1.2d Apply strategies of ethical reasoning to arrive at principled decisions*

List at least two strategies of ethical reasoning you will use to arrive at ethical decisions.

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Chapter 1 Competencies/Practice Behaviors Exercises Assessment:

Name: _____________________________________________ Date: ____________
Supervisor’s Name: __________________________________

Focus Competencies/Practice Behaviors:
- EPAS 2.1.1a Advocate for client access to the services of social work.
- EPAS 2.1.1c Attend to professional roles and boundaries
- EPAS 2.1.2a Recognize and manage personal values in a way that allows professional values to guide practice
- EPAS 2.1.2b Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- EPAS 2.1.2c Tolerate ambiguity in resolving ethical conflicts
- EPAS 2.1.2d Apply strategies of ethical reasoning to arrive at principled decisions
- EPAS 2.1.4a Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- EPAS 2.1.4b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- EPAS 2.1.4c Recognize and communicate their understanding of the importance of difference in shaping life experiences
- EPAS 2.1.4d View themselves as learners and engage those with whom they work as informants
- EPAS 2.1.5b Advocate for human rights and social and economic justice
- EPAS 2.1.5c Engage in practices that engage in social and economic justice
- EPAS 2.1.6a Use practice experience to inform scientific inquiry
- EPAS 2.1.6b Use research evidence to inform practice
- EPAS 2.1.7a Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation
- EPAS 2.1.7b Critique and apply knowledge to understand person and environment.
- EPAS 2.1.9a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services.
- EPAS 2.1.10b Use empathy and other interpersonal skills

Instructions: Evaluate your work or your partner’s work in the Focus Practice Behaviors by completing the Practice Behaviors Assessment form below. What other Practice Behaviors did you use to complete these Exercises? Be sure to record them in your assessments.

<table>
<thead>
<tr>
<th></th>
<th>I have attained this competency/practice behavior (in the range of 80 to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have largely attained this competency/practice behavior (in the range of 60 to 80%)</td>
</tr>
<tr>
<td>2.</td>
<td>I have partially attained this competency/practice behavior (in the range of 40 to 60%)</td>
</tr>
</tbody>
</table>
4. I have made a little progress in attaining this competency/practice behavior (in the range of 20 to 40%)
5. I have made almost no progress in attaining this competency/practice behavior (in the range of 0 to 20%)

<table>
<thead>
<tr>
<th>EPAS 2008 Core Competencies &amp; Core Practice Behaviors</th>
<th>Student Self Assessment</th>
<th>Evaluator Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Evaluator Assessment Scale and Comments</td>
<td>0 1 2 3 4 5</td>
<td>Agree/Disagree/Comments</td>
</tr>
</tbody>
</table>

**2.1.1 Identity as a Professional Social Worker and Conduct Oneself Accordingly:**

a. Advocate for client access to the services of social work
b. Practice personal reflection and self-correction to assure continual professional development
c. Attend to professional roles and boundaries
d. Demonstrate professional demeanor in behavior, appearance, and communication
e. Engage in career-long learning
f. Use supervision and consultation

**2.1.2 Apply Social Work Ethical Principles to Guide Professional Practice:**

a. Recognize and manage personal values in a way that allows professional values to guide practice
b. Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics in Social Work, Statement of Principles
c. Tolerate ambiguity in resolving ethical conflicts
d. Apply strategies of ethical reasoning to arrive at principled decisions

**2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments:**

a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
b. Analyze models of assessment, prevention, intervention, and evaluation
c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**2.1.4 Engage Diversity and Difference in Practice:**

a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
c. Recognize and communicate their understanding of the importance of difference in shaping life experiences
d. View themselves as learners and engage those with whom they work as informants

**2.1.5 Advance Human Rights and Social and Economic Justice**

a. Understand forms and mechanisms of oppression and discrimination
b. Advocate for human rights and social and economic justice
c. Engage in practices that advance social and economic justice
2.1.6 **Engage in research-informed practice and practice-informed research**

- a. Use practice experience to inform scientific inquiry
- b. Use research evidence to inform practice

2.1.7 **Apply knowledge of human behavior and the social environment:**

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- b. Critique and apply knowledge to understand person and environment

2.1.8 **Engage in policy practice to advance social and economic well-being and to deliver effective social work services:**

- a. Analyze, formulate, and advocate for policies that advance social well-being
- b. Collaborate with colleagues and clients for effective policy action

2.1.9 **Respond to contexts that shape practice:**

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

2.1.10 **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities:**

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- b. Use empathy and other interpersonal skills
- c. Develop a mutually agreed-on focus of work and desired outcomes
- d. Collect, organize, and interpret client data
- e. Assess client strengths and limitations
- f. Develop mutually agreed-on intervention goals and objectives
- g. Select appropriate intervention strategies.
- h. Initiate actions to achieve organizational goals
- i. Implement prevention interventions that enhance client capacities
- j. Help clients resolve problems
- k. Negotiate, mediate, and advocate for clients
- l. Facilitate transitions and endings
- m. Critically analyze, monitor, and evaluate interventions