TENTH EDITION

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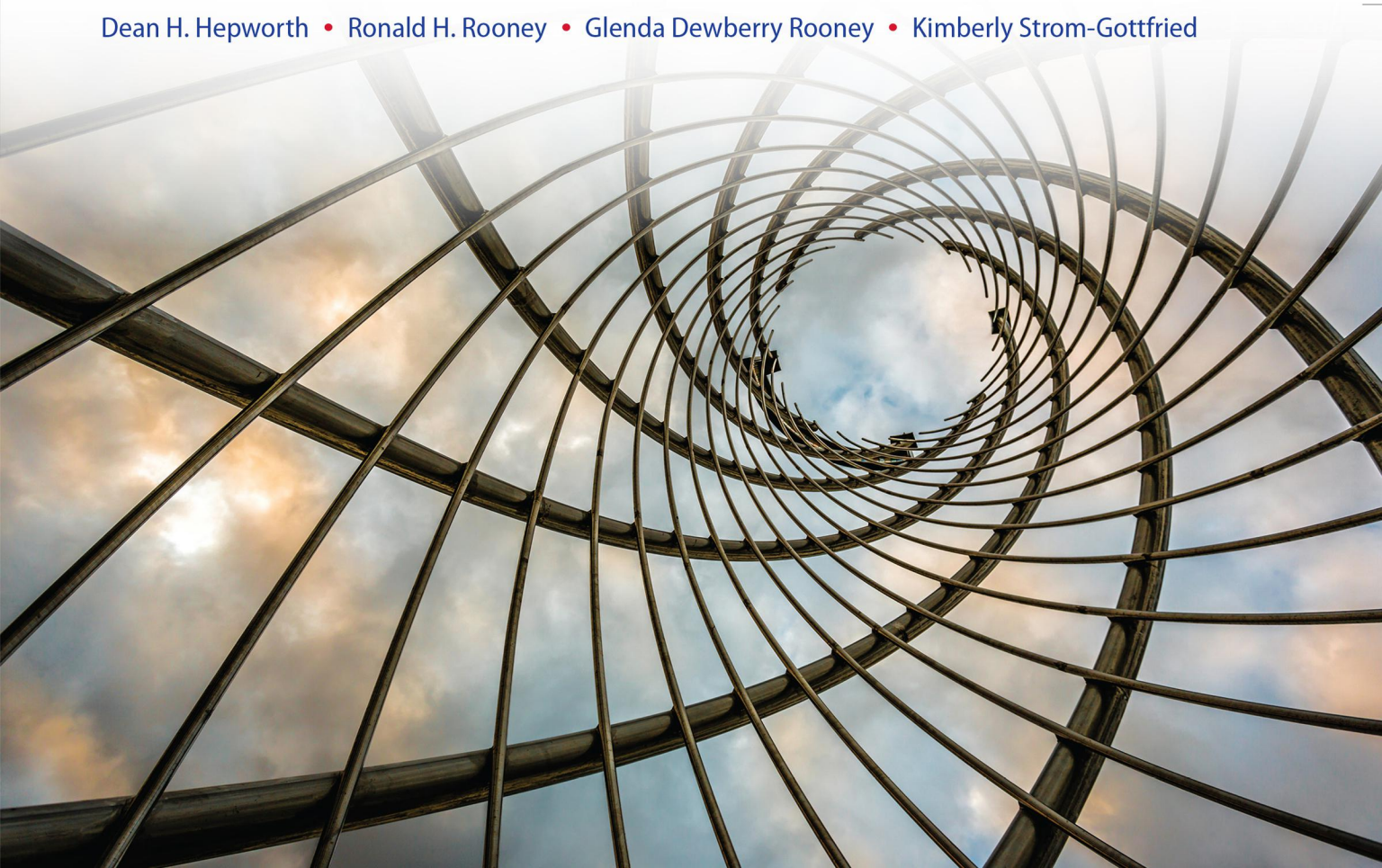
Direct Social Work Practice

THEORY AND SKILLS

Dean H. Hepworth • Ronald H. Rooney • Glenda Dewberry Rooney • Kimberly Strom-Gottfried



TENTH EDITION

Direct Social Work Practice: **Theory and Skills**

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Preface

When we, your authors, teach BSW and MSW students, we are often confronted with the question "What should I do if … ?" The easy (and usually correct) answer is "It depends." How a social worker responds in any given situation *depends* on a variety of factors: the setting in which he or she is working, the client, the nature of the helping relationship that has developed, the advantages and disadvantages of any given action or choice, and so on.

We wrote this book to help answer the "it depends"—to equip you with the knowledge and critical thinking to weigh the factors involved in decisions throughout the helping process, both as a student social worker and as a professional. At first, that process can seem cumbersome. It can be difficult to digest all this new information and recall it as needed during client interactions. This learning process involves becoming acquainted with the concepts in this book, understanding the pros and cons of various choices, becoming familiar with the different variables that affect practice, and using this knowledge and these skills in supervision, in work with colleagues and classmates, and in practice with clients.

As social workers ourselves, we have the utmost respect for the complexity of the work, the power that professionals hold, and the grave situations in which we are entrusted to help others. In this text, we have tried to provide you with a foundation to practice with excellence and integrity in this vital profession. We write this in a context in which many clients of color are fearful about the values and motives of authorities, whether they be police or social service workers. Skills taught in the text include ways to listen effectively, share power, and pursue social justice. An additional context is practice with clients that is trauma informed, and we consider contemporary services to LGBTQ clients, military families, and emerging immigrant populations, among others. The book also includes the context of the Affordable Care Act.

As in previous editions, the text and supporting materials explicitly integrate the related video content, allowing instructors to use the video materials for in-class or homework activities. Adjustments in design and content clearly link the text to student skill development and core competencies specified by CSWE and EPAS (2015). We describe how to construct SOAP notes to assist quality planning and recording of practice. Students and practitioners have been confused about the use of various terms to describe responses that are sensitive to client content and emotion. Sensitive to the current widespread use of the term "reflection," we now use "reflection of emotion" to describe the previous term and "paraphrasing" and "reflection of content" to add dimension to the previous global term "reflection." Additional content has been added on intimate partner violence and work with military families. Practice guidelines are now designed to be less adult-centric and include more appropriate guidance for interviewing children and adolescents. We continue to seek guidelines for practices that are responsive to diversity.

THE STRUCTURE OF THE TEXT

The book has four parts. Part 1 introduces the reader to the social work profession and direct practice and provides an overview of the helping process, including core competencies, the role of evidence-based practice, the domains and roles of social work, and the elements of ethical practice.

Part 2 presents the beginning phase of the helping process, and each chapter includes examples from the videotapes developed for the text. It addresses strategies and skills for building relationships, providing direction and focus in interviews, avoiding common communication errors, and substituting better options. Subsequent chapters in this section address problem and strengths exploration, theories and techniques for individual, family, and group assessment, and the processes involved in goal setting.

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Part 3 presents the middle, or goal attainment, phase of the helping process. It describes change-oriented strategies, including updated material on task-centered, crisis intervention, cognitive restructuring, and solution-focused approaches to practice, large-systems change, advocacy, case management, family practice, and group work. Readers learn advanced communication and intervention techniques and common social worker and client barriers to change.

Part 4 deals with the final phase of the helping process, incorporating material on evaluating and terminating social work relationships in an array of circumstances.

ALTERNATIVE CHAPTER ORDER

This book has been structured around phases of practice at systems levels ranging from individual to family to group to macro practice. Some instructors prefer to teach all content about a particular mode of practice in one block. In particular, those instructors whose courses emphasize individual contacts may choose to present chapters in a different order than we have organized them (see Table 1). They may teach content in Chapters 5–9, skip ahead to Chapters 12 and 13, and then delve into Chapters 17 and 18. Similarly, family content can be grouped by using Chapters 10 and 15 together, and group content by using Chapters 11 and 16 together. We have presented the chapters in the book in the current order because we think that presentation of intervention by phases fits a systems perspective better than beginning with a choice of intervention mode.

TABLE 1 Organization of Chapters by Mode of Practice

MODE OF PRACTICE	
Across levels	Chapters 1–4, 19
Individual	Chapters 5–9, 12, 13, 17, 18
Family	Chapters 10, 15
Group	Chapters 11, 16
Macro	Chapter 14

The Empowerment Series: Relationship with the Educational Policy Statement and Accreditation Standards (EPAS), and Professional Competencies

This book is part of the Cengage Learning Empowerment Series and addresses accreditation standards established by the Council on Social Work Education (CSWE). Our intent is to facilitate programs' ability to link content provided in this textbook with expectations for student learning and accomplishment. As is true in almost all learning, students must acquire knowledge before they are expected to apply it to practice situations.

CSWE has identified nine core competencies that are critical for professional practice (CSWE, 2015). For clarity, we have alphabetized in lowercase the practice behaviors under each competency. "Helping Hands" Icons located within paragraphs clearly show the linkage between content in the textbook and specific practice behaviors and competencies. Each icon is labeled with the specific competency that relates directly to the content conveyed in the paragraph. For example, an icon might be labeled EP [Educational Policy] 1, which is the competency "Demonstrate ethical and professional behavior" (CSWE, 2015). Accredited social work programs are required to demonstrate that students have mastered all practice behaviors for competence as specified in the EPAS. (Please refer to www.cswe.org for the EPAS document.)

Corresponding to each icon, "Competency Notes" at the end of each chapter explain the relationship between chapter content and CSWE's competencies. A summary chart of the icons' locations in all chapters and their respective competency or practice behavior is placed in the front matter of the book.

A new Practice Behaviors Workbook is available to instructors and students through MindTap. This workbook includes exercises that provide students with opportunities to develop the practice behaviors in class or as part of their homework, facilitating their mastery over practical aspects of social work and minimizing the need for programs to develop additional assessments.

NEW FEATURES AND RESOURCES FOR THE 10TH EDITION

The 10th edition continues to integrate many videos, demonstrating cross-cultural practice, engagement with an adolescent, sessions from the middle of the helping process, and motivational interviewing.

Chapter 1

In this chapter we included an updated presentation of evidence-based practice, reframed the presentation of

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social work challenges to opportunities, revised the values section, and presented the case study more quickly in the chapter. We included a link to a George Will article commenting on an earlier version of the text.

Chapter 2

We included more details to explain the social work practice framework. A brief discussion of the micro, mezzo, and macro systems is included, and we added a comment on technology in social work. We added to the definition of clinical social work practice and direct social work practice and added more detail to the discussions of social work roles.

Chapter 3

Concepts were added pertaining to cultural competence throughout the chapter. For example, interior decorations that are sensitive to diverse populations are discussed in the section on physical conditions of the interview.

Chapter 4

This chapter features extra attention to the maintenance of professional boundaries in online contexts and the importance of professional self-awareness and self-regulation. Ethics in cases of interpersonal violence and other challenging venues have been added.

Chapter 5

The empathy scale was revised to reflect a bottom level for "no empathy demonstrated." The list of affective words was modified to make it more contemporary. Recent theory and research on empathy was included, and guidelines for self-disclosure were revised.

Chapter 6

Use of the term "reflection" was expanded to include both reflection of emotion and reflection of content, replacing the former term "paraphrasing." There is more content aimed at interviewing children and adolescents. Guidelines for interviewing include expanded attention to strengths and resources.

Chapter 7

This chapter now includes a short discussion on the importance of putting away cell phones in the section on nonverbal behaviors. Throughout the chapter we discuss self-awareness and self-correction when errors are noticed. We added double-barreled questions and cognitive bias to the list of counterproductive patterns of communication.

Chapter 8

Chapter 8 has been updated to include a more comprehensive section addressing the treatment of children and adolescents as well as a section highlighting important changes from DSM-4 to DSM-5.

Chapter 9

Chapter 9 now includes greater detail regarding the collection of data for developmental assessments as well as additional examples of assessments and documentation. In addition, the issue of elder misuse of drugs is addressed and changes from DSM-4 to DSM-5 are discussed.

Chapter 10

Chapter 10 has been reorganized and adds new content that will help social work students integrate family systems assessments into their practice. It includes expanded attention to self-awareness and practice with diverse families and a detailed articulation of a family systems framework for assessment of family strengths and adaptive capacity. The chapter closes with a description of three assessment strategies, including the use of circular questions, genograms, and standardized assessment scales.

Chapter 11

This edition features expanded examples of group types and a deeper discussion of task groups. A new section has been added to address single-session groups. Other sections have been streamlined, and contemporary issues, such as the use of devices in sessions and online contact outside of group, have been included.

Chapter 12

Chapter 12 discusses the purpose and function of goals and the process involved in goal development with voluntary clients, involuntary clients, and minors. General and specific tasks or objectives are discussed as instrumental strategies for goal attainment. Revisions include the use of video and case examples to demonstrate the process of developing goals. Each example demonstrates the link between goals and a target, and the subsequent development of general and specific tasks.

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Sample contracts are provided, and methods for monitoring and measuring the progress and outcome of goals are discussed.

Chapter 13

Chapter 13 provides students with comprehensive knowledge and skills of evidence-based intervention strategies and procedures. Case and video case examples illustrate the application of each strategy. Trauma-informed care and its principles and importance in work with clients is introduced in this edition. The fit between trauma-informed care and the values and principles of social work practice is discussed. Resources intended to further knowledge and understanding of the prevalence of client trauma are presented at the end of the chapter.

Chapter 14

Chapter 14 provides a condensed foundation for understanding macro practice. Micro to macro assessment questions and problem-solving strategies are emphasized, as is the connection between micro and macro concerns. Case examples illustrate the shift from case to cause in social work practice with diverse clients and target problems. A social justice lens is adopted in this chapter as a framework for understanding social work advocacy efforts. New content in this chapter considers the social worker's role as a policy advocate, in which the macro-level change effort focuses on organization practices and policies that influence the environment experienced by clients.

Chapter 15

Chapter 15 was revised to conceptualize social work with families in the diverse settings in which social workers routinely encounter families, in addition to traditional family therapy settings and programs. Moreover, the chapter presents intervention skills that are at the heart of most contemporary evidence-based approaches to social work with families. Interventions are organized into first- and second-order change strategies, and new content was included to support skill-training interventions, as well as to emphasize the continuity between intervention strategies presented in earlier chapters and their application to social work with families.

Chapter 16

This chapter has been more closely integrated with Chapter 11. It has an expanded and reorganized section on task groups, a new section on single-session groups, and more detailed coverage of technology and groups.

Chapter 17

This chapter links to earlier coverage of empathy and includes a review of new research on empathy. It adds cultural bias as a barrier to interpretation. Many examples have been revised and adapted, including new skill development examples. The decision about when interpretation is appropriate has been clarified.

Chapter 18

Chapter 18 makes use of case examples to identify and resolve relations dynamics between the social worker and clients. A video case example demonstrates motivational interviewing as a strategy to assist clients in the change effort.

Chapter 19

This chapter has new sections on avoiding treatment dropouts, endings in short-term therapy such as crisis and single-session services, and the effects of endings on students. There is also information on practical, hybrid models of evaluation that can be adopted in an array of agency settings.

INSTRUCTOR ANCILLARIES

MindTap

MindTap for *Direct Social Work Practice: Theory and Skills* engages and empowers students to produce their best work—consistently. By seamlessly integrating course material with videos, activities, apps, and much more, MindTap creates a unique learning path that fosters increased comprehension and efficiency.

For students:

- MindTap delivers real-world relevance with activities and assignments that help students build critical thinking and analytic skills that will transfer to other courses and their professional lives.
- MindTap helps students stay organized and efficient with a single destination that reflects what's important to the instructor, along with the tools students need to master the content.
- MindTap empowers and motivates students with information that shows where they stand at all times—both individually and compared to the highest performers in class.

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Additionally, for instructors, MindTap allows you to:

- Control what content students see and when they see it with a learning path that can be used as is or matched to your syllabus exactly.
- Create a unique learning path of relevant readings, multimedia, and activities that move students up the learning taxonomy from basic knowledge and comprehension to analysis, application, and critical thinking.
- Integrate your own content into the MindTap Reader using your own documents or pulling from sources like RSS feeds, YouTube videos, websites, Google Docs, and more.
- Use powerful analytics and reports that provide a snapshot of class progress, time in course, engagement, and completion.

In addition to the benefits of the platform, MindTap for *Direct Social Work Practice: Theory and Skills* includes:

- Helper Studio, an interactive video case in which students respond as if they were the social worker.
- Video examples demonstrating skills and concepts presented in the text.
- Case studies to help students apply chapter content.

Online Instructor's Manual

The Instructor's Manual (IM) contains a variety of resources to aid instructors in preparing and presenting text material in a manner that meets their personal preferences and course needs. It presents chapter-by-chapter suggestions and resources to enhance and facilitate learning.

Online Test Bank

For assessment support, the updated test bank includes true/false, multiple-choice, matching, short answer, and essay questions for each chapter.

Online PowerPoint

These vibrant Microsoft® PowerPoint® lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

ACKNOWLEDGMENTS

We want to express our thanks and admiration for Dean Hepworth, a social work educator and the first author of this text, for his inspiration and example in developing a text that would help students become more effective practitioners.

In addition, we want to thank the following colleagues for their help in providing useful comments and suggestions. We have been supported by members of our writers' groups, including Laurel Bidwell, Mike Chovanec, Elena Izaksonas, Kari Fletcher, Catherine Marrs Fuchsel, Lance Peterson, Pa Der Vang, and Nancy Rodenborg. Research assistants Aileen Aylward and Alyssa Ventimiglia Elliott conducted comprehensive literature reviews, tracked bibliographic changes, and reviewed drafts with keen eyes. We also want to thank Miriam Itzkowitz, Richard Coleman, Mary Vang Her, Michele Gricus, and Hugh Armstrong for their roles in creating new videos for the textbook. Finally, we are grateful to our students—the users of this text—and social workers in the field for their suggestions, case examples, and encouragement.

This edition could not have been completed without the support, inspiration, and challenge of our colleagues, friends, and families, including George Gottfried, Lola Dewberry, and Chris Rooney. We want to remember in this edition Louis DuBary, Glenda's brother, a social worker who spent his career as an advocate for youth both as a professional and as a volunteer.

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PART 1

Introduction

1 The Challenges and Opportunities of Social Work

2 Direct Practice: Domain, Philosophy, and Roles

3 Overview of the Helping Process

4 Operationalizing the Cardinal Social Work Values

Part 1 of this book provides you with a background of concepts, values, historical perspectives, and information about systems. This information will, in turn, prepare you to learn the specific direct practice skills described in Part 2.

Chapter 1 introduces you to the social work profession; explains its context, mission, purposes, and values; and describes how systems perspectives can guide you in conceptualizing your work.

Chapter 2 elaborates on the roles played by social workers, including the distinctions made between clinical and direct social work practice, and presents a philosophy of direct practice.

Chapter 3 offers an overview of the helping process, including exploration, implementation, and termination.

Finally, Chapter 4 introduces the cardinal values and ethical concerns underlying social work.

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CHAPTER 1

The Challenges and Opportunities of Social Work

Chapter Overview

This chapter presents a context for social work practice. After completing this chapter, you will be able to:

- Understand the context, mission, and purposes and opportunities of social work services.
- Identify the value perspectives that guide social workers.
- Appreciate the role of systems and ecological concepts for understanding the interaction of individuals and families with their environments.
- Describe competencies that you will be expected to achieve in your academic career.
- Reflect on our perspective on diversity that will guide how we present issues.

EPAS Competencies in Chapter 1

This chapter will provide you with the information you need to meet several Educational Policy and Accreditation Standards (EPAS) competencies—a set of nine standards or competencies centered on an educational format that prescribes attention to outcome performance (CSWE, 2014). The goal of aligning social work education to such competencies is that social workers will be self-reflective, value guided, and able to think critically while utilizing knowledge and skills. The following are the competencies we cover in this chapter:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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THE CONTEXT OF SOCIAL WORK

Let's start our discussion of social work by examining the context of the profession. Social work seeks to promote human and community well-being, enhance quality of life, and promote social and economic justice and the elimination of poverty (EPAS, 2015). Toward these objectives, social work practice includes both opportunities and challenges for assisting individuals, families, groups, organizations, and communities. These opportunities and challenges exist in a context that has been relatively stable over time but has also changed in the recent past. For example, many social workers continue to practice with clients at the lower levels of the social economic ladder, although those clients now have access to the Patient Care and Affordable Care Act (PCACA), commonly known as Obamacare. Meanwhile, long-lasting concerns among African Americans about whether police act more to serve them or harass them now exist in a context in which FBI Director James Comey has acknowledged a legacy of poor treatment of African Americans by police and unconscious bias, recognizing that poverty and educational gaps often bring that community and police together in dangerous circumstances (Comey, 2015). In addition, differences of opinion remain regarding same-sex marriage, while at the same time more and more states made it legal within their borders, and the Supreme Court has now established it as a right in all states. A national resolution of a debate about the proper role of immigration has still not occurred, creating challenges for social workers who provide services to people who are undocumented.

Meanwhile, social work practice continues to be provided in organizational and resource settings that are fraught with limitations. In addition, social workers work in many different settings—governmental agencies, schools, health care centers, family and child welfare agencies, mental health centers, business and industry, correctional settings, and private practices, to name a few. Social workers also work with people of all ages, races, ethnic groups, socioeconomic levels, religions, sexual orientations, and abilities. Social workers themselves variously describe their work as rewarding, frustrating, satisfying, discouraging, stressful, and, most of all, challenging (Pooler, Wolfer, & Freeman, 2014).

Clearly, the context of social work presents both challenges and opportunities. This book will assist you in developing practice skills, values, and knowledge so that you can be helpful to individuals, families, and groups in any social work setting. This chapter begins with a case example that highlights several aspects of social work practice and provides the context for concepts we will introduce in the chapter.

EP 2, 3, 6, 7, and 8

Many social workers practice in settings, such as schools, where they perform dual roles, protecting both the community at large and vulnerable individuals, in addition to playing other supportive roles (Trotter, 2006). No matter where they are employed, social workers are influenced by the social work value of self-determination for their clients. For this reason, in addition to exploring school attendance issues with Mrs. Ramirez and her children, Tobias addressed Mrs. Ramirez's other concerns.

Of course, social workers are not the only helping professionals who provide direct services to clients in need. They have a special interest, however, in helping empower members of oppressed groups (Parsons, 2002). Indeed, as a profession, social workers are committed to the pursuit of social justice for poor, disadvantaged, disenfranchised, and oppressed people (Carniol, 1992; Finn & Jacobson, 2003; Marsh, 2005; Pelton, 2001; Van Wormer, 2002). In this case, in addition to seeing his client, Mrs. Ramirez, as a parent struggling with school attendance issues, Tobias also saw her as a client experiencing challenges possibly related to issues in the United States surrounding undocumented immigrants (Cleaveland, 2010; Padilla et al., 2008). Interestingly, a law passed by the U.S. House of Representatives in 2005, but not in the Senate, would have made it a crime for service providers such as Tobias to assist undocumented immigrants. However, according to the National Association of Social Workers (NASW) Immigration Toolkit (NASW, 2006, p. 4), "the plight of refugees and immigrants must be considered on the basis of human values and needs rather than on the basis of an ideological struggle related to foreign policy." The contrast between these two positions suggests that social workers grapple with issues of social justice in their everyday practice. As a social worker, Tobias obviously could not personally resolve the uncertain situation of undocumented immigrants. However, he could work with Mrs. Ramirez and local health institutions to explore possible solutions to her problems.

Note that in this case example, Mrs. Ramirez did not seek assistance herself. Rather, she was referred by school staff because of her children's poor school attendance. She would therefore be referred to as a **legally mandated client** who receives services under the threat of a court order. Those clients who *themselves apply* for

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