

***Instructor’s Resource Manual and Test Bank****for*

**Techniques and Guidelines for Social Work Practice**

**10th Edition**

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Instructors of classes using Sheafor and Horejsi’s *Techniques and Guidelines for Social Work Practice, 10e,* may reproduce material from the instructor’s resource manual and test bank for classroom use.

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**INTRODUCTION**

Textbook authors rarely have a chance to communicate with the faculty members who adopt their books. A textbook should be written to students, yet it is instructors (whether classroom or field instructors) who are the key to students having a successful learning experience with that

material. Thus we look at this *Instructor’s Resource Manual and Test Bank* as an opportunity to communicate directly with the instructors who have selected our book*.* Unfortunately this is limited to one-way communication, but at least it gives us a chance to share our thoughts about using this text as a resource for helping your students learn about and begin to use the knowledge, values, and skills central to professional social work practice.

 We initially thought of this text as a handbook of techniques commonly used by social workers, recognizing that techniques and guidelines are a critical part of social work practice that are seldom reported in a format that students and practitioners could readily access. As we worked on the manuscript we soon discovered that simply applying these techniques and guidelines out of the context of social work and the practice of social workers diminished their usefulness. Thus the book became a hybrid with the first seven chapters capturing what we consider the essential elements that characterize social work, social workers, and social work practice. The remainder of the book represents our selection of 154 techniques or guidelines with which a social worker should be familiar—or at least should know they exist and know how to access them when needed in his or her practice.

 There are two distinct parts to this *Instructor’s Manual and Test Bank.* Part I, “Teaching and Testing from the Text,” is focused on each chapter of the text itself. Part II, “Multi-Item Classroom Exercises,” describes some suggested classroom exercises an instructor might adopt or adapt to help students move from reading about techniques and guidelines to thinking about how they might be applied in a social work practice situation. Where Part I addresses key points and techniques on an item-by-item basis, the Part II exercises are designed to help students recognize that in most practice situations a social worker must draw on several techniques that are described in different chapters in the text.

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**Techniques and Guidelines for Social Work Practice, 10th Edition**

**Part I**

**Teaching and Testing from the Text**

From our own years of teaching, we fully understand the many time-consuming demands placed on social work faculty members. Of course a faculty member reads the textbook carefully when deciding to adopt, when developing course outlines, and when preparing class assignments. Yet, when making last-minute preparations to teach a class session there is seldom time to reread the chapter. To assist in the “quick review before class,” we have provided a short **content overview** of each chapter. For chapters 1-7, we follow a format typical of most textbooks (i.e., selecting a content area and reflecting current thinking on that subject matter). Following that content overview, we summarize the **key points** of the chapter and state a **learning objective** for each point. Note that to avoid redundancy, we omitted a few words at the beginning of each learning objective. You might want to view each as if the words “To enable the student to …” are present. We then generated one or more **open-ended questions** for each key point which you might use for class discussion, a short assignment to be completed by students between class sessions, or, in some cases, as short essay question on a test. Finally, we have generated one or more **multiple-choice questions** for each key point.

**A Note on Multiple-Choice Questions**

For many years we resisted or avoided using multiple-choice questions as a means of testing our students. And too often, the multiple-choice questions that we did utilize were not very good. Gradually, with the help of question-writer training and service on the examination committees for NASW’s now defunct Academy of Certified Baccalaureate Social Workers, NASW’s Academy of Certified Social Workers, and the Association of Social Work Boards, we improved our ability to write multiple-choice questions that test students’ knowledge and that also prepare them for the types of questions they will encounter in professional licensing and certification exams. For example, you will notice that there are no “true/false,” “all of the above,” none of the above,” or questions leading to confusing double negative responses. Further, we hope the “best answer” stands out for the student who has carefully read the material, yet the other options are reasonable enough that they might draw the test-taker who is guessing or had only skimmed the material. Some questions call for memory about key facts (after all, that is the foundation on which critical thinking can occur) and others are more applied in that they are based on very short cases or other practice situations calling for critical thinking.

 These questions have not undergone the rigorous testing experienced by those questions used in social work competency exams and we know they are far from perfect. Nevertheless, they are our best shot. However, if they are used on YOUR test you should feel free to make any modifications you choose. We also recommend that before the first test in which you include multiple-choice questions you assign the class Item 16.2 in which we provide information on “Preparing for Social Work Competency Exams” and review this material in class. Learning to think about social work content from the standpoint of it being multiple-choice tested should be a part of every student’s academic experience.

 The remainder of Part 1 addresses Chapters 8 through 16 in which the handbook nature of the text is evident. The format used here is similar to the first seven chapters, but with a few exceptions. We provide a content overview for each chapter, but instead of addressing key points we address each “Item,” that is, each technique or guideline. Corresponding to the item numbers, such as 10.3 in the text, we have provided a learning objective for the item, one or more open-ended questions, and one or more multiple-choice questions.

 Please note that we have prepared this text from a **generalist perspective**, although we have included more items related to direct practice than indirect practice. This is particularly evident in Chapters 10 through 14 in which we have separated the items so that the chapters begin with direct practice items and conclude with those more appropriate for work with large groups, organizations, communities, and influencing social policies. We recognize that the curricula of social work education programs, even generalist programs, divide practice content in a variety of ways. We have found that the structure of this book fits very well in an overview or introductory generalist practice course and also in a culminating integrative seminar or field seminar. However, by using virtually all of the book and just the direct service sections of the chapters organized around the phases of the change process, it makes a good micro practice text. The indirect service items can also be useful learning tools for macro classes.

 For each of the numbered items presented in Chapters 8-16 of the textbook, we have summarized considerable information and attempted to include enough information to describe how it might be applied in practice situations. Our intent is to narrow down the many choices and decisions faced by student or new social worker. However, we recognize that clients can be at risk when students are trying out new skills and making practice decisions. Consequently, the information that we do provide will always fall short of what is really needed in real life practice. Thus, for each item we have included a section labeled **“Selected Bibliography”** in which we have listed a few sources (usually books) in which a student might begin searching for more in-depth information on the subject. Between these references and what might be obtained through on-line searches (see Item 11.22) the student or new social worker should have a good start on becoming adequately prepared for the practice situations they experience. We are realistic enough to know that most students are unlikely to take this additional step without encouragement from their instructors and urge you to regularly call their attention to the selected bibliography sources or other sources you may wish to recommend.

 Further, we note that through ten editions of this book we have reluctantly needed to discard many items we believe are valuable for social workers. These deletions were made in the interest of keeping the length of each new edition about the same as the number of pages is closely associated with the cost to students. Some of the deleted items from very early editions are outdated, but many are still quite useful. Pearson Education/Allyn and Bacon has now placed these items on its website and we have indicated points in the book where students may want to access those materials (at no cost) to expand their understanding of a key point or gain access to additional techniques and guidelines. Again, you can be helpful to your students by calling these additional resources to their attention.

 Finally, we recognize the frustration that instructors may experience when a new edition of this book is released making it necessary to modify their course outline because the numbers assigned to some items in Chapters 8-16 have been changed. To assist in ‘translating’ your course outline to this new edition, we have included at the end of the *Instructor’s Manual* a **conversion chart** that tracks the changes in item numbers from the 8th or 9th editions to this new 10th edition. Also, the conversion chart may be helpful to students who have an older edition and want to avoid having to buy the new 10th edition if this book is assigned reading in more than one course and this new edition has been released between those uses of the book.

**Chapter 1: The Domain of the Social Work Profession**

**A. Content Overview**

This chapter assists the reader in recognizing that social work emerged as the one profession with a central focus on helping people to strengthen the quality of their interactions with others and with social institutions--as well as working to improve those institutions so that they will be more responsive to the needs of people. Given that this focus represents the unique professional domain of social work, social workers are expected to function within the identified purpose, focus, scope, and areas of helping sanctioned by the society. A model depicting the various components of a social work practice situation (Figure 1.1 in the textbook) provides an overview of factors that affect a social worker’s decisions and activities. Before one selects from the techniques and guidelines presented in this book, a social worker should examine the practice situation to determine if the activity is indeed within the domain of the social work profession.

**B. Key Points, Learning Objectives, Open-Ended Questions, Multiple-Choice Questions**

***Key Point 1****.* The **“social work domain”** is a term that implies that the profession of social work has a unique responsibility that differentiates it from the other helping professions. Defining that domain is never easy for the person new to social work. Understanding how social work got its name begins to define social work’s turf as it keeps social workers focused on the profession’s historic mission of strengthening social interaction. Jeffrey Brackett is credited with advocating for the name *social work* at the time this occupation was emerging. Brackett believed it important that the name emphasize the focus on people interacting with other people (i.e., *social*interaction) and that this activity requires much more than volunteer activity--it is an important and complex form of *work*.

***Learning Objective:*** Recognize the unique place of social work among the several helping professions.

***Open-Ended Questions:***

1. Discuss the contribution Jeffrey Brackett made to the development of the social work profession. Why was his contribution important?
2. As someone enrolled in a social work class, you will probably soon be asked just what it is to be a social worker. Give a two-minute (or two paragraph) response to that question.

***Multiple-Choice Questions:***

1.1a Who first suggested and promoted the name “social work?”

 a. Charlotte Towle

 b. Mary Richmond

 c. Jeffrey Brackett

 d. Edward T. Devine

1.1b Which of the following terms is used to refer to an occupation’s particular area of competence or expertise?

 a. Social functioning

 b. Values and ethics

 c. Social environment

 d. Professional domain

***Key Point 2****.* The central **purpose of social work** is to help people improve their social functioning and simultaneously creating social conditions that will enhance the well-being of people and prevent or mitigate problems in social functioning.

***Learning Objective:***Identify social functioning and changing social conditions as the dual responsibilities of social workers.

***Open-Ended Questions:***

1. Describe the concept of “social functioning” in your own words. Give an example of a problem in social functioning as experienced by an individual or family.
2. Give an example of a social condition that may contribute to problems in social functioning for a social worker’s clients. What might be a *primary prevention* approach that would modify that social condition?

***Multiple-Choice Questions:***

1.2a The concept of “social functioning” is best described a reflecting a person’s

 a. spiritual well-being

 b. emotions

 c. interactions with others

 d. family supports

1.2b The central social work value that is concerned with efforts to improve social conditions for all people is

 a. social justice

 b. economic development

 c. distributive welfare

 d. social class realignment

***Key Point 3****.* The **focus** on social functioning most clearly distinguishes social work from other helping professions. At the heart of social work practice is attention to the quality of social interaction experienced by a client, i.e., an individual, a family or other form of household, a therapeutic or task group, an organization, a community, or even larger social structures. The concept of social functioning is concerned with matching an individual’s capacities and actions with the demands, expectations, resources, and opportunities within his or her social and economic environment. Through the provision of programs of social care, social treatment, or attempting to strengthen the quality of social programs (i.e., social enhancement), social workers assist people in improving their social functioning.

***Learning Objective:*** Explain what is meant by social work’s dual focus on person-in-environment.

***Open-Ended Question:***

1. In your own words, explain the “person-in-environment” concept. Using yourself as an example, illustrate the concept describing key elements of your immediate environment and your distant environment

***Multiple-Choice Questions:***

1.3a Social work is distinguished most clearly from other helping professions by its

focus on

 a. helping people resolve problems of social functioning

 b. assessing clients’ needs

 c. forming helping relationships

 d. requiring professional education to practice

1.3b The best phrase to capture social work’s unique focus among the helping professions is:

 a. primary prevention

 b. micro/mezzo intervention

 c. person-in-environment

 d. facilitating client change

***Key Point 4.***The **scope of social work** ranges from direct work with the individual to broad social change and social reform, and even to the prevention of social problems. It is useful to break down this very wide range of activities into more discrete arenas or levels, i.e., micro-, mezzo-, and macro-systems.

***Learning Objective:*** Recognize that unlike most professions, social work’s person-in-environment focus requires the social worker to address human conditions ranging from the individual to the society.

***Open-Ended Questions:***

1. Social work has an exceptionally broad scope that requires ability to assess micro-, mezzo-, and macro-level practice situations. What is meant by the terms micro, mezzo, and macro practice? Provide an illustration of each.

2. Programs developed to respond to problems in social functioning might include emphasis on providing social care, social treatment, and/or social enhancement. Give an example of each and then describe the kind of problems they are intended to address.

***Multiple-Choice Questions:***

1.4a Which set of terms best reflects the scope of social work practice?

 a. Primary/secondary/tertiary

 b. Micro/mezzo/macro-levels

 c. Whole/partial person focus

 d. Birth/growth/dying developmental stages

1.4b A social worker’s efforts to help a client obtain basic resources such as food, clothing, and shelter is termed:

 a. social care

 b. social treatment

 c. social enhancement

 d. social action

***Key Point 5.***Social work is recognized as one of the primary helping professions. A social worker’s **sanction** or approval comes from agencies hiring social workers and clients choosing to engage with social work professionals in addressing their issues. In trade for public trust associated with having the sanction to perform this role, social workers are ethically obliged to practice with maximum competence and in a manner that protects clients from professional misconduct and incompetence.

***Learning Objective:*** Recognize that social work operates with the approval of the society to address issues of people interacting with their environments, but must return that trust by practicing ethically.

***Open-Ended Questions:***

1. Select a helping profession other than social work (e.g., teaching, medicine, nursing, psychology) and compare to social work. Who do they serve? What aspect of human functioning is their focus? What type of human problems does each address? Where might they overlap with social work?

1. Describe the concepts of a profession’s “domain” and “professional drift.” Using social work as an example, discuss how professional drift might result in other professions encroaching on social work’s domain or social work encroaching on the domain of other professions. What is the potential impact on clients?

***Multiple-Choice Question:***

1.5a The most important reason a social worker should not operate outside of his or her profession’s boundaries is

 a. the community may become confused about what social workers actually do

 b. the client is deprived of the perspective social work brings to the situation

 c. licensing requirements prohibit such activities

d. other professions own the exclusive right to engage in those actions

***Key Point 6.*** Figure 1.1 and the related discussion of the elements of the model provide an overview of social work practice is that reflects the society, community, and agency as providing the context in which the client and worker come together. When they come together to address an issue, the client and worker bring a variety of background factors, including experiences, capacities, knowledge, skills, and techniques to assist clients in enhancing social functioning and/or improving social conditions.

***Learning Objective:*** Identify the elements of client, social worker, agency, and social policy and program that merge during the planned change process.

***Open-Ended Questions:***

1. Describe the several characteristics that clients and social workers bring into the planned change process as reflected in Figure 1.1 of the text.
2. Explain how social policies and social programs affect the services social workers can provide their clients. Give an example.

***Multiple-Choice Questions:***

1.6a Giving attention to the influence of a client’s family and friends is best described as focusing on the client’s

 a. personal characteristics

 b. practice framework

 c. immediate environment

 d. change process

1.6b The work that occurs during the planned change process should primarily focus on maximizing the

 a. mission of the employing agency

 b. client’s abilities to bring about change

 c. input from the client’s immediate environment

 d. worker’s knowledge and skills