

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW Program**

**SOWK 250 –Social Welfare
Summer 2019
3 credit hours**

Instructor: Autumn L. Carusillo, PhD, LCSW
Section: 001-002
Class Times: Online
Office hours: By Zoom appointment

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Prerequisite(s): None.

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 BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

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](#)).

University Civility Statement

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 Services

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.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description/Information

The introduction course in the BSSW program (SOWK 200) focuses on the profession of social work. This course (SOWK 250) is intended to assist prospective social workers in gaining awareness and understanding of the breadth and depth of the profession by providing opportunities to study its historical evolution, fields of practice, consumers of service, delivery of service, rewards and challenges and relationship with social welfare. This course examines the development, structure, and function of the social welfare institution. The course provides the opportunity to study the emergence of the social work profession, mission, as well as analysis of social welfare programs and impact of the institution on society. The instructor reserves the right to revise, alter or amend this syllabus (including course outline, assignments, and due dates) as necessary. Students will be notified of any such changes.

Course Competencies

By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Describe the scope of the social welfare institution and its increasing importance in the social structure. 5.1, 5.2
2. Identify diverse, oppressed, and at-risk populations (see also the CSW Dimensions of Diversity Statement). 2.1
3. Describe the historical evolution of the social welfare institution in terms of society's concern with the needs of people, poor as well as rich, urban as well as rural, minority as well as majority. 5.2
4. Explain the major social, cultural, political, environmental, and economic motivations which influenced and continue to influence the social welfare institution. 3.1
5. Understand how social values affect the social welfare system. 1.1
6. Describe social welfare programs in a rational, data-based approach. 5.1, 5.2, 7.1
7. Describe the impact of organizational settings or workplaces on those delivering and receiving social services. 5.1, 5.2
8. Describe the social welfare institution's response or lack of response to current issues and problems. 5.1

CANVAS

Computer and internet access is required for this class. This course is web-based and therefore it is imperative to have constant access online to the materials, modules, and Canvas site. We use many Canvas features through *Online@UT* (<http://online.utk.edu>). Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Canvas, contact helpdesk@utk.edu or 974-9900.

Readings and Resources**Required Text**

Van Wormer, K.S. & Link, R.J. (2015). *Social Welfare Policy for a Sustainable Future: The U.S. in Global Context*. Thousand Oaks, CA: SAGE Publications. ISBN: 9781452240312

Student Study Site: <http://study.sagepub.com/vanwormer>

Recommended Text

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings and Resources

Be prepared to study and apply the U.S. National Association of Social Workers' Code of Ethics (2008; see <http://www.socialworkers.org/pubs/code/code.asp>) and the International Federation of Social Workers' Ethics in Social Work, Statement of Principles (2012; see <http://ifsw.org/policies/statement-ofethical-principles/>) throughout the class.

Required readings, other than required texts, from professional, peer reviewed journals, websites, and

other sources are listed in the Course Outline below and are available in Course Materials on the Canvas site. Additional readings, such as the U.S. National Association of Social Workers' Helping Starts Here website (see <http://www.helpstartshere.org/>), may be assigned. Some required readings or videos might be changed over the course of the semester.

All resources aside from the course textbook will be available on CANVAS.

Course Requirements

The course format is online and will include class discussions via discussion boards, PowerPoints for review, videos, online assignments, and online modules. Students are expected to read, critically analyze, and discuss assigned readings and other materials. Grades will be based on individual and group assignments, quizzes, writing assignments, and class participation, which will be gauged by interactive activity online with the class through CANVAS.

Grading Scale

Grades reflect the number of total points earned. There are no extra credit options.

The grading scale is:

Grade Course	Points	Performance Level
A	94-100	Superior
A-	90-93.9	Intermediate Grade
B+	86-89.9	Very Good
B	83-85.9	Good
B-	80-82.9	Intermediate Grade
C+	76-79.9	Fair
C	73-75.9	Satisfactory
C-	70-72.9	Unsatisfactory
D+	66-69.9	Unsatisfactory
D	63-65.9	Unsatisfactory
D-	60-62.9	Unsatisfactory
F	< 60	Failure

Grade Distribution

Assignments	Points
Participation	10
Advocacy Letter	10
Influencing Policy Development Paper	20
Non-profit Organization Group Presentation	20
Quizzes (4 @ 10pts ea.)	40
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Total Possible	100

Participation (10 pts.)

You are expected to participate regularly, actively, and constructively in our online course sessions as well as all web-based assignments, particularly discussion boards. We will work together to create an environment of open dialogue, openness to ideas, and where the ability to ask questions is welcomed. There will be no tolerance of teasing, bullying, or intimidation of each other, guests, or other individuals in our online classroom. Students who are observed or reported as bullying other students will be referred to the CSW Professional Standards Committee.

Regular attendance is essential. Students are expected to be on time, attend all online sessions, and stay until the end of class sessions. If you miss a class, you are responsible for any work missed. Students are allowed two unexcused absences from class without point deductions. Each additional unexcused absence will result in a one (1) point grade reduction. Otherwise, students will only be excused for documented emergencies, or in rare circumstances, if other arrangements have been made in advance with the course instructor. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance. Leaving early or arriving more than 30 minutes into an online class session will result in you being marked as absent. Special consideration may be given if a student is experiencing temporary barriers with their online connection, but this will not be tolerated as a consistent issue. It is essential to have reliable internet connection to be successful in this course.

Assignment Information

Each assignment is linked with one or more of the course competencies (CCs). Assignment competencies are also linked with one or more of the Council on Social Work Education's (CSWE) Dimensions of Competence [CSWE Educational Policy and Accreditation Standards (EPAS), 2015]. You'll see these four measures (K, V, S, and CAP) identified in the syllabus as Dimensions of Competence Measures (DCMs):

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive and Affective Processes (CAP), which include:
 - Critical Thinking: Process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information
 - Affective Reactions: Emotions that influence thinking and subsequent behavior
 - Judgement: Capacity to perceive and discern multiple sources to form an opinion
- Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date, unless alternative arrangements are made with the instructor in advance.
- We acknowledge students' right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.
- Well-written assignments are those that demonstrate good writing skills (e.g., critical thinking, conceptualization, organization, sentence and phrasing structure, grammar, punctuation, spelling) and adherence to APA-style guidelines for paper structure (e.g., running head with page numbers, 12 pt. font size, Times New Roman font, double-spacing, appropriate referencing).

All written assignments must be submitted through the course Canvas site and (1) MUST be submitted as Word documents, (2) MUST be named using the format of "Lastname Firstname Assignment.docx" (e.g. "Addams Jane Treatment Group Observation"), and (3) MUST include a RUNNING HEAD and page numbers, or points will be deducted.

Course Assignments

Advocacy Letter (10 pts. CCs 4, 5, 8; DCMs: K, V, S, and CAP)

Write a letter to a local, state or national elected official regarding a social welfare policy issue. This letter should relay an understanding of your own personal values and how those lead to the position you present. Be clear and compelling in communicating your ideas which might include: the need for changes, that are sustainable, in policy, funding, and services. Use evidence-based, referenced data to back up this position. Be concise, informative, and persuasive. You may use the same social welfare issue for your Influencing Policy Development Paper, if the instructor approves the topic.

To develop your letter, use the guidance, checklist, and examples in *Ch. 33: Conducting a Direct Campaign, Section 1. Writing Letters to Elected Officials* (KU Community Toolbox, 2016; see

<http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main>).

For additional information, see also *Chapter 25: Changing Policies, Section 1. Changing Policies: An Overview* (KU Community Toolbox, 2016; see

<http://ctb.ku.edu/en/table-ofcontents/implement/changing-policies/overview/main>.

Influencing Policy Development Paper (20 pts. CCs 1 – 8; DCMs: K, V, S, and CAP)

Purpose: The purpose of this paper is for you to familiarize yourself with the Universal Declaration of Human Rights (UDHR), to utilize that document as a framework for critically analyze an existing state or federal policy and craft an argument regarding the merits of the policy or any changes that would need to be made in order for the policy to adhere to the UDHR. Alternatively, you might propose a new policy if none exist on the topic of your choice. **Each student will propose a policy topic to the instructor at a designated time (check the schedule below).**

For example, you may choose “Article 23, Section (2) Everyone, without any discrimination, has the right to equal pay for equal work” (emphasis added).

You might then review current policy on anti-discrimination policies currently in place to protect day labor employees. Perhaps there are no policies. You might then design a policy around the protection of day labor wages to insure day laborers are given an equal wage for their time. Questions to consider are: how would this policy be enacted? What level of government can approve this policy and make it a legal right? If there is a policy in existence, consider: do the tenets of the existing policy line up with the UDHR? Do NASW and IFSW ethical standards support this policy? How is the policy enforced? Is it sustainable? Is it feasible?

If you make a point or state your opinion, BACK IT UP. How? Make your claims with clear explanations and with legitimate, evidence-based sources.

Formatting Requirements:

1. Paper must be 7-10 pages total. This includes the title page and reference page; the body of your paper must be 5-7 pages long. **If it is longer, it will not be read.**
2. Paper must be in APA format. This includes a running header and page numbers, in-body citations for ideas that are not common knowledge or your own, page numbers for quotes, a reference page, and a title page. However, an abstract is not required.
3. There must be *at least* 4 references, two of which must be *peer-reviewed articles from professional journals*. More than four references may be warranted depending on your topic.
4. Write succinctly. It may be difficult to argue for, support, and defend your recommended change in a short paper, so make each thought process and sentence count!

Here are links to the:

- U.S. NASW Code of Ethics (NASW, 2008; see <https://www.socialworkers.org/pubs/code/default.asp>).
- International Federation of Social Workers (IFSW, 2012; see <http://ifsw.org/policies/statement-of-ethical-principles/>).

Group Presentation and Slideshow: Not-for-Profit Social Service or Social Change Organization (20 pts.; CCs 2, 5, 6, 7, 8; DCMs: K, S, V, CAP)

Purpose: To explore and understand certain important aspects of a non-for-profit, social service or social change organization in Tennessee. Depending on the number of students in our class, class members will be assigned to groups of 2 or 3 for this assignment. Each group will submit 2-3 intended organizations for approval. Groups will submit a slideshow presentation that should be 10-15 minutes long and will take place on CANVAS during our assigned class modules. Apply vocabulary from your readings to show your understanding of the concepts. Presentations will be graded on content coverage; organization and structure; presenters’

professionalism, communication styles and skills; use of audiovisual and other aids, and shared and effective use of time. Groups will be assigned by the end of the second full week of class.

The following information must be addressed in the group presentation:

1. Organization name, address and contact information, non-profit status
2. Mission, vision, values, and history
3. Organizational chart, board of directors membership
4. Client criteria and numbers
5. Selective or universal, horizontal and vertical adequacy programming
6. Number and focus of programs
7. Role(s) social workers have in the organization's program(s)
8. Funding sources and most recent yearly, income, assets, and expenditures
9. Relevance of social, economic, environmental justice
10. Diversity and cultural affiliations in clients, staff, and volunteers (see also the CSW Dimensions of Diversity Statement)
11. Relevance to the organization's work of at least one portion of the NASW Code of Ethics and the UDHR.

Sources for this information may include the organization's website, organization staff, pamphlets and other public materials, organizational charts, strategic plans, annual report, IRS Form 990. See also the five resources below for additional background information. In class, we'll review this and other guidance in a PowerPoint that will be posted on the course Canvas site.

- Guidestar, at <http://www.guidestar.org/Home.aspx>
- Foundation Center 990 Finder, at <http://foundationcenter.org/find-funding/990-finder>
- Independent Sector (2016). What is a Nonprofit Organization?, at <https://independentsector.org/nonprofit>
- *Ch. 9, Developing an Organizational Structure..., Section 1. Organizational Structure: An Overview (KU Community Toolbox, 2016; see <http://ctb.ku.edu/en/table-of-contents/structure/organizational-structure/overview/powerpoint>).*
- *Chapter 43: Managing Finances, Section 4. Understanding Nonprofit Status and Tax Exemption.*
- *(KU Community Toolbox, 2016; see <http://ctb.ku.edu/en/table-of-contents/finances/managingfinances/nonprofit-status-taxexemption/main>)*

Quizzes (4 at 10 pts. each)

The quizzes, which will take place on Canvas, will cover in-class discussion and assigned readings/resources (see Course Outline) and may be a combination of multiple choice, true/false, and short answer questions. Each quiz will open on a Thursday at NOON and close the following Sunday at 5:00 p.m. Once you begin a quiz, you will have 60 minutes to complete it. ***Please note that these quizzes will contain material from readings, lectures, presentations, and any additional media required of students per the syllabus. These quizzes are open note/open book so please plan accordingly prior to logging on to take the quiz.***

- Q1: Chs. 1, 2, and 3 (CCs 1, 2, 3, 4, 5; DCMs: K, V, CAP)
- Q2: Chs. 4, 5, other readings/resources (CCs 2, 4, 5, 8; DCMs: K, V, CAP)
- Q3: Chs. 6, 7, and 8 (CCs 2, 4, 5, 6, 7, 8; DCMs: K, V, CAP)
- Q4: Chs. 9, 10, 11, and 12 (CCs 2, 4, 5, 6, 8; DCMs: K, V, CAP)

Discussion Boards

Discussion Boards do not have a point value assigned to them but are mandatory and directly impact your participation grade. There are a total of four discussion boards. Students will post an original post of at least 4-5 sentences and then post at least two response posts to other students in the class of at least the same length. Each discussion board will have a prompt. These are designed to foster communication between students in our online classroom environment.

Course Outline

*The instructor will post various materials for review each week that might include video lectures that will include material important for the quizzes and assignments. We might include additional or alternative videos, readings, or exercises related to the week's topics at the discretion of the instructor. Study required material **before** each class and ensure that you are prepared with the proper equipment and materials to log on during each session. Failure to demonstrate preparation for class sessions can result in lowered participation grades. Contact the instructor well in advance of a class session if you have any difficulty accessing required or recommended materials.*

Writing Tips

1. Read writings out loud.
2. Peer reviews are often helpful.
3. Give yourself time for re-writing, use multiple drafts.
4. Spell check AND grammar check
5. Take time to find the best possible sources, not the first article to pop up on an internet search. Get familiar with and use library services, including our SW Library Liaison.
6. Enjoy it! Make it your own quest for knowledge, as it should be!

Week	Dates	Topics	Required Readings	Assignments Due
Week 1	May 30-31	<p>Welcome and course orientation, including course purpose, rationale, competencies, intro to the text, course schedule, and assignments.</p> <p>What is international social welfare? What are the universal questions: What is critical thinking? This chapter discusses sustainability as a broad concept. Definitions of Basic Terms. Globalization, power, exploitation, unintended consequences.</p>	<p><u>VW&L:</u> Preface (pp. xvi-xx) Part I (pp.1-2) Appendix B: Relevant Internet Sites</p> <p><u>VW & L:</u> Ch. 1: Social Work and Social Welfare Policy: A Sustainable Framework.</p>	Introductions via Discussion Board
Week 2	June 3-7	<p>What are the historical foundations of social welfare? What has been the historical development of social work?</p> <p>World religions and environmental focus.</p> <p>Group assignments Review the UDHR; linkage to international social welfare.</p>	<p><u>Canvas:</u> Universal Declaration of Human Rights (UDHR)</p> <p><u>VW&L:</u> Ch. 2: Historical Foundations of Social Welfare Policy.</p> <p><u>VW&L:</u> Ch. 3: Purpose and Structure of Social Welfare Policy.</p>	<p>Synchronous Session 3 June 6p-7:30p via Zoom</p> <p>Quiz 1 (Chs. 1, 2, and 3) available on Canvas from NOON Thursday June 6th to 5:00 p.m. Sunday the 9th.</p>

Week 3	June 10-14	Soil, food, water, air. Modern agriculture. Corporate role in food production. Mass transit.	<u>VW & L: Ch 4:</u> Environmental Sustainability and the Social Work Profession	Discussion Board
Week 4	June 17-21	United Nations' 17 sustainable development goals, indicators, and data. Definitions of sustainable development, environmental health, community capital, environmental justice. Local to international social work and sustainable development.	Canvas: United Nations Post-2015 Sustainable Development Goals (SDGs);	Synchronous Session 17 June 6p-7:30p via Zoom Group should submit three proposed organizations via Canvas for instructor approval. Due: June 21 st at 5:00 pm. Discussion Board
Week 5	June 24-28	Welfare programs: social insurance (Social Security, Medicare, disability benefits) vs. means-tested (TANF, Medicaid, SNAP, SSI).	<u>VW & L:</u> Ch 5: Poverty and Inequality	Quiz 2 (Chs. 4 and 5, SDG) available on Canvas from NOON Thursday June 27 th to 5:00 p.m. Sunday, June 30 th
Week 6	July 1-5	Privilege, oppression in the economic system. Women's rights. Backlash. Racism.	<u>VW & L: Ch. 6:</u> Minority Groups and the Impact of Oppression	Synchronous Session 1 July 6p-7:30p via Zoom Advocacy Letter due on Canvas by NOON Friday July 5 th .
Week 7	July 8-12	Convention on the Rights of the Child. Corporal punishment. Gun deaths. Child abuse	<u>VW&L:</u> Ch. 7: Child Welfare Canvas: Children's Bill of Rights	Influencing Policy Development Paper <i>Topic</i> due on Canvas by NOON Thursday July 11 th .
Week 8	July 15-19	History of U.S. health care. The ACA. Myths and facts regarding ACA.	<u>VW & L: Ch. 8:</u> Sustainable Health Care Policies <u>Canvas:</u> Summary of the ACA: http://www.ncsl.org/portals/1/documents/health/hraca.pdf	Quiz 3 (Chs. 6, 7, and 8) available on Canvas from NOON Thursday July 18 th until 5:00p.m. Sunday, July 21 st .
Week 9	July 22-26	Older Americans Act. Hospice care. International policies.	<u>VW & L: Ch. 10:</u> Sustainable Policy for Older Adults See canvas for additional reading	Synchronous Session 22 Jul 6p-7:30p via Zoom Discussion Board

Week 10	July 29-August 2	Rural populations from a human rights perspective; environmental justice in rural America	CANVAS: Slides for week 11	Quiz 4 (Chs. 9, 10, Rural Module, Appendix A) available on Canvas from NOON Thursday, August 1st to 5:00 p.m. Sunday, August 4th.
Week 11	August 5-9	Mental health care unmet needs. War, Trauma, Homelessness	CANVAS: Video	Group Presentations via CANVAS via Synchronous Session 5 August 6p-7:30p via Zoom

Social Work Organizational Resources

Professional Practice:

Tennessee NASW Chapter, at <http://www.naswtn.com/>
 U.S. National Association of Social Workers (NASW), at <http://www.socialworkers.org/>
 NASW List of Social Work Organizations, at
<http://www.naswdc.org/swportal/swol/Default.asp?offset=10>
 International Federation of Social Workers (IFSW), at <http://www.ifsw.org>

See also:

Association for Community Organization and Social Administration, at <http://www.acosa.org>
 International Consortium for Social Development, at <http://www.socialdevelopment.net/>
 National Association of Black Social Workers, at <http://www.nabsw.org/>
 Network for Social Work Management, at <http://socialworkmanager.org/>

Professional Education

U.S. Council on Social Work Education, at <http://www.cswe.org/>
 International Association of Schools of Social Work (IASSW), at <http://www.iassw-aiets.org/>

Legal Regulation and Standards

Tennessee Board of Social Workers, at <https://www.tn.gov/health/topic/sw-board>
 Association of State Social Work Boards, at <http://www.aswb.org>

Additional Resources

Community Toolbox, from <http://ctb.ku.edu/en>

Mind Tools, at <http://www.mindtools.com/fulltoolkit.htm>

National Coalition on Dialogue and Deliberation, at <http://ncdd.org/>

Information for Practice, from <http://blogs.nyu.edu/socialwork/ip/>

The Social Work Podcast, from <http://socialworkpodcast.blogspot.com/>

Living Proof Podcast Series, University of Buffalo School of Social Work, from

<http://www.socialwork.buffalo.edu/podcast/>

U.S. NASW Social Work Portal, from <http://www.naswdc.org/swportal/>

The New Social Worker Online, from <http://www.socialworker.com/>