

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW Program
Fall 2002**

Social Work 312 – Social Work Practice I

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Time: T/R - 12:40 - 1:55
Location: HH 209
Section: 78179, 78182, 78195,

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 MSSW Handbook (www.csw.utk.edu)

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, 2001).

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 Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

Program Mission

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

Program Goals

Provision of education and training that enable students to become generalist social work practitioners who:

1. are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
2. are grounded in systems theory and operate within a person-in-the-environment framework;
3. use the problem-solving process to intervene in multiple-level client systems;
4. have an understanding of human diversity and special populations that informs practice interventions;
5. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society; and
6. are committed to continuous development of professional self.

Course Description

Social Work Practice I (3) Knowledge, values, and skills for entry level generalist practice in a variety of settings. The social work problem solving process, different size client systems, ethnic-sensitive assumptions, and the worker's regard for the person-environment configuration. Concurrent skills laboratory. Prereq: Initial progression, completion of, or concurrent enrollment in SW 314.

Rationale

Social Work Practice I is the first of three required practice courses. It introduces students to the generalist approach required for beginning professional practice and examines the knowledge and skills essential for interpersonal communication and the interviewing process within the helping relationship. It recognizes the practice implications with diverse and at risk populations.

Course Objectives

Upon completion of the course students should be able to:

1. Discuss the common knowledge, value, skill base of practice
2. Discuss a systems orientation as reflected in generalist practice
3. Describe the development, utilization, and elements of professional relationships
4. Discuss the process and techniques of the social work interview
5. Demonstrate basic interviewing skills with different type clients
6. Discuss the stages and activities in the problem solving process, with particular attention to
 - a. contact, contract and assessment issues
 - b. social study
 - c. use of assessment aids such as the genogram and eco-map
 - d. recording
7. Identify practice roles including their interventive activities and utilization
8. Recognize implications for practice with diverse and at risk populations
9. Discuss self awareness and evaluation of one's professional practice

Course Outline

- I. Introduction
 - A. Course Expectations
 - B. Practice Knowledge - linkage with other courses
- II. The Nature of Social Work Practice
 - A. The Common Base
 - B. Generalist Practice
 - C. The Ecological Perspective
 - D. Strengths Perspective
- III. The Helping Relationship

- A. Purpose
- B. Empathy and Other Elements
- C. Development Issues
- D. Client Characteristics
- E. The Meaning of Process
- IV. Communication
 - A. Elements
 - B. Barriers
 - C. Verbal and Nonverbal
- V. The Social Work Interview
 - A. Basic Concepts and Principles
 - B. Process and Techniques
 - C. Multicultural Interviewing
 - D. Client Variables
- VI. The Problem Solving Process
 - A. Data Collection
 - 1. Assessment as a Process
 - 2. Genograms and Eco-maps: Families and Support Systems
 - 3. African-American Families
 - B. Contracts
 - C. Practice Roles
 - D. Intervention
 - E. Leadership Roles
- VII. Practice with Diverse and At-Risk Populations
- VIII. Culturally Competent Practice
- IX. Endings and Evaluation in Social Work Practice

Lab

The course has a concurrent skills lab designed to provide practice experience in interviewing, assessment, relationship building, and work with diverse and at-risk populations and case situations. The lab begins on September 19, 2002, and meets on Thursdays from 11 a.m. to 12:15 p.m. A lab schedule with topics is attached to the syllabus.

Course Requirements

I. Readings

Basic texts are identified in the syllabus. In addition to assigned readings, students will be expected to review professional journal articles for their term papers and class preparation.

II. Assignments and Evaluation

- A. Term paper: The paper will examine the problem solving process with attention to diverse and at-risk populations. Guidelines for the assignment will be distributed in class.
- B. Examinations: There will be a mid-term and a final comprehensive examination.
- C. Attendance and Participation: Students are expected to attend class and labs prepared to discuss assigned topics.
- D. Evaluation: The course grade will be computed as follows:

Class/Lab Attendance and Participation	20%
Mid-Term Exam	20%
Term Paper	30%
Final Exam	30%

The grading scale is:

A	90–100	C	70–75
B+	86–89	D	60–69
B	80–85	F	59 and below
C+	76–79		

Texts

Kadushin, Alfred & Kadushin, Goldie. The Social Work Interview, (1997) Fourth Edition New York: Columbia University Press.

Kirst-Ashman, Karen K. and Hull, Jr., Grafton H. (2002) Understanding Generalist Practice, Third Edition Pacific Grove, CA: Brooks/Cole.

Class Schedule and Readings

I. Introduction

August 22, 2002

II. The Nature of Social Work Practice

Aug. 27: Kirst-Ashman and Hull, Understanding Generalist Practice, 2-41.

Aug. 29: Garrett, Annette (1994). "The Professional Base of Social Case Work," Families in Society: The Journal of contemporary Human Services, 75, pp. 513-520.

Robbins, Susan P., Chatterjee, Pranab, and Canda, Edward R. (1999) "Ideology, Scientific Theory and Social Work Practice" Families in Society: The Journal on Contemporary Human Services. 80 (4) pp 374-384.

Sept. 3: Freedberg, Sharon. "Self Determination: Historical Perspectives and Effects in Current Practice." Social Work, 34 (January, 1989), pp. 33-38.

Kirst-Ashman and Hull, Understanding Generalist Practice, 356-374.

Rock, Barry and Congress, Elaine (1999) "The New Confidentiality for the 21st Century in a Managed Care Environment" Social Work. 441 (3) pp 253-262.

Sept. 5: Kirst-Ashman and Hull, Understanding Generalist Practice, 375-399.

Sept. 10&12: Germain, Carel B. and Gitterman, Alex. (1996) The Life Model of Social Work Practice (2nd Ed.), New York: Columbia, pp 1-59.

III. The Helping Relationship

Sept. 17: Biestek, Felix P. (1994), "An Analysis of the Casework Relationship," Families in Society: The Journal of Contemporary Human Services, 75, pp. 630-634.

Coady, Nick F. (1993). "The Worker-Client Relationship Revisited," Families in Society: The

Journal of Contemporary Human Services, 74, pp. 291-300.
Kirst-Ashman and Hull, Understanding Generalist Practice, 42-53.

Sept. 19: Kadushin, Alfred & Kadushin, Goldie, The Social Work Interview, pp. 99-134.

IV. Communication

Sept. 24: Kirst-Ashman and Hull, Understanding Generalist Practice, 524-577.

Sept. 26: Kadushin and Kadushin, The Social Work Interview, pp. 1-62, 285-319.

Mid-Term Exam - October 1.

V. The Social Work Interview

A. Basic Principles

Oct. 3: Kadushin and Kadushin, The Social Work Interview pp. 63-198, 387-402.
Kirst-Ashman and Hull, Understanding Generalist Practice, pp.53-77

Oct. 8: Kadushin and Kadushin, The Social Work Interview, pp. 235-270.

Oct. 10: FALL BREAK

B. Multicultural Interviewing

Oct. 15: Caple, F.S., Salcido, R.M. & di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. *Social Work in Education*, 17, 159-170.

Congress, E.P. (1997). Using the culturagram to assess and empower culturally diverse families. In E.P. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York: Springer, pp. 3-16.

Kadushin and Kadushin, The Social Work Interview, pp. 135-172.

Oct. 17: Kadushin and Kadushin, The Social Work Interview, pp. 205-234.

Oct. 22: Kadushin and Kadushin, The Social Work Interview, pp. 173-204.

Oct. 24: Kirst-Ashman and Hull, Understanding Generalist Practice, 432-471.

Kadushin and Kadushin, The Social Work Interview, pp. 326-354.

Robinson, Jeanne B., "Clinical Treatment of Black Families: Issues and Strategies.", Social Work, 34 (July, 1989), pp. 323-329.

Oct. 29: Kadushin and Kadushin, The Social Work Interview, pp. 355-385.

VI. The Problem Solving Process

A. Engagement and Assessment

Oct. 31: Kirst-Ashman and Hull, Understanding Generalist Practice. pp 138-183.

Johnson, Louise C. (1995). Social Work Practice, 5th Ed. Boston: Allyn and Bacon, pp. 65-80.

1. Individuals

Nov. 5: Eliason, Michele J. and Raheim, Salome, (1996) "Categorical Measurement of Attitudes about Lesbian, Gay, and Bisexual People". Journal of Gay and Lesbian Social

Services. 4 (3) pp. 51-65.

Saleebey, Dennis (1996), "The Strengths Perspective in Social Work Practice: Extensions and Cautions," Social Work, 41, pp. 296-305.

Siporin, Max. Introduction to Social Work Practice. New York: Macmillan, 1975, pp. 369-382.

2. Families and Support Systems

Nov. 7: Kirst-Ashman and Hull, Understanding Generalist Practice, 294-325.

Hartman, Ann, "Diagrammatic Assessment of Family Relationships." Social Casework, 59, (October, 1978), pp. 465-476.

Nov. 12: Billingsley, A. & Morrison-Rodriquez, B. (1998). The Black family in the 21st century and the church as an action system: A macro perspective. *Journal of Human Behavior in the Social Environment*, 1, 31-47.

Davis, K.B., Daniels, M. & See, L.A. (1998). The psychological effects of skin color on African Americans' self esteem. *Journal of Human Behavior in the Social Environment*, 1, 63-89.

Hill, R.B. (1998). Enhancing the resilience of African American families. *Journal of Human Behavior in the Social Environment*, 1, 49-61.

Kirst-Ashman and Hull, Understanding Generalist Practice, 326-355.

B. Planning

Nov. 14: Kirst-Ashman and Hull, Understanding Generalist Practice, 184-215.

C. Implementation

Nov. 19: Kirst-Ashman and Hull, Understanding Generalist Practice, 216-253.

VII. Culturally Competent Social Work Practice

Nov.21: Hess, P.M. & Hess, H.J. (1998). Values and ethics in social work practice with lesbian and gay persons. In G.P. Mallon (Ed.), *Foundations of Social Work Practice with Lesbian and Gay Persons*. New York: Harrington Park Press. pp 31-46

Kirst-Ashman and Hull, Understanding Generalist Practice, pp. 400-431.

McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. In E.P. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York: Springer. pp. 167-180.

Paulino, A. & Burgos-Servedio, J. (1997). Working with immigrant families in transition. In E.P. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York: Springer. Pp. 125-141.

VIII. Leadership

Nov. 26: Kirst-Ashman and Hull, Understanding Generalist Practice, pp, 537-563.

Nov. 28: THANKSGIVING BREAK

XI. Evaluation and Endings in Social Work Practice

Dec. 3: Kirst-Ashman and Hull, Understanding Generalist Practice, 295-339.

Kadushin and Kadushin, The Social Work Interview, pp. 271-284.

XII. Review

Final Exam

Tuesday, December 10, 5:00 - 7:00 p.m.