

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

**Social Work 412 - Social Work Practice III
Fall 2002**

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Time: T/R 12:40 - 1:55
Location: 306 Henson Hall
Please see timetable for library locations
Office Hours: Tue. (3:30 - 5:30)
Section: 78242

BSSW PROGRAM MISSION STATEMENT AND GOALS

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. The goals of the Program are to provide education and training that enable students to become generalist social work practitioners who: Are committed to advancing social and economic justice and the principles values, and ethics that guide the social work profession; are grounded in systems theory and operate within a person-in-the-environment framework; use the problem-solving process to intervene in multiple-level client systems; have an understanding of human diversity and special populations that informs practice interventions; use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society; and are committed to continuous development of professional self.

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.

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

COURSE DESCRIPTION

Generalist practice with emphasis on groups and communities, including treatment theories, techniques, and issues.

RATIONALE

This course is designed to help prepare students for entry level social work practice. The focus on working with small groups and larger social systems will expand the foundation of students' knowledge and skills, enabling graduates to apply a broad range of practice interventions in social work settings.

COURSE OBJECTIVES

Upon completion of this course students are expected to be able to:

- 1) Demonstrate the basic knowledge required for assessment, planning, intervention, and evaluation of small group interventions;
- 2) Demonstrate the basic skills needed for leading small groups;
- 3) Demonstrate the basic knowledge required for assessment, planning, intervention, and evaluation of community-level interventions;
- 4) Demonstrate knowledge of diversity found in communities and an awareness of the factors which limit or oppress groups of people in communities;
- 5) Communicate knowledge effectively in verbal and written forms;
- 6) Demonstrate an understanding of the influences of socio-economic characteristics - of clients and social workers - on social work service delivery;
- 7) Demonstrate understanding of the role that social and personal power plays - and the potential for its abuse - in social work service delivery; and
- 8) Identify other potential ethical conflicts for social workers - such as client self-determination vs. the "directiveness" of the social worker.

PREREQUISITES

Full progression in the program.

CO-REQUISITES

SW 416 - Social Welfare Policies and Issues; SW 480 - Field Practice.

TEXTS

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Belmont, CA: Wadsworth.

Zastrow, C. (1997). *Social work with groups: Using the class as a group leadership laboratory (5th ed.)*. Chicago: Nelson-Hall.

RESERVE READINGS

Barlow, C. A., Blythe, J. A., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Boston, MA: Allyn & Bacon.

Breton, M. (1999). The relevance of the structural approach to group work with immigrant and refugee women. *Social Work with Groups*, 22 (2/3), 11-26.

Carter, C. S. (1999). Church burning in African American communities: Implications for empowerment practice. *Social Work*, 44 (1), 62-68. [available on Proquest].

Getzel, G.S. (1998). Group work practice with gay men and lesbians. In G.P. Mallon (Ed.), *Foundations of social work practice with lesbian and gay persons* (pp. 131-144). New York: Harrington Park Press.

Manor, O. (2000). Evolving the curriculum: Groupwork and community based learning. *Ripples: Groupwork in different settings* (pp137-147). London: Whiting & Birch.

Roberts-DeGennaro, M. (1998). Conceptual framework of coalitions in an organizational context. In M. Weil (Ed.), *Community practice: Models in action* (pp. 99-107). New York: Haworth Press.

Sharlet, J. (2000). Taking black studies back to the streets. *The Chronicle of Higher Education*, 43, A18-A20. [available on Proquest].

Sistler, A. & Washington, K. S. (1999). Serenity for African American caregivers. *Social Work with Groups*, 22 (1), 49-60.

RECOMMENDED READINGS

Corey, M.S. & Corey, G. (1997). *Groups: Process and practice (5th ed.)*. Pacific Grove, CA: Brooks-Cole. (Chapter 7, pp. 221-262).

Fatout, M. & Rose, S.R. (1995). *Task groups in the social services*. Thousand Oaks, CA: Sage. (Chapter 10, pp. 143-155).

Galinsky, M.J. & Schopler, J.H. (1974). The social work group. In J.B.P. Shaffer & M.J. Galinsky (Eds.), *Models of group therapy and sensitivity training* (pp. 22-24). Englewood Cliffs, NJ: Prentice-Hall.

Garvin, C.D. (1997). *Contemporary group work* (3rd ed.). Boston: Allyn & Bacon. (Chapter 3, pp. 50-75, Chapter 16, pp. 290-304).

Northern, H. & Kurland, R. (2001). *Social work with groups* (3rd ed). New York: Columbia University Press. (Chapter 5, pp. 109-154).

Rose, S.D. (1989). *Working with adults in groups: Integrating cognitive-behavioral and small group strategies*. San Francisco: Jossey-Bass. (Chapter 6, pp. 137-149; Chapter 11, pp. 243-270)

Rose, S.D. & Edleson, J.L. (1986). *Working with children and adolescents in groups*. San Francisco: Jossey-Bass. (Chapter 5, pp. 122-145)

Rose, S.M. & Black, B.L. (1985). *Advocacy and empowerment: Mental health care in the community*. Boston: Routledge. (Chapter 8, pp. 173-187, Community Organization.)

Steinberg, D.M. (1997). *The mutual aid approach to working with groups: Helping people help each other*. Northvale, NJ: Jason Aronson. (Chapter 5, pp. 78-110)

COURSE EXPECTATIONS

Students are expected to attend class, complete all of the readings prior to lectures, complete written assignments and group exercises, and participate in class discussions. Assignments are expected on the date they are due. Assignments turned in late will result in points being deducted from the assignment grade (see assignments for specific deductions). If a student is unable to avoid turning in an assignment late, s/he must notify the instructor prior to the assignment's due date. All technological devices (cell phones and pagers) must be turned off prior to class.

BLACKBOARD

This course utilizes many Blackboard features through Online@UT. Please make sure the email address listed in the course is your current one. If additional help is needed contact helpdesk@utk.edu

COURSE INFORMATION

The course will combine lecture, videos, discussion, guest speakers, and group exercises. Students are expected to read, critically analyze, and discuss assigned readings. For the group exercises, the class will be divided into small groups. Each group will participate in a community group that is approved by the instructor. The instructor will assign members to groups. The typical format will be for material to be presented by the instructor first, followed by a student-led group exercise relating to the material presented by the instructor or student-led community groups. The instructor will be available for guidance. The small group content will include learning how to introduce group members to each other, how to help members set goals, how to analyze personal interactive situations with others, and how to improve problem-solving skills. The groups will combine personal reflections and the practice of the larger community group through the use of an online journal and through smaller in-class group action. Detailed instructions for small and large (community) group sessions will be provided to the class as it proceeds. It is extremely important, for the success of the group, that group leaders and members take their responsibilities seriously by carefully preparing the session prior to running it.

ATTENDANCE

Students are expected to attend all classes and to arrive punctually. If you will be missing a class or will be late the instructor must be notified prior to the beginning of the class you will be missing or late for in order to be excused. Each unexcused absence or tardiness will result in 5 points being deducted from your final grade.

INSTRUCTOR'S POLICY

Assignments and tests that are not completed will be recorded as "0"; therefore, a missed test or assignment will not result in a grade of "I" (incomplete). Only in cases of an emergency will make-up tests or extensions for the assignments be given. If there are extenuating circumstances, the instructor must be informed prior to the date of the test or the due date of the assignment.

OFFICE HOURS

Tuesdays from 3:30 – 5:30 p.m. and by appointment	322 Henson Hall 974-8109
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EVALUATION

Students' grades will be determined on the basis of performance on one quiz, one community project and associated presentations and class participation, including group leadership in the class exercises.

GRADING CRITERIA

Online Assignment	20 Points
Community Project	50 Points
Class participation	20 Points
Quiz	10 Points

GRADING SCALE

90-100 = A
 85-89 = B+
 80-84 = B
 75-79 = C+
 70-74 = C
 60-69 = D
 0-59 = F

TENTATIVE TIMETABLE

DATE TOPIC & READING

Aug. 22 Introduction and Overview of the Course.
 Group Work in Social Work Practice

Aug. 27 & 29 INTRODUCTION; USING MICRO SKILLS IN THE MACRO ENVIRONMENT
Readings:
 Barlow et al. *A handbook of interactive exercises for groups*. Pp.6-13.
 Group Activity
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapters 1 & 2
 Zastrow, C. *Social work with groups*. Chapters 1 & 3
 August 29 - Library Room 129

Sept. 3 & 5 USING MEZZO SKILLS IN THE MACRO ENVIRONMENT;
 UNDERSTANDING ORGANIZATIONS
Readings:
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapters 3 & 4
 Zastrow, *Social work with groups*, Chapters 12 & 13
 Group Activity
1st Online Assignment due by 8:00 a.m. on Tue.
 September 5 – Library Room 129

Sept. 10 & 12 **Group Presentations – Part 1**
Online Assignment due by 8:00 a.m. on Tue.

Sept. 17 & 19 PREPARE DECISION MAKING FOR ORGANIZATIONAL CHANGE;
 DEVELOPING AND MANAGING AGENCY RESOURCES
Readings:
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapters 5 & 14

Zastrow, C. *Social work with groups*, Chapters 2 & 16
 Group Activity

Online Assignment due by 8:00 a.m. on Tue.
 September 19 – Library Room 129

Sept. 24 & 26 IMAGINE HOW TO IMPLEMENT MACRO INTERVENTION: CHANGING
 AGENCY POLICY; IMAGINE PROJECT IMPLEMENTATION AND
 PROGRAM DEVELOPMENT

Readings:

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with
 organizations and communities*. Chapters 6 & 7

Zastrow, C. *Social work with groups*. Chapters Chapter 5

Group Activity

Online Assignment due by 8:00 a.m. on Tue.

September 26 – Library Room 129

Oct. 1 & 3 UNDERSTANDING NEIGHBORHOODS AND COMMUNITIES

Readings:

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with
 organizations and communities*. Chapters 8

Zastrow, C. *Social work with groups*, Chapters 9 & 10

Group Activity

Online Assignment due by 8:00 a.m. on Tue.

October 3 – Library Room 129

Oct. 8

Guest Speaker

Non-profit agencies

Online Assignment due by 8:00 a.m. on Tue.

October 8 – Library Room 129

Oct 10

FALL BREAK - NO CLASS

Oct. 15 & 17

STRESS AND TIME MANAGEMENT.

Readings:

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with
 organizations and communities*. Chapter 15

Zastrow, C. *Social work with groups*. Chapters 7 & 8

Group Activity

Online Assignment due by 8:00 a.m. on Tue.

Oct. 22 & 24

MACRO PRACTICE IN COMMUNITIES

Readings:

Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapter 9
 Zastrow, C. *Social work with groups*. Chapter 4
Online Assignment due by 8:00 a.m. on Tue.

Oct. 29 & 31 **ADVOCACY AND SOCIAL ACTION WITH POPULATIONS-AT-RISK.**
Readings:
 Brenton, M. *The relevance of the structural approach to group work with immigrant and refugee women*. pp. 11-26.
 Carter, C. S. *Church burning in African American communities: Implications for empowerment practice*. pp. 62-68.
 Getzel, G.S. *Group work practice with gay men and lesbians*. pp. 131-144.
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapter 11
 Sistler, A. & Washington, K. S. *Serenity for African American Caregivers*.
 Sharlet, J. *Taking black studies back to the streets*. A18-A20.
 Zastrow, C. *Social work with groups*. Chapter 6
 Group Activity
Online Assignment due by 8:00 a.m. on Tue

Nov. 5 & 7 **WORKING WITH THE COURTS**
Readings:
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapter 13
 Zastrow, C. *Social work with groups*. Chapter 11
 Group Activity
Online Assignment due by 8:00 a.m. on Tue

Nov. 12 & 14 **ETHICS AND ETHICAL DILEMMAS IN MACRO PRACTICE**
Readings:
 Barlow et al. *A handbook of interactive exercises for groups*. Pp. 137-149
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapter 12
 Zastrow, C. *Social work with groups*. Chapter 32 pp. 528-532
 Group Activity

Nov. 19 **EVALUATING MACRO PRACTICE; RESUMES, INTERVIEWING, AND GETTING THE JOB**
Readings:
 Barlow et al. *A handbook of interactive exercises for groups*. Pp. 150-168
 Kirst-Ashman, K. K. & Hull, G. H. Jr. (2001). *Generalist practice with organizations and communities*. Chapter 10 & 16

Zastrow, C. *Social work with groups*. Chapter 32 pp. 532-537
Quiz

Nov. 21 **THANKSGIVING DAY - NO CLASS**

Nov. 26 Guest Speaker
 Governmental and For-profit Agencies
 November 26 – Library Room 129

Nov. 28 **No class – work on presentations**

Dec. 3 & 5 **Group presentations – Part 2**

WRITTEN ASSIGNMENTS

#1 **ONLINE ASSIGNMENT (20 points)**

Each student is expected to write about his or her group process through the community project. By each Monday at 8:00 a.m., the instructor will post question(s) to be addressed. Responses are due by the following Tuesday morning at 8:00 a.m. Each online assignment will be worth 2 points for a grand total of 20 possible points. Late assignments will not be graded.

#2 **COMMUNITY SERVICE PROJECT (Total - 50 points)**

Students must work together to affect change in the community through an advocacy or fundraising activity. Because of the extensiveness of the project, students will be assigned to groups and should begin working immediately. Ideas for projects should be given considerable thought, but should be realistic as the project must be completed and presented by the end of the semester. The instructor must approve all projects. Students will be graded as a group so the importance of everyone performing satisfactory is vital. Grades will be based on:

- a. **(10 points)**. Part 1 presentation to the class. Each group member will be assigned a role and will lead a particular section of the presentation. This presentation must use *PowerPoint* and should last 15-20 minutes. A one page summary (formatting will be provided by the instructor) should be provided to the instructor including a proposal outline. Presentations that must be rescheduled will be penalized 5 points. Information to be covered includes:
 1. Overview of the population;
 2. Overview of the problem;
 3. Proposal to affect change with measurable outcomes; and
 4. A description of how the proposal addresses issues at the micro, meso, and macro level.
- d. **(30 points)**. Service project. The instructor will attend all activities to observe. All service activities must take place before November 26, 2002. Dates to conduct activities must be approved by instructor. The service project will be graded based on:

1. Demonstrate the ability to plan for change, ability to influence people, ability to make decisions, possible ability to fund-raise and budget, and ability to work with multiple people;
 2. All group members must be present for your project; and
 3. Carry out the project.
- d. **(10 points)**. Part 2 presentation to the class. Groups will be assigned a date for their presentation by the instructor. Each group member will be assigned a role and will lead a particular section of the presentation. This presentation must use *PowerPoint* and should last 15-20 minutes. A one page summary (formatting will be provided by the instructor) should be provided to the instructor. Presentations that must be rescheduled will be penalized 5 points. Students should also attach copies of any flyers, brochures, pictures or letters. Information to be covered includes:
1. Outcomes of service project;
 2. Report on unexpected outcomes or changes;
 3. How the group completed their work with service beneficiaries (e.g., presented a check to the agency or sent a letter of thanks);
 4. How the group could evaluate their project/outcomes; and
 5. What action could the group take on behalf of the population served in terms of advocacy? (e.g., did the group send a letter to the editor or a congressperson).

A group grade will be provided for this project. However, if a person does not live up to his/her obligations, I reserve the right to individualize grades. Each person in the group is to indicate in writing what he/she specifically did regarding the interview and the class presentation. This report is also due on the assigned date. Please note a vague accounting of one's individual involvement will be acceptable. Other members of the group will verify the person's declarations by their signatures.

Further information about the format of the presentation and all summaries will be provided later in the semester.

3 **PARTICIPATION (20 points)**

In addition to regular class attendance and preparation, each student will be expected to participate in his/her small student groups to process his/her community project or to participate in group activities as assigned by the instructor. Every Thursday, students will have some time to spend in his/her small groups discussing any upcoming decisions, loose ends, or in consultation with the instructor about the community project. Areas of discussion may include what "stage" individuals perceive the group to be in, how they feel about different aspects of leadership and any conflicts. Specifically, students will be graded on attendance (students cannot process if they are not present) and instructor observation.

#4 **QUIZ (10 POINTS)**

A quiz about groups, communities and organizations will be given on November 19, 2002. The quiz will be online.

#5 EXTRA CREDIT

Any student who supports his/her fellow students by attending another groups' service project will be awarded one point. The instructor will have a copy of the attendance sheet. To receive an extra point, the student must approach the instructor following the project. The instructor will have an attendance sheet at each project. More information will be provided later in the semester.

GRADE MONITORING SHEET

<u>Assignment</u>	<u>Maximum Score</u>	<u>Your Score</u>
ONLINE ASSIGNMENT	20 points	
PARTICIPATION	20 points	
COMMUNITY SERVICE PROJECT	Total - 50 points = a. 10 b. 30 c. 10	
QUIZ	10 points	
EXTRA CREDIT		

HONOR STATEMENT

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW 412, thus affirming your own personal commitment to honor and integrity (Hilltopics, 2002).

Your Name _____