

**The University of Tennessee**  
**College of Social Work**  
**BSSW Program**  
**Fall 2003**

**SOCIAL WORK 312—Social Work Practice I**

|                   |                           |                      |                                       |
|-------------------|---------------------------|----------------------|---------------------------------------|
| <b>Professor:</b> | Matthew T. Theriot, Ph.D. | <b>Time:</b>         | T/R 12:40-1:55pm                      |
| <b>Office:</b>    | 322 Henson Hall           | <b>Location:</b>     | HH 209                                |
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**BSSW 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.

**BSSW Program Goals**

Provision of 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
- \$ 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](http://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.

**Disability Services**

If you need course adaptation 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**

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. Prerequisites: Initial Progression. Coreq: SW 314.

**Rationale**

Social Work Practice I is the first of three (3) 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 this course students are expected to be able to:

1. Discuss the common knowledge, value, and 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. Organization of the Course
  - B. Course Expectations
  - C. Course Assignments
- II. Social Work Practice
  - A. Generalist Practice
  - B. The Ecological Perspective
  - C. The Strengths Perspective
  - D. Ethics and Ethical Dilemmas
- III. The Helping Relationship
  - A. Purpose
  - B. Empathy
  - C. Establishing a Relationship
- IV. Communication
  - A. Elements of Communication
  - B. Barriers to Communication
  - C. Verbal and Nonverbal Communication
- V. The Social Work Interview
  - A. Basic Concepts and Principles
    1. Interviewing Skills
    2. Questions and Techniques
  - B. Multicultural Interviewing
    1. Skills and Techniques
    2. Gender Sensitive Social Work Practice
    3. Cross-Cultural Interviews
    4. "Problematic" Clients/Unique Situations
- VI. The Problem Solving Process
  - A. Engagement and Assessment
    1. Individuals
    2. Families and Support Systems
      - a. Genograms
      - b. Eco-Maps
  - B. Planning
  - C. Implementation
- VII. Culturally-Competent Practice/Practice with Diverse and At-Risk Populations
- VIII. Endings and Evaluation in Social Work Practice
  - A. Evaluation
  - B. Recording
  - C. Termination and Follow-Up

**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 18, 2003. A lab schedule with topics is attached to this syllabus.

**Course Requirements****I. Readings**

In addition to the required texts identified in this syllabus, students will also be expected to read professional journal articles and research literature. Such additional readings are indicated in the "Class Schedule and Readings" section of this syllabus. These readings are on reserve in the University Library.

**II. Assignments and Evaluation**

- A. **Brief Thought Papers:** Students will be required to write three (3) brief, thoughtful papers during the semester that deal with topics discussed in class. Specific guidelines and requirements for these assignments will be distributed in class.
- B. **Examinations:** There will be a mid-term examination and a final examination.
- C. **Attendance and Participation:** Students are expected to be in attendance at each class and lab meeting and to be prepared to discuss assigned topics and readings.

**The course grade will be computed as follows:**

|  |     |
|--|-----|
| Class/Lab Attendance and Participation | 20% |
| Mid-Term Examination                   | 25% |
| Brief Thought Papers                   |     |
| Thought Paper 1 (due September 16)     | 10% |
| Thought Paper 2 (due November 4)       | 10% |
| Thought Paper 3 (due November 25)      | 10% |
| Final Exam                             | 25% |

**The grading scale for SW 312 is:**

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

**Required Texts:**

Kadushin, A. & Kadushin, G. (1997). The Social Work Interview, 4<sup>th</sup> Edition. New

York, NY; Columbia University Press.

Kirst-Ashman, K. & Hull Jr., G. (2002). Understanding Generalist Practice, 3<sup>rd</sup> Edition. Pacific Grove, CA: Brooks/Cole.

## **Class Schedule and Readings**

### **Introduction**

**August 21, 2003**

### **Social Work Practice**

**August 26:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 2-41.  
 Garrett, A. (1994). The professional base of social casework. Families in Society: The Journal of Contemporary Human Services, 75, 513-520.  
 Robbins, S., Chatterjee, P., & Canda, E. (1999). Ideology, scientific theory and social work practice. Families in Society: The Journal of Contemporary Human Services, 80 (4), 374-384.  
 Freedberg, S. (1989). Self-determination: Historical perspectives and effects in current practice. Social Work, 34, 33-38.

**August 28:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 356-374.  
 Rock, B. & Congress, E. (1999). The new confidentiality for the 21<sup>st</sup> Century in a managed care environment. Social Work, 44, 253-262.  
 Davidson, J. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. Health and Social Work, 21 (3), 208-215.

**September 2:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 375-399.

### **The Helping Relationship**

**September 4:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 42-53.  
 Biestek, F. (1994). An analysis of the casework relationship. Families in Society: The Journal of Contemporary Human Services, 75, 630-634.  
 Coady, N. (1993). The worker-client relationship revisited. Families in Society: The Journal of Contemporary Human Services, 74, 291-300.

**September 9:** Kadushin & Kadushin, The Social Work Interview, pp. 99-134.

### **Communication**

**September 11:** Kadushin & Kadushin, The Social Work Interview, pp. 1-62.

**September 16:** Kadushin & Kadushin, The Social Work Interview, pp. 285-319.

**[THOUGHT PAPER #1 DUE BY 4PM TODAY]**

### **The Social Work Interview**

#### **A. Basic Principles**

- September 18:** Kadushin & Kadushin, The Social Work Interview, pp. 63-98.  
 Kadushin & Kadushin, The Social Work Interview, pp. 387-402.  
 Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 53-77

**September 23: MID-TERM EXAMINATION**

- September 25:** Kadushin & Kadushin, The Social Work Interview, pp. 235-270.

**B. Multicultural Interviewing**

- September 30:** Kadushin & Kadushin, The Social Work Interview, pp. 135-172.  
 Caple, F., Salcido, R., & di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. Social Work in Education, 17, 159-170.  
 Congress, E. (1997). Using the culturagram to assess and empower culturally-diverse families. In E. Congress (Ed.), Multicultural Perspectives in Working with Families. New York, NY: Springer, 3-16.

- October 2:** Kadushin & Kadushin, The Social Work Interview, pp. 173-204.

- October 7:** Kadushin & Kadushin, The Social Work Interview, pp. 205-234.

- October 9:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 432-471.

- October 14:** Kadushin & Kadushin, The Social Work Interview, pp. 321-354.  
 Robinson, J. (1989). Clinical treatment of black families: Issues and Strategies. Social Work, 34, 323-329.

- October 16: FALL BREAK (No Class or Labs)**

- October 21:** Kadushin & Kadushin, The Social Work Interview, pp. 355-385.

**The Problem-Solving Process**

- October 23:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 138-183.

- October 28:** Eliason, M. & Rahome, S. (1996). Categorical measurement of attitudes about lesbian, gay, and bisexual people. Journal of Gay and Lesbian Social Services, 4 (3), 51-65.  
 Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. Social Work, 41, 296-305.

**October 30:** **No Class;** Please use this time to work on Thought Paper 2 (due on Tuesday, Nov. 4) and catch up on unfinished reading.

*All labs will meet today.*

- November 4:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 294-355.  
 Hartman, A. (1978). Diagrammatic assessment of family relationships. Social Casework, 59, 465-476.  
 Davis, K., Daniels, M., & See, L. (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. (1998). Enhancing the resilience of African-American families. Journal of Human Behavior in the Social Environment, 1, 49-61.

**[THOUGHT PAPER #2 DUE BY 4PM TODAY]**

**November 6:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 184-215.

**November 11:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 216-253.

**November 13:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 400-431.  
 Paulino, A. & Burgos-Servedio, J. (1997). Working with immigrant families in transition. In E. Congress (Ed.), Multicultural Perspectives in Working with Families. New York, NY: Springer, 125-141.

**November 18:** Hess, P. & Hess, H. (1998). Values and ethics in social work practice with lesbian and gay persons. In G. Mallon (Ed.), Foundations of Social Work Practice with Lesbian and Gay Persons. New York, NY: Harrington Park Press, 31-46.  
 McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. In E. Congress (Ed.), Multicultural Perspectives in Working with Families. New York, NY: Springer, 167-180.

**November 20:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 537-563.

**November 25:** Kirst-Ashman & Hull, Understanding Generalist Practice, pp. 254-293.  
 Kadushin & Kadushin, The Social Work Interview, pp. 271-284.

**[THOUGHT PAPER #3 DUE BY 4PM TODAY]**

November 27: **THANKSGIVING**

December 2 (Last Day of Class): **In-Class Review**

December 11: **FINAL EXAMINATION** (12:30-2:30pm)

**Lab Schedule****SW 312: Social Work Practice I  
Professor: Matthew Theriot, Ph.D.  
Fall Semester 2003**

| <b><u>DATE</u></b> | <b><u>LAB TOPIC</u></b>                                      |
|--------------------|--|
| September 18, 2003 | Introductions and Getting Acquainted                         |
| September 25, 2003 | Meeting the Clients: Introductions and Communicating Purpose |
| October 2, 2003    | Empathetic Listening; Asking Questions                       |
| October 9, 2003    | Encouraging Collaboration                                    |
| October 16, 2003   | FALL BREAK (no class or labs)                                |
| October 23, 2003   | Respecting Client Diversity                                  |
| October 30, 2003   | Assessment   |
| November 6, 2003   | Problem Definition—Contracts/Goals                           |
| November 13, 2003  | Practice Roles and System Termination                        |
| November 20, 2003  | Evaluations  |