

**The University of Tennessee**  
**College of Social Work**  
**B.S.S.W. Program**  
**Fall 2004**

Social Work 200 - Introduction to Social Work  
(3-credits)

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### **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 committed to evidence-based practice;
- 3) are grounded in systems theory and operate within a person-in-the-environment framework;
- 4) use the problem-solving process to intervene in multiple-level client systems
- 5) have an understanding of human diversity and special populations that informs practice interventions;
- 6) use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society;
- 7) are committed to continuous development of professional self.

**Rationale:**

The introduction course in the BSSW program focuses on the profession of social work. This course is intended to assist the prospective social worker 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.

**Course Description:**

Topics covered include the emergence of the social work profession; professional mission; knowledge, skills, values; practice settings; client groups; helping services; career patterns; practice methods. This course is designed to assist students to consider their ability for a career in social work.

**Required texts:**

Grobman, L. (1999). *Days in the lives of social workers*, 2<sup>nd</sup> Edition. Harrisburg, PA: White Hat Communications.

Morales, A. T., & Sheafor, B. W. (2004). *Social Work: A Profession of Many Faces*, 10th Edition. Boston: Allyn and Bacon.

**Recommended text:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, 5<sup>th</sup> Edition. Washington, DC: Author.

**Other required readings:**

In addition to assigned readings from our texts, there are several articles designated in our syllabus (look for "\*" symbol) which are required readings. They are on reserve in Hodges Library and can be accessed through *Online@UT*.

**Blackboard:**

This course utilizes many Blackboard features available through *Online@UT*. Please make sure the email address listed in the course is your current one. If additional help is needed accessing Blackboard contact [helpdesk@utk.edu](mailto:helpdesk@utk.edu)

**Attendance Policy:**

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.

**Course requirements:**

The course format will be a combination of lecture, video, online assignments, speakers, class discussion and activities. Each class, the instructor will highlight main points and important issues. Students are expected to read, critically analyze, and discuss assigned readings. Grades will be based on 2 exams, an interview/paper, a reaction paper, a library assignment, online assignments, class participation, and attendance.

**Library Search Assignment (20 points):**

Each student is required to conduct a thorough library search, consisting of a minimum of 4 databases (Social Work Abstracts, PsychInfo, Medline, and one additional of your choice), that searches poverty and narrows it down to a specific topic related to poverty, whereby you have exhausted the data bases in search of abstracts. Your library search output will be turned in as proof of databases and terms used in the search process, accompanied by a 1-page overview of your search process and your reaction to it. This paper is due on **Sept. 16th**. Late papers will be penalized 3 points. No papers will be accepted after 2:00 pm on November 30, 2004.

**NASW News Review and Reaction Paper (30 points):**

The *NASW News* is a publication of the National Association of Social Workers which is distributed to its membership monthly. Hodges Library houses current editions of the newspaper in the current periodical section of the library. Each student will read and review one recent issue of *NASW News* and write a 4-5 page paper which summarizes the overall content of the newspaper and your reaction to it. The paper must follow APA format (page one is the title page and the last page is the reference page where you list the issue you reviewed; do not include an abstract) and be well organized and well written (this includes proper grammar, sentence construction, paragraph development, and spelling). The paper is due by the beginning of class on **Sept. 30th**. Late papers will be penalized 5 points. No papers will be accepted after 2:00 pm on November 30, 2004.

**Social Work Practitioner Interview and Reaction Paper (30 points):**

Each student will be responsible for making an appointment with a B.S.S.W. or M.S.S.W. practitioner in **agency practice** and conducting a 30-45 minute interview. Appropriate topics and questions for this activity will be discussed in class. The data collected in this interview will be utilized to construct a 4 page reaction paper focusing on the perceptions of this social worker regarding the profession and his/her practice. Relate how this person's perceptions differ or reinforce what has been discussed and read to date for this class. Also, indicate what new issues were introduced that enhanced your understanding of the profession. This paper must be in APA format (page 1 is the title page, if references they would be page 5, do not include an abstract) and is due at the beginning of class on **Nov. 11th**. Late papers will be penalized 5-points. No papers will be accepted after 2:00 pm on November 30, 2004.

**Blackboard Online Assignments (20 points):**

Students are required to participate in **all** online discussions and/or assignments on Blackboard. Each Monday morning a new discussion/assignment will be placed on the main discussion board which must be completed by the date and time noted in the assignment. Each assignment is worth 2 points. First assignment will be posted on August 23rd.

**Exams (100 points):**

Two exams will be given during this semester based on all required readings, videos, class lectures, assignments, class discussions, and speakers. Each exam will be worth 50 points. The exams are scheduled for **Oct. 7th** and **Nov. 18th**. The exams will either be administered in the classroom or on Blackboard in a campus lab. No make-up exams will be allowed unless you obtain permission from the instructor to be absent from the exam prior to the start of class the day the exam is given.

**Extra Credit:**

It is the BSSW program's expectation that all social work majors participate in the BSSW Student Social Work Organization (SWO). All students, regardless of major who are enrolled in SW 200 (Introduction to Social Work) and/or in SW 250 (Social Welfare) are welcome. This organization meets every Tuesday from 11:10 -12:25 in room 209, Henson Hall. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch.

The BSSW-SWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. This organization and its activities are viewed as an extension of the BSSW curriculum.

**Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO this semester.** Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more meetings during the term. Also, you must participate in one of the organization's standing committees. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the BSSW-SWO. The completed, signed form must be handed into me one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No other extra credit is available in this class.

**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 or 974-6087. This will ensure that you are properly registered for services.

**Grading:**

Students will be evaluated by total points earned in this course as outlined above. No extra credit (except for SWO participation) or rewrites are permitted in this course. The grading scale by total points is as follows:

180-200	A	140-149	C
170-179	B+	130-139	D
160-169	B	129-below	F
150-159	C+		

**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 200, thus affirming your own personal commitment to honor and integrity (*Hilltopics*, 2004).

**Inclement Weather Policy:**

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 announcements may be

made. If class is cancelled, any assignments due that day will be due the next time class meets.

## TENTATIVE COURSE OUTLINE

**Aug. 19**

### **Course Introduction**

- a. Review syllabus
- b. Course requirements
- c. University Honor Statement
- d. Online@UT/Blackboard

### **UT Undergraduate Social Work Program**

- a. Mission
- b. Objectives
- c. Curriculum areas
- d. Progression Policies
- e. Student Social Work Organization
- f. Senior Portfolio

**Aug. 24  
Hodges**

### **Organization of the Social Work Profession - Class in 129**

- a. BSSW/MSSW/Ph.D.
- b. CSWE
- c. NASW/NABSW
- d. Other professional social work organizations

**Video:** What do Social Workers Do?

**READ:** Morales & Sheafor, chapter 4  
Grobman, chapters 1, 8

\*Byers & Stone (1999). Roots of Activism: A Qualitative Study of BSW Students. *The Journal of Baccalaureate Social Work Education*, 5 (1), 1-14.

**Aug. 26**

### **The Nature of Social Work**

- a. Definition
- b. Emergence of the Profession
- c. Historical review
- d. Relationship with social welfare
- e. Liberalism vs. Conservatism

**READ:** Morales & Sheafor, chapters 1, 3  
Grobman, chapters 27, 31

**Aug. 31**

**Library Tour - Class meets in 211 Hodges**  
Margaret Casado, MLS

**Sept. 2**                    **Database Searching – Class meets in 211 Hodges Library**  
Margaret Casado, MLS

**Sept. 7**                    **Profession of Social Work – Class 129 Hodges Library**

- a.     Mission
- b.     Knowledge, skills and values
- c.     Use of self
- d.     Code of Ethics

**Video:**                Faces of Change: Social Work in the New Millenium

**READ:**                Morales & Sheafor, chapter 2  
Grobman, chapters 30, 46

\*Manning, S. (1997). The social worker as moral citizen: Ethics in action. *Social Work*, 42(3), 223-229.

**Sept. 9**                    **Social Work Values and Ethics**

- a.     Competencies
- b.     Value conflicts

**Class Exercise:** “Value conflicts”

**READ:**                Morales & Sheafor, chapter 7  
Grobman, chapters 2, 13

\*Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW Code Violations, 1986-97. *Social Work*, 45(3), 251-261.

**Sept. 14**                    **Social Work Values and Ethics, con't - Class in 129 Hodges**

**Video:**                Professional Choices: Ethics at Work

**READ:**                Morales & Sheafor, chapter 8  
Grobman, chapters 17, 21

**Sept. 16**                    **Baccalaureate Generalist Practice**

- a.     Foundation for social work practice
- b.     Person-in-environment approach
- c.     Generalist as compared to a specialist
- d.     Problem-solving approach
- e.     Strengths based practice
- f.     Career options

**READ:** Grobman, chapters 5, 19

\*Early & GelnMaye. (2000). Valuing families: Social work  
Practice with families from a strengths perspective.  
*Social Work, 45* (2), 118-130.

### LIBRARY SEARCH ASSIGNMENT IS DUE

**Sept. 21**

#### **Practice Settings and Client Groups**

- a. Non-profit
- b. For-profit
- c. Public
- d. Voluntary
- e. Involuntary

**Class exercise:** Comparing and contrasting practice settings in Grobman Text.

**READ:** Morales & Sheafor, chapter 6  
Grobman, chapters 26, 34

**Sept. 23**

#### **Fields of Practice**

- a. Child Welfare
- b. Mental Health
- c. Public Welfare
- d. Medical
- e. Schools
- f. Aging
- g. Others

**READ:** Morales & Sheafor, chapter 5  
Grobman, chapters 4, 10, 25, 36 49

**Sept. 28**

#### **Fields of Practice – con't**

**Speaker:** Terry Houseau-Hill, MSSW  
Knox County Schools

**Sept. 30**

#### **Urban Social Work Practice - Class in 129 Hodges**

- a. Client groups
- b. Major characteristics that influence practice
- c. Case studies

**Video:** What can we do about violence? Crisis in our inner cities

**READ:** Morales & Sheafor, chapters 17, 24  
Grobman, chapters 11, 14, 35

\*Rapp & Wodarski. (1997). Juvenile violence: The high risk factors, current interventions and implications for social work practice. *Journal of Applied Social Sciences*, 22 (1), 3-14.

### **NASW NEWS ASSIGNMENT DUE**

- Oct. 5**                      **Rural Social Work Practice**
- a. Client groups
  - b. Major characteristics that influence practice
  - c. Case studies
- READ:** Morales & Sheafor, chapter 16  
Grobman, chapters 12, 28, 50
- \*Evans, et al. (1999). Are rural gang members similar to their urban peers? Implications for rural communities. *Youth and Society*, 30(3), 267-282
- Oct. 7**                      **Exam #1**
- Oct. 12**                    **CLASS DOES NOT MEET – Online assignment**
- Oct. 14**                    **No class - fall break**
- Oct. 19**                    **Introduction to Special Populations - Class in 129 Hodges**
- a. Ecosystems model
  - b. Societal induced stressors affecting special populations
  - c. Individuals and families living in poverty
- Video:** Welfare Reform: Social Responsibility
- READ:** Morales & Sheafor, pp. 230-237  
Grobman, chapters 7, 15, 16, 32
- Oct. 21**                    **Practice with Special Populations - Class in 129 Hodges**
- a: Children at risk

**Video:** John Sterling Gardner, Jr., A Case Study of Child Abuse

**READ:** Morales & Sheafor - chapter 13  
Grobman - chapters 3, 33

\*Robin, Rasmussen, & Gonzalez-Santin. (1999). Impact of childhood out-of-home placement on a Southwestern American Indian tribe. *Journal of Human Behavior in the Social Environment*, 2 (1/2), 69-89.

**Oct. 26 Practice with Special Populations, con't. - Class in 129 Hodges**  
a. Lesbian, gay, and bisexual people

**Video:** Gay Youth

**READ:** Morales & Sheafor, chapter 12

**Oct. 28 Practice with Special Populations, con't.**

- a: Women
- b: Elderly
- c. Persons with mental illness

**READ:** Morales & Sheafor, chapters 11, 14  
Grobman, chapters 18, 22, 23, 37, 38

\*Ely, G., Dulmus, C., & Wodarski, J. (2004). Domestic violence: A literature review reflecting an international crisis. *Stress, Trauma, & Crisis: An International Journal*, 7(2), 77-91.

**Nov. 2 Practice with Special Populations, con't. - Class in 129 Hodges**

- a. Persons with disabilities
- b. ADA
- c. Racial and ethnic minorities within special populations

**Video:** The Right Future

**READ:** Morales & Sheafor, chapter 15  
Grobman, chapters 20, 39

**Nov. 4 Race, Ethnicity, and Cultural Diversity - Class in 129 Hodges**

- a. Demographics
- b. Trends
- c. Prejudice and discrimination

**Video:** Divided City: The Route to Racism

**READ:** Morales & Sheafor, chapters 18, 19, 20  
Grobman, chapters 47, 41

\*Kitano & Nakaoka. (2001). Asian Americans in the Twentieth Century. *Human Behavior in the Social Environment*, 3 (3/4), 7-17.

**Nov. 9**

**Inequality and Oppression -**

- a. Racism

**Class exercise:** "Identifying "isms"

**READ:** Morales & Sheafor, chapters 21, 22, 23  
Grobman, chapters 29, 48

\*Carter, C. (1999). Church burning in African American communities: Implications for empowerment practice. *Social Work*, 44 (1), 62-68.

**Nov. 11**

**The Role of Prevention**

- a. Cost effectiveness  
b. Gordon's model vs. Public Health Model

**Class exercise:** Application of prevention models to practice

**READ:** Morales & Sheafor, chapter 9  
Grobman - chapters 6, 40

\*Dulmus & Wodarski. (1997). Prevention of childhood mental disorders: A literature review reflecting hope and a vision for the future. *Child and Adolescent Social Work Journal*, 14(3), 181-199.

**SOCIAL WORKER INTERVIEW PAPER DUE**

**Nov. 16**

**Working in Organizations**

- a. Agency-based practice  
b. Public and private agencies  
c. Host organizations  
d. Professionals within a bureaucracy  
e. Record keeping  
f. Working with other professionals  
g. Continuing education

**Class exercise:** Comparing and contrasting agency settings and client populations in Grobman text.

**READ:** Grobman - chapters 9, 24, 43

\*Dane & Simon. (1991). Resident guests: Social workers in host settings. *Social Work*, 36(3), 208-213.

**Nov. 18**

**Exam #2**

**Nov. 23**

**Strategies for Advancing Social and Economic Justice**

- a. macro strategies
- b. micro strategies
- c. International social work

**Class Exercise:** Application of strategies to case studies

**READ:** Morales & Sheafor, chapter 10  
Grobman, chapters 39, 42

\*Padilla. (1997). Immigration policy: Issues for social work practice. *Social Work*, 42 (6), 595-606.

**Nov. 25**

**No class - Thanksgiving Holiday**

**Nov. 30**

**Realities of Practice and the Future of Social Work**

- a. Changing needs
- b. Scarce resources
- c. New roles
- d. Case management
- e. Organizational dilemmas
- f. Resistance
- g. Prejudice and discrimination
- h. Challenges to the profession
- i. Evidence-based practice
- j. Continuing education

**Class exercise:** "Identifying the profession's issues"

**READ:** \*Myers & Thyer. (1997). Should social work clients have the right to effective treatment? *Social Work*, 42(3), 288-298.

**Recommended readings and resources:**

Beebe, L. (1993). *Professional Writing for the Human Services*. Washington, DC: NASW Press.

Brieland, D. (1990). The Hull-House tradition and the contemporary social worker: Was Jane Addams really a social worker? *Social Work*, 35(2),134-138.

Ehrenreich, J. H. (1985). *The Altruistic Imagination: A history of social work and social policy in the United States*. New York: Cornell Publishing.

Ginsberg, L. (1998). *Social Work in Rural Communities, a Book of Readings, 3rd. edition*. New York: CSWE.

Lundblad, K. S. (1995). Jane Addams and social reform: A role model for the 1990's. *Social Work*, 40(5), 661-669.

McNeece, C.A., & Thyer, B. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work: Advances in Practice, Programming, Research, and Policy*, 1(1), 7-25.

Orlin, M. (1995). The Americans with Disabilities Act: Implications for social services. *Social Work*, 40 (2), 233-239.

Peebles-Wilkins, W., & Francis, E. A. (1990). Two outstanding black women in social welfare history: Mary Church Terrell and Ida B. Wells-Barnett. *Affilia: Journal of Woman and Social Work*, 5(4), 87-100.

Roberts, A., & Greene, G. (Eds.). (2002). *Social workers' desk reference*. New York: Oxford.

Specht, H., & Courtney, M. (1994). *Unfaithful Angels*. New York: The Free Press.

Yaffe, J., & Gotthoffer, D. (2000). *Quick Guide to the Internet for Social Work*. Boston: Allyn and Bacon.