

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**BSSW Program  
Fall 2004**

**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                                |
| <b>Phone:</b>     | (865) 974-8109            | <b>Sections:</b>     | 79398, 79403, 79416                   |
| <b>Email:</b>     | mtheriot@utk.edu          | <b>Office Hours:</b> | Thursday 10-12pm<br>or by appointment |

**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 is required and begins on September 9, 2004. 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. Students should be prepared to discuss all readings before class begins on the day that they are listed.

### **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 two examinations.
- C. **Attendance and Participation:** Students are expected to be in attendance at each class and lab meeting. Students are allowed to be absent or tardy three (3) times without penalty. For each additional absence or tardy, five (5) points will be deducted from the student's final course grade. Students are also expected to participate in class discussions, activities, and labs.

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

|  |     |
|--|-----|
| Class/Lab Attendance and Participation | 20% |
| Exam #1 (in-class on October 12)       | 25% |
| Brief Thought Papers                   |     |
| Thought Paper 1 (due September 14)     | 10% |
| Thought Paper 2 (due November 9)       | 10% |
| Thought Paper 3 (due November 30)      | 10% |
| Exam #2 (in-class on November 23)      | 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> Ed.). New York, NY; Columbia University Press.

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

## **Class Schedule and Readings**

### **Introduction**

**August 19, 2004**

### **Social Work Practice**

**August 24:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 2-41.  
Garrett, A. (1994). The professional base of social casework. *Families in Society*, 75, 513-520.

**August 26:** 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.

**August 31:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 375-399.

### **The Helping Relationship**

**September 2:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 42-53.  
Biestek, F. (1994). An analysis of the casework relationship. *Families in Society*, 75, 630-634.

**September 7:** Kadushin & Kadushin, *The Social Work Interview*, pp. 99-134.

### **Communication**

**September 9:** Kadushin & Kadushin, *The Social Work Interview*, pp. 1-62.

**September 14:** Kadushin & Kadushin, *The Social Work Interview*, pp. 285-319.

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

### **The Social Work Interview**

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

**September 16:** 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 21:** Kadushin & Kadushin, *The Social Work Interview*, pp. 235-270.

### **B. Multicultural Interviewing**

**September 23:** 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.

**September 28:** Kadushin & Kadushin, *The Social Work Interview*, pp. 173-204.

**September 30:** Kadushin & Kadushin, *The Social Work Interview*, pp. 205-234.

**October 5:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 432-471.

**October 7:** 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 12: EXAM #1**

**October 14: FALL BREAK (No Class or Labs)**

**October 19:** Kadushin & Kadushin, *The Social Work Interview*, pp. 355-385.

### **The Problem-Solving Process**

**October 21:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 138-183.

**October 26:** 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 28:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 294-355.  
Hill, R. (1998). Enhancing the resilience of African-American families. *Journal of Human Behavior in the Social Environment, 1*, 49-61.

**November 2:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 184-215.

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

**November 4: No Class;** Please use this time to work on Thought Paper 2 (due on Tuesday, Nov. 9) and catch up on unfinished reading.

***Labs will not meet today.***

**November 9:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 216-253.

**November 11:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 400-431.

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 16:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 527-574.

**November 18:** Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 254-293.

Kadushin & Kadushin, *The Social Work Interview*, pp. 271-284.

**November 23: EXAM #2**

**November 25: THANKSGIVING**

**November 30 (Last Day of Class):** Course Review/Wrap-up Discussion;  
**Attendance is mandatory.**

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

## **Recommended Readings**

- Coady, N. (1993). The worker-client relationship revisited. *Families in Society, 74*, 291-300.
- Congress, E. (1997). Using the culturagram to assess and empower culturally-diverse families (pp. 3-16). In E. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York, NY: Springer.
- Davidson, J., & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health and Social Work, 21*(3), 208-215.
- 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.
- Freedberg, S. (1989). Self-determination: Historical perspectives and effects in current practice. *Social Work, 34*, 33-38.
- Paulino, A., & Burgos-Servedio, J. (1997). Working with immigrant families in transition (pp. 125-141). In E. Congress (Ed.), *Multicultural Perspectives in Working with Families*. New York, NY: Springer.
- Robbins, S., Chatterjee, P., & Canda, E. (1999). Ideology, scientific theory and social work practice. *Families in Society, 80* (4), 374-384.

## **Lab Schedule**

### **SW 312: Social Work Practice I**

**Professor: Matthew Theriot, Ph.D.**

**Fall Semester 2004**

#### **DATE**

#### **LAB TOPIC**

September 9, 2004

Introductions and Getting Acquainted

September 16, 2004

Meeting the Clients: Introductions and  
Communicating Purpose

September, 23 2004

Empathetic Listening; Asking Questions

September 30, 2004

Encouraging Collaboration

October 7, 2004

FALL BREAK (no class or labs)

October 14, 2004

Respecting Client Diversity

October 21, 2004

Assessment

October 28, 2004

Problem Definition—Contracts/Goals

November 4, 2004:

No Class or Labs

November 11, 2004

Practice Roles and System Termination

November 18, 2004

Evaluations