

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**BSSW Program
Fall 2004**

SOCIAL WORK 412—Social Work Practice III

Professor:	Matthew T. Theriot, Ph.D.	Time:	T/R 2:10-3:25pm
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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).

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 III (3) Generalist practice with emphasis on groups and communities, including treatment theories, techniques, and issues. Prerequisites: Full Progression and completion of or current enrollment in SW 416 and SW 480.

Rationale

Social Work Practice III is the third of three (3) required practice courses. 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 that limit or oppress groups of people in communities;
5. Communicate knowledge effectively in verbal and written form;
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;
8. Identify other potential ethical conflicts for social workers—such as client self-determination versus the “directiveness” of the social worker.

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. These readings are on reserve in the University Library and on digital reserve (available through the library's website). Students should be prepared to discuss all readings before class begins on the day that they are listed.

II. Assignments and Evaluation

- A. **Community Service Project:** In small groups, students will work together to complete a project designed to improve the community. Examples of this project include advocacy, mentoring, or fund-raising activities. *The course instructor must approve all projects in order for students to receive full credit.* Specific guidelines for the project will be discussed in class.
- B. **Senior Research Project:** Each student will begin a field agency-based research project to be completed in the spring semester. During the course of this semester, each student will work with their field agency supervisor and the course instructor to develop a research idea, formal research question, design the proper research methodology to address this question, compile a concise review of the existing literature on this topic, and begin data collection. The project must be completed in time to be presented at the University of Tennessee's Exhibition of Undergraduate Research and Creative Achievement in April 2005. The project will be discussed in class and specific guidelines for each assignment will be distributed.

All research projects must be approved by the course instructor, student's field instructor and field placement program director (if necessary) before any data collection or analyses can occur. An agreement form will be distributed in class and all forms must be signed and returned to the course instructor in order to receive full credit on the research project. All students are also required to complete any forms required by the University's Committee for the Protection of Human Subjects. Guidelines and instruction for this piece of the project will be provided in class when available from the University.

- C. **Examinations:** There will be a two exams.
- D. **Attendance and Participation:** Students are expected to be in attendance at each class and to be prepared to discuss assigned topics and readings. 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. If the course instructor feels that the majority of students are not completing assigned readings or participating adequately in class discussions and activities, the course instructor reserves the right to administer "pop quizzes" as needed. Scores on these quizzes will count as part of a student's "Class attendance and participation" grade.

The course grade will be computed as follows:

Community Service Project...	20%
Senior Research Project...	30%
Research Idea/Proposal (due September 9)	(5%)
Research Question (Due September 21)	(5%)
Methodology (Due October 19)	(10%)
Literature Review (Due November 9)	(10%)
Mid-Term Exam (in-class on October 12)...	20%
Final Examination (in-class on November 23)...	20%
Class Attendance and Participation...	10%

The grading scale for SW 412 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:

Kirst-Ashman, K. K., & Hull Jr., G. H. (2001). *Generalist practice with organizations and communities* (2nd Ed.). Pacific Grove, CA: Brooks/Cole.

Toseland, R. W., & Rivas, R. F. (2005). *An introduction to group work practice* (5th Ed.). Boston, MA: Allyn and Bacon.

Westerfelt, A., & Dietz, T. J. (2005). *Planning and conducting agency-based research* (3rd Ed.). Boston, MA: Allyn and Bacon.

Class Schedule and Readings

Introduction

August 19, 2003

August 24: **Senior Research Project Class Discussion**
Westerfelt & Dietz, *Planning & Conducting...*, pp. 11-72

The Mezzo System

August 26: Toseland & Rivas, ...*Group Work Practice*, pp. 3-43
Schwartz, W. (1985/86). The group work tradition and social work practice. *Social Work with Groups*, 8, 7-28.

August 31: Toseland & Rivas, ...*Group Work Practice*, pp. 64-91

September 2: Davis, L., Galinsky, M., & Schopler, J. (1995). RAP: A framework for leadership of multiracial groups. *Social Work*, 40(2), 155-165.
Schopler, J., & Galinsky, M. (1981). When groups go wrong. *Social Work*, 26, 224-229.

September 7: Toseland & Rivas, ...*Group Work Practice*, pp. 92-127

September 9: Toseland & Rivas, ...*Group Work Practice*, pp. 128-152
Chau, K. (1992). Needs assessment for group work with people of color: A conceptual formulation. *Social Work with Groups*, 15, 53-66.

[RESEARCH IDEA/PROPOSAL DUE BY 4PM TODAY]

September 14: Toseland & Rivas, ...*Group Work Practice*, pp. 153-188
Gutierrez, L., & Ortega, R. (1991). Developing methods to empower Latinos: The importance of groups. *Social Work with Groups*, 14, 16-32.
Robinson, K. (1991). Gay youth support groups: An opportunity for social work intervention. *Social Work*, 36, 458-459.

September 16: Toseland & Rivas, ...*Group Work Practice*, pp. 191-218

September 21: Toseland & Rivas, ...*Group Work Practice*, pp. 219-254

[RESEARCH QUESTION DUE BY 4PM TODAY]

September 23: Kendler, H. (2002). "Truth and reconciliation": Workers' fear of conflict in groups. *Social Work with Groups*, 25(3), 25-41.

Pollio, D. E.(2002). The evidence-based group worker. *Social Work with Groups*, 25(4), 57-70.

Wayne, J., & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2), 23-34.

September 28: Toseland & Rivas, ...*Group Work Practice*, pp. 257-319

September 30 : Toseland & Rivas, ...*Group Work Practice*, pp. 320-386

October 5: Toseland & Rivas, ...*Group Work Practice*, pp. 389-416

October 7: Toseland & Rivas, ...*Group Work Practice*, pp. 417-438

Vichnis, R. (1999). Passing the baton: Principles and implications for transferring the leadership of a group. *Social Work with Groups*, 22(2/3), 139-157.

October 12: **EXAM #1**

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

The Macro System

October 19: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 1-42

[METHODOLOGY DUE BY 4PM TODAY]

October 21: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 123-164

Gibelman, M. (2004). Reflections on boards and board membership. *Administration in Social Work*, 28(2), 49-62.

October 26: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 165-196

Manela, R. W., & Moxley, D. P. (2002). Best practices as agency-based knowledge in social welfare. *Administration in Social Work*, 26(4), 1-24.

October 28: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 197-254

Sarkisian, G. V., & Portwood, S. G. (2003). Client violence against social workers: From increased worker responsibility and administrative mishmash to effective prevention policy. *Administration in Social Work*, 27(4), 41-59.

November 2: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 255-292

November 4: **No Class;** Please use this time to meet with your Community Service Project group and work on your Literature Review.

November 9: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 293-320

[LITERATURE REVIEW DUE BY 4PM TODAY]

November 11: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 321-350

November 16: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 351-384

November 18: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 385-424

November 23: **EXAM #2**

November 25: **THANKSGIVING (No Class)**

November 30 (Last Day of Class): Community Service Project Presentations

Recommended and Suggested Readings

- Anderson, J. (1992). Family-centered practice in the 1990s: A multicultural perspective. *Journal of Multicultural Social Work, 1*, 17-30.
- Anderson, J. (1997). *Social work groups: A process model*. White Plains, NY: Longman.
- Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work, 39*, 109-115
- Davis, L., & Proctor, E. (1989). *Race, gender, and class: Guidelines for practice with individuals, families, and groups*. Upper Saddle River, NJ: Prentice-Hall.
- Gutierrez, L. (1990). Working with women of color: An empowerment approach. *Social Work, 35*, 149-153.
- Ho, M. (1987). *Family therapy with ethnic minorities*. Newbury Park, CA: Sage.
- Lukes, C., & Land, H. (1990). Biculturality and homosexuality. *Social Work, 35*, 155-161.
- Lum, D. (2004). *Social work practice with people of color: A process-based approach* (5th Ed.). Belmont, CA: Brooks/Cole.
- Morrow, D. (1993). Social work with gay and lesbian adolescents. *Social Work, 38*, 655-660.
- Zastrow, C. (2001). *Social work with groups: Using the class as a group leadership laboratory* (5th Ed.). Pacific Grove, CA: Brooks/Cole.