

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

**SW412—Social Work Practice III
Fall 2005**

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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 committed to evidence-based practice
 - # 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. (*Hilltopics, 2004*)

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 Outline

The Mezzo System

I. Introduction

- A. What is Group Work?
- B. The History and Evidence-Base for Group Work

II. Interaction and Communication in Groups

- A. Group Dynamics
- B. Group Roles and Power Bases

- C. Defensiveness and Defense Mechanisms
- D. Verbal and Nonverbal Communication
- E. Disruptive Behavior in Groups
- III. Group Leadership
 - A. Leadership Styles and Communication Patterns
 - B. Leadership and Diversity
- IV. Group Development and Evolution
 - A. Planning the Group
 - B. Beginning the Group
 - C. Assessment
 - 1. Assessment of Group Members
 - 2. Assessment of Group Leader
 - D. Problem-Solving and Decision-making in Groups
 - E. Foundation and Specialized Methods
 - 1. Treatment Groups
 - 2. Task Groups
 - a. Brainstorming
 - b. Parliamentary Procedure
 - F. Evaluation
 - G. Ending the Group
 - 1. When a Member Leaves
 - 2. When the Leader Leaves
 - 3. When the Group as a Whole Ends

The Macro System

- I. Macro Generalist Practice
 - A. With Organizations
 - B. With Communities and Neighborhoods
- II. Organizations
 - A. Understanding Organizations
 - B. Decision-Making in Organizations
 - C. Changing Agency Policies
 - D. Program Development
- III. Neighborhoods and Communities
- IV. Evaluating Macro Practice/Evaluation Methods
- V. Advocacy and Macro Practice with Populations-at-Risk
- VI. Ethics and Ethical Dilemmas in Macro Practice

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 Spring 2006 (exact date to be announced). The project will be discussed frequently in class and all students will be expected to provide Professor Theriot with regular updates on their progress and status. Specific guidelines for each assignment are attached to this syllabus and will be discussed in class on August 30, 2005.

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 all forms required by the University's Committee for the Protection of Human Subjects. Guidelines and instructions for this piece of the project will be provided and discussed in class.

Late assignments will be penalized 10% for each calendar day past the due date unless alternative arrangements are made with the instructor prior to the due date.

- C. Examinations: There will be a two exams. Students are required to bring one "blue book" (examination book) to each exam. Missed examinations will be recorded as a "0" Only in the case of a verified absence will make-up examinations be permitted. For all exams and assignments, alternative arrangements, make-up exams, and deadline extensions are made rarely, at the discretion of the instructor, and in only in extenuating circumstances.
- 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.

The course grade will be computed as follows:

Community Service Project...	15%
Senior Research Project...	25%
Research Idea/Proposal (due September 15)	(2.5%)
Research Question (Due September 27)	(2.5%)
Methodology (Due October 27)	(10%)
Literature Review (Due November 17)	(10%)
Mid-Term Exam (in-class on October 20)...	25%
Final Examination (in-class on December 1)...	25%
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. (2006). *Generalist practice with organizations and communities* (3rd 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.

Recommended Text:

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 25, 2005

August 30: Senior Research Project Class Discussion

The Mezzo System

September 1:

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.

September 6:

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

September 8:

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 13:

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

September 15:

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 20:

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

September 27: Toseland & Rivas, ...*Group Work Practice*, pp. 219-254

[RESEARCH QUESTION DUE BY 4PM TODAY]

September 29: 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.

October 4: Toseland & Rivas, ...*Group Work Practice*, pp. 257-319

October 6: Toseland & Rivas, ...*Group Work Practice*, pp. 320-386

October 11: Toseland & Rivas, ...*Group Work Practice*, pp. 389-416

October 13: **FALL BREAK (No Class)**

October 18: 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 20: **EXAM #1**

The Macro System

October 25: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 1-35

October 27: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 112-156
Gibelman, M. (2004). Reflections on boards and board membership. *Administration in Social Work*, 28(2), 49-62.

[METHODOLOGY DUE BY 4PM TODAY]

November 1: No Class; Please use this time to work on your literature review and catch up on your reading.

November 3: No Class; Please use this time to work on your literature review and catch up on your reading.

November 8: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 157-187
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 10: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 188-247
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 15: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 248-283

November 17: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 284-309

[LITERATURE REVIEW DUE BY 4PM TODAY]

November 22: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 310-338

November 24: **THANKSGIVING (No Class)**

November 29: Kirst-Ashman & Hull, *Generalist Practice with...*, pp. 339-414

December 1: **EXAM #2**

December 6 (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.

Research Project Guidelines

The research project begins in the fall semester and concludes in the spring. Ultimately, you will be required to present your research on a poster at the University of Tennessee's Annual Exhibition of Undergraduate Research and Creative Achievement in Spring 2006 (exact dates to be announced).

Your research project should be designed and conducted in collaboration with your field supervisor. A signed research agreement form is required before any data collection may begin. These forms are available from Professor Theriot.

For confidentiality purposes, your field agency and supervisor will not be identified in your research presentation (unless permission is given in writing from your supervisor or agency administrators). All questions, concerns, problems, and issues should be directed to Professor Theriot.

1. *Research Ideas/Proposal* (due September 15th)

For this assignment, you are required to turn in a list of your ideas for a research project. This does not need to be structured in formal paragraphs, but should include all description or explanation needed to fully develop your ideas. This is your opportunity to brainstorm all possible research topics and get feedback. When considering the full scope of possible research ideas, consider what you would like to know, what your agency/field instructor would like to know, and what your clients might like to know. Ultimately, your research project topic is your choice. However, please remember that your project should benefit your agency in some way.

There is no suggested length for this assignment. It should be as long as needed to list and explain all possible research project ideas.

2. *Research Question* (due September 27th)

Clearly, briefly, and formally state the main question(s) that your research will seek to answer. Include a statement about why it is important to answer this question and the potential relevance of this research for your fieldwork agency. Be sure that your question(s) can be appropriately answered in one manageable research project. The suggested length for this assignment is approximately 1-2 pages.

3. *Methodology* (due October 27th)

For this assignment, you must describe your research project in great detail and as precisely as possible. The suggested length of the methodology section is 5-6 pages. A complete methodology section addresses the following headings:

Sample—describe the sample or population that you will use and your rationale for using it. Also, describe the population to which you hope to generalize your findings.

Sampling Plan—describe how study participants will be selected for inclusion in your research.

Study Site—describe where the data will be collected. What are the advantages/strengths of collecting data at this site? What are some potential problems, concerns, or limitations of this site?

Operationalization of Concepts—identify and describe the variables you will use in your research and how will they be measured (for example: the use of standardized scales, assessment tools, specific interview questions, etc.) If possible, identify the dependent and independent variables. If you will be developing or assessing an intervention, clearly describe the intervention here (for example: Describe the intervention and its agenda/curriculum. What are the goals or desired outcomes of the intervention? How will your research evaluate specifically if these goals have been met, and so on?)

Data Collection—describe how the data will be collected and who will be collecting it. Also, discuss any problems that you may encounter and how you will obtain informed consent from study participants.

Data Analysis—describe how you plan to analyze your data. Be sure that your planned analyses are appropriate to answer your research question and that the data you collect fits the chosen analyses. You are not expected to describe specific statistical tests, but rather describe the types of analyses or comparisons that you plan to do with the data you collect.

Timeline—design a chart illustrating how long you expect your study to take. Focus especially on your activities to the start of the spring semester in January. Tasks to be undertaken (and possibly completed) in the next four months include getting approval for your research from your field agency supervisor, putting together a study sample, collecting data, and data entry. In order to have adequate time to enter your data, analyze it, and design your poster, it is suggested that all data be collected no later than March 1, 2006.

4. **Literature Review** (due November 17th)

Develop an up-to-date, concise, and critical review of the literature related to your research project. This is not just a descriptive list or summary of each reference. Instead, the review should organize and synthesize the collected literature related to your research project then assess what is known and what is not known about your topic. Your literature review should identify the strengths and limitations of the literature and describe how your project “fills a gap” in this literature (this is answering the “so what?” question).

Be sure to address any controversies surrounding your research topic (competing views, etc.) and to describe the type of research being reported in each piece of literature you discuss (empirical study, published literature review, and so on). Your review should be clearly organized and flow in a logical direction. Please refer to *Planning and Conducting Agency-based Research* (Westerfelt & Dietz, 2005) for more guidance and tips on completing a literature review.

The literature review must include at least ten references; only *one* of these references may be from the World Wide Web. All others must be from professional journal articles or books found in the library or located through the library’s on-line catalog and/or databases. Since older references may be dated and not as applicable to social work practice today, the majority of reviewed references should be published after 1995. A list of all cited references should be attached to the literature review (in correct APA style). The suggested length for the literature review is approximately 6-7 pages.