

**The University of Tennessee**  
**College of Social Work**  
**(B.S.S.W. Program)**  
**Summer 2004**

**SW-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 enables students to become generalist 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:**

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

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

**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 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 through *Online@UT*. Please make sure you check the email address listed in the course regularly as it is the email address I will be communicating to you with. 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 1 exam, an interview/paper, a reaction paper, a library assignment, online assignments, class participation, and attendance.

## **Class Participation (10 points):**

Each student is expected to fully participate in class discussions and activities and to demonstrate completion of all assigned readings. Class participation points will be awarded based on this criteria.

## **Library Search Assignment (10 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 what topic you searched and your reaction to the search process.

## **NASW News Review and Reaction Paper (20 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 June 10th. Late papers will be penalized 4 points. No papers will be accepted after noon on July 1st.

## **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 June 24th. Late papers will be penalized 4-points. No papers will be accepted after noon on July 1st.

### **Blackboard Online Assignments (30 points)**

Students are required to participate in **all** online discussions and/or assignments on Blackboard. Each Friday 2-3 new assignments will be placed on Blackboard's main discussion board by 8:00am. Each discussion/assignment is worth 3 points and must be completed by the date and time indicated on Blackboard. First assignments will be posted on June 4th.

### **Exam (100 points):**

One exam will be given during this semester based on all required readings, videos, class lectures, assignments, class discussions, and speakers. The exam will be administered on Blackboard in a campus lab. No make-up exam 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.

### **Grading:**

Students will be evaluated by total points earned in this course as outlined above. No extra credit 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+		

### **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.

### **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

June 1

### 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

### Organization of the Social Work Profession

- a. BSSW/MSSW/Ph.D.
- b. CSWE
- c. Credentials
- d. NASW and other professional social work organizations

### 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. The scientific method
- g. Career options

**Video:** [What do Social Workers Do?](#)

June 3

**Library Tour and Database Searching – Class meets in 128 Hodges  
Margaret Casado**

June 8

### The Nature of Social Work (Class meets in 252 Hodges Library)

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

### Profession of Social Work

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

**Fields of Practice**

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

**Practice Settings and Client Groups**

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

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

**Class exercise:** Value conflicts

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

**READ:** *Morales & Sheafor, chapters 1, 2, 3, 4, 5, 6, 7, 8, Grobman - chapters 1, 10*

Group #1 Manning, S. (1997). The social worker as moral citizen: Ethics in action. *Social Work, 42*(3), 223-229.

Group #2 Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW Code Violations, 1986-97. *Social Work, 45*(3), 251-261.

**June 10**

**Introduction to Special Populations (Class meets in 252 Hodges)**

- a. Ecosystems model
- b. Societal induced stressors affecting special populations
- c. Individuals living in poverty
- d. Abused children

**Class Exercise:** Where would you set the poverty line?

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

**READ:** *Morales & Sheafor - chapters 13, 16 Grobman - chapters 4, 8, 34*

- Group #1 Byers & Stone (1999). Roots of Activism: A Qualitative Study of BSW Students. *The Journal of Baccalaureate Social Work Education*, 5 (1), 1-14.
- Group #2 Royse & Riffe, (1999). Assessing students' values in an era of change. *The Journal of Baccalaureate Social Work Education*, 4(2), 71-83.

**\*NASW NEWS PAPER DUE**

**June 15**

**Race, Ethnicity, and Cultural Diversity (Class meets in 252 Hodges)**

- a. Demographics
- b. Trends
- c. Prejudice and discrimination
- d. Inequality and oppression

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

**Class exercise:** Identifying "isms"

**READ:** *Morales & Sheafor, chapters 18, 19, 20, 21, 22,23*  
*Grobman - chapters 27, 46*

- Group #1 Carter, C. (1999). Church burning in African American communities: Implications for empowerment practice. *Social Work*, 44 (1), 62-68.
- Group #2 Padilla. (1997). Immigration policy: Issues for social work practice. *Social Work*, 42 (6), 595-606.

**June 17**

**Practice in Metropolitan and Non-Metropolitan Areas (Class meets in 252 Hodges Library)**

- 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, chapter 17 and possibly 24*  
*Grobman - chapters 12, 13, 14, 25, 33, 36*

- Group #1 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.

Group #2 Evans, et al. (1999). Are rural gang members similar to their urban peers? Implications for rural communities. *Youth and Society*, 30(3), 267-282.

**June 22**

**Practice with Special Populations (Class meets in 252 Hodges Library)**

- a. Women
- b. Lesbian, gay, and bisexual people
- c. Elderly
- d. Persons with disabilities and the ADA
- e. Persons with mental illness
- f. Racial and ethnic minorities within special populations

**Video:** Gay Youth

**READ:** *Morales & Sheafor, 11, 12, 14, 15*  
*Grobman - 7, 20, 23, 30, 38, 50,*

Group #1 Kitano & Nakaoka. (2001). Asian Americans in the Twentieth Century. *Human Behavior in the Social Environment*, 3 (3/4), 7-17.

Group #2 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.

**June 24**

**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

**Realities of Practice**

- a. Changing needs
- b. Scarce resources
- c. Case management
- d. Organizational dilemmas
- e. Resistance
- f. Prejudice and discrimination

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

**READ:** Grobman - chapters 2, 5, 18, 21, 24, 40

Group #1 Dane & Simon. (1991). Resident guests: Social workers in host settings. *Social Work*, 36(3), 208-213.

Group #2 Congress & Gummer. (1997). Is the Code of Ethics as applicable to agency executives as it is to direct service providers? In E. Gambrill and R. Pruger (Eds.), *Controversial Issues in Social Work Ethics, Values, and Obligations*. (pp. 137-150). Needham Heights, MA: Allyn & Bacon.

**\*SOCIAL WORKER INTERVIEW PAPER DUE**

June 29

**Prevention**

- a. The Future of Social Work
- b. Gordon's model vs. Public Health Model

**International Social Work**

- a. Global demand
- b. Global approach
- c. Employment opportunities

**Future of Social Work**

- a. New roles
- b. Issues within the profession
- c. Evidence-based practice

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

**Class exercise:** How the profession's issues impact clients

**READ:** Morales & Sheafor, chapters 9, 10  
Grobman - chapters 28, 35, 39

Group #1 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.

Group #2 Myers & Thyer. (1997). Should social work clients have the right to effective treatment? *Social Work*, 42(3), 288-298.

July 1

EXAM - Computer Lab 226 Henson Hall

**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.

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.

Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford University Press.

Ryan, S., Pearlmutter, S., & Groza, V. (2004). Coming out of the closet: Opening agencies to gay and lesbian adoptive parents. *Social Work*, 49 (1), 85-95

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

Spencer, P.A., & Munch, S. (2003). Client violence toward social workers: The role of management in community mental health programs. *Social Work*, 48 (3), 532-544.

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