

The University of Tennessee
College of Social Work
BSSW Program
Fall 2007

SOCIAL WORK 312—Social Work Practice I

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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 world without borders. 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, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. 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, special populations, and domestic and international challenges, that informs practice interventions;
- use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing global world; and
- 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 2227 Dunford Hall at 865/974-6087. 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 mandatory/required and begins on September 13, 2007. 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 two (2) 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. Papers are due at the *beginning of class* on the due date. Students also may choose to email papers to the course instructor at mtheriot@utk.edu. To avoid a late penalty, the time stamped on the email must be before the beginning of class on the due date. 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.
- B. Examinations: There will be two examinations. The exams will be given in-class or electronically via BlackBoard at the course instructor's discretion. This information and additional details about the exam will be given in class prior to the exam dates. Missed examinations will be recorded as a "0". For all exams and assignments, alternative arrangements, make-up exams, and deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances.
- 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 from class and one (1) time from skills lab without penalty. For each additional absence or tardy, five (5) points will be deducted from the student's final course grade unless other arrangements have been made in advance with the course instructor. To earn maximum participation points, students are 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 (October 18)	30%
Brief Thought Papers	
Thought Paper 1 (due September 18)	10%
Thought Paper 2 (due November 1)	10%
Exam #2 (November 29)	30%

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* (4th Ed.). New York, NY; Columbia University Press.

Kirst-Ashman, K. & Hull Jr., G. (2006). *Understanding Generalist Practice* (4th Ed.). Pacific Grove, CA: Brooks/Cole.

Class Schedule and Readings**Introduction**

August 23, 2007

Social Work Practice

August 28: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 2-39.
Garrett, A. (1994). The professional base of social casework. *Families in Society*, 75, 513-520.

August 30: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 352-375.
Banks, S., & Williams, R. (2005). Accounting for ethical difficulties in social work: Issues, problems, and dilemmas. *British Journal of Social Work*, 35, 1005-1022.
Reamer, F. G. (2005). Ethical and legal standards in social work: Consistency and conflict. *Families in Society*, 86(2), 163-169.

September 4: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 376-393.
Raines, J. C. (2004). To tell or not to tell: Ethical issues regarding confidentiality. *School Social Work Journal*, 28(2), 61-78.

The Helping Relationship

September 6: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 40-51.

September 11: Kadushin & Kadushin, *The Social Work Interview*, pp. 99-134.

Communication

September 13: Kadushin & Kadushin, *The Social Work Interview*, pp. 1-62.

September 18: Kadushin & Kadushin, *The Social Work Interview*, pp. 285-319.
Allen, S. F., & Tracy, E. M. (2004). Revitalizing the role of home visiting by school social workers. *Children & Schools*, 26(4), 197-208.
LeCroy, C. W., & Whitaker, K. (2005). Improving the quality of home visitation: An exploratory study of difficult situations. *Child Abuse & Neglect*, 29, 1003-1013.

[THOUGHT PAPER #1 DUE TODAY]**The Social Work Interview****A. Basic Principles**

September 20: 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. 51-75.

September 25: Kadushin & Kadushin, *The Social Work Interview*, pp. 235-270.

B. Multicultural Interviewing

September 27: Kadushin & Kadushin, *The Social Work Interview*, pp. 135-172.
 Becker, D., Hogue, A., & Liddle, H. A. (2002). Methods of engagement in family-based preventive intervention. *Child and Adolescent Social Work Journal*, 19(2), 163-179.

October 2: Kadushin & Kadushin, *The Social Work Interview*, pp. 173-204.

October 4: Kadushin & Kadushin, *The Social Work Interview*, pp. 205-234.

October 9: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 424-459.
 Yodanis, C. (2005). Divorce culture and marital gender equality: A cross-national study. *Gender & Society*, 19(5), 644-659.

October 11: FALL BREAK (No Class or Labs)

October 16: Kadushin & Kadushin, *The Social Work Interview*, pp. 321-354.
 Caple, F., Salcido, R., & di Cecco, J. (1995). Engaging effectively with culturally diverse families and children. *Social Work in Education*, 17, 159-170.

October 18: EXAM #1

October 23: Kadushin & Kadushin, *The Social Work Interview*, pp. 355-385.

The Problem-Solving Process

October 25: Alaggia, R., & Kirshenbaum, S. (2005). Speaking the unspeakable: Exploring the impact of family dynamics on child sexual abuse disclosures. *Families in Society*, 86(2), 227-234.

Malekoff, A. (2005). Assuming a stance of uncertainty: Essentials for social work with adolescents. *Families in Society*, 86(2), 207-216.

October 30: No Class; Please use this time to work on Thought Paper #2 (due November 1st) and catch up on unfinished reading.

November 1: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 136-178.
Tucker, E. W., Potocky-Tripodi, M. (2006). Changing heterosexuals' attitudes toward homosexuals: a systematic review of the empirical literature. *Research on Social Work Practice*, 16(2), 176-190.

[THOUGHT PAPER #2 DUE TODAY]

November 6: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 290-351.
Bent-Goodley, T. B. (2005). An African-centered approach to domestic violence. *Families in Society*, 86(2), 197-206.
Orthner, D. K., Jones-Sanpei, H., & Williamson, S. (2004). The resilience and strengths of low-income families. *Family Relations*, 53, 159-167.

November 8: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 180-209.

November 13: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 210-251.

November 15: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 394-423.
Dhooper, S. S. (2003). Social work response to the needs of biracial Americans. *Journal of Ethnic & Cultural Diversity in Social Work*, 12(4), 19-47.
Gelman, C. R. (2004). Empirically-based principles for culturally competent practice with Latinos. *Journal of Ethnic & Cultural Diversity in Social Work*, 13(1), 83-108.

November 20: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 510-559.
Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50(4), 325

November 22: THANKSGIVING (No Class or Labs)

November 27: Kirst-Ashman & Hull, *Understanding Generalist Practice*, pp. 252-289.
Kadushin & Kadushin, *The Social Work Interview*, pp. 271-284.

November 29: EXAM #2

December 4: Course Wrap-Up

Recommended Readings

- Bell, H. (2003). Strengths and secondary trauma in family violence work. *Social Work, 48*(4), 513-522.
- Black, B. M., & Weisz, A. N. (2004). Dating violence: A qualitative analysis of Mexican American youths' views. *Journal of Ethnic & Cultural Diversity in Social Work, 13*(3), 69-90.
- 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.
- Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. *International Social Work, 44*, 301-309.
- 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.
- 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.
- Freedberg, S. (1989). Self-determination: Historical perspectives and effects in current practice. *Social Work, 34*, 33-38.
- 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.
- Hill, R. (1998). Enhancing the resilience of African-American families. *Journal of Human Behavior in the Social Environment, 1*, 49-61.
- Lens, V. (2000). Protecting the confidentiality of the therapeutic relationship: *Jaffe v. Redmond*. *Social Work, 45*(3), 273-276.
- 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.
- Millstein, K. (2000). Confidentiality in direct social-work practice: Inevitable challenges and ethical dilemmas. *Families in Society, 81*(3), 270-282.
- 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.

- Robinson, J. (1989). Clinical treatment of black families: Issues and strategies. *Social Work*, 34, 323-329.
- Rock, B. & Congress, E. (1999). The new confidentiality for the 21st Century in a managed care environment. *Social Work*, 44, 253-262.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41, 296-305.

Lab Schedule
SW 312: Social Work Practice I
Fall Semester 2007

<u>DATE</u>	<u>LAB TOPIC</u>
September 13, 2007	Introductions and Getting Acquainted
September 20, 2007	Meeting the Clients: Introductions and Communicating Purpose
September 27, 2007	Empathetic Listening; Asking Questions
October 4, 2007	Encouraging Collaboration
October 11, 2007	FALL BREAK (No Class or Labs)
October 18, 2007	Respecting Client Diversity
October 25, 2007	Assessment
November 1, 2007	Problem Definition—Contracts/Goals
November 8, 2007	Practice Roles and System Termination
November 15, 2007	Evaluations