

The University of Tennessee
College of Social Work
B.S.S.W. Program
Summer 2007

Social Work 200 - Introduction to Social Work

(3-credits)

Instructor:	Heather Parris, M.S.S.W	Time:	T/TH: 9:15am -12:45pm
Office:	301 Henson Hall	Location:	As indicated by week
Phone:	974-7504	Office Hours:	by appointment
Email:	hparris@utk.edu	Section:	001

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.

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, special populations, and domestic and international challenges, that informs practice interventions;
6. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing global world; and
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. (2006). *Social Work: A Profession of Many Faces*, 11th Edition. Boston: Allyn and Bacon.

Grobman, L. (2005). *Days in the Lives of Social Workers*, 4th Edition. Harrisburg, PA: White Hat Communications.

Recommended text:

National Association of Social Workers. (2006). *Social Work Speaks: NASW policy statements*, 7th ed. Washington, DC: NASW Press.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, 5th Edition. Washington, DC: Author.

Szuchman, L., & Thomlison, B. (2008). *Writing with Style: APA Style for Social Work*, 3rd Edition. Belmont, CA: Thomson Brooks/Cole

Other required readings:

In addition to assigned readings from our texts, there are several NASW Policy Statements designated in our syllabus (*) which are required readings. If you choose not to buy that text, they 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

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 NASW News reaction paper,

a library assignment, online assignments, class participation, and attendance.

Class Participation (10 points):

Each student is expected to attend all classes and fully participate in class discussions and activities, demonstrating 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 the following 4 databases (**Social Work Abstracts, PsychInfo, Medline, and one additional of your choice**), that begins the search with **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. Paper is due at the beginning of class on June 14th. Late papers will be penalized 2-pts. No late papers accepted after 9:15 am on July 3rd.

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 21st. Late papers will be penalized 4 points. No papers will be accepted after 9:15am on July 3rd.

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, personal communication reference would be page 5, do not include an abstract) and is due at the beginning of class on July 3rd. Late papers will be penalized 6-points. No papers will be accepted after 9:15am on July 3rd.

Blackboard Online Assignments (30 points)

Students are required to participate in **all** online discussions and/or assignments on Blackboard. Each discussion/assignment is worth 3 points and must be completed by the date and time indicated on Blackboard. No late postings will be graded. First assignment will be posted on June 5th.

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 July 5th. No make-up exam will be allowed.

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 2227 Dunford Hall 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 (most current *Hilltopics*).

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 5****Course Introduction (Class meets in 102 Perkins)**

- 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 7

Library Tour and Database Searching – Class meets in 128 Hodges

Speaker: Margaret Casado, MLS

June 12

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*
*NASW Policy Statement: *Correctional Social Work.*

June 14

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*
*NASW Policy Statement: *Physical Punishment of Children*

***LIBRARY SEARCH ASSIGNMENT DUE**

June 19

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*
*NASW 2 Policy Statements:
Sovereignty and the Health of Indigenous People
AND
Immigrants and Refugees

June 21

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

- 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
*NASW Policy Statement: Capital Punishment and the Death Penalty

***NASW NEWS PAPER DUE**

June 26

Practice with Special Populations (Class meets in 252 Hodges)

- 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,
*NASW Policy Statement: Family Planning and Reproductive Choice

June 28

Working in Organizations (Class meets in 252 Hodges Library)

- 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
*NASW Policy Statement: Deprofessionalization and Reclassification

July 3

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
** NASW Policy Statement: Juvenile Justice and Delinquency Prevention*

***SOCIAL WORKER INTERVIEW PAPER DUE**

July 5 EXAM – Location to be announced

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.

Roberts, A., & Greene, G. (Eds.). (2002). *Social work desk reference*. New York: Oxford.

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.

Van Wormer, K. (2006). *Introduction to social welfare and social work*. Belmont, CA: Brooks/Cole.

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