

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

**Social Work 200 - Introduction to Social Work
Summer 2008**

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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 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 (NASW Social Work Speaks), they can be accessed through *Online@UT* in Course Materials.

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

Course Requirements:

The course format will be a combination of PowerPoint presentations and online assignments. Each week the instructor will highlight main points and important issues through PowerPoint. Students are expected to read and critically analyze assigned readings. Grades will be based on one exam, an interview/paper, a NASW News reaction paper, online assignments and two mini research papers.

NASW News Review and Reaction Paper (20 points):

ASSIGNMENTS AND EVALUATION: Additional assignment guidelines will be located on Blackboard beginning June 2nd.

Mini Research Assignments: (20 points)

There are four small research suggestions, which can be found on Blackboard listed in *Assignments*, and the student must select two of those ideas for their mini research assignments. See your course outline for suggested submission due dates. **No papers will be accepted after 1:00 pm on August 6, 2008.**

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 **as well as in Microfilm**. 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). It is suggested that this paper is submitted by July 8th. **No papers will be accepted after 1:00 pm on August 6, 2008**

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 an **agency practice** and conducting a 30-45 minute interview. You are responsible for scheduling an appointment to talk with a social worker, visit the agency in person, and interview them about their agency and the job duties they perform. Additional topics and questions for this activity are at the discretion of the student. 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 read and analyzed to date for this class.** Also, indicate what new issues were introduced that enhanced your understanding of the profession. Each student will be required to present your findings to the class via Blackboard. 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). It is suggested that this paper be submitted by July 24th. **No papers will be accepted after 1:00 pm on August 6, 2008.**

Blackboard Online Assignments (30 points)

Each discussion/assignment is worth 3 points and it is highly recommended that the student complete each assignment by the proposed date to help ensure that you do not fall behind in course content. *see blackboard discussion board for topics and suggested due dates* **All ten blackboard assignments are due by 1:00pm on August 6, 2008.**

Exam (100 points):

One final comprehensive exam will be given during this summer session based on all required readings, PowerPoint presentations, and written assignments. The test will consist of multiple choice and true-false questions. The test will be available online in Blackboard format. The exam is open-book. Because there is only one test for the course, makeup tests are not available. **The exam will be administered on August 7th.**

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 865-974-6087. 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*).

TENTATIVE COURSE OUTLINE**Week One****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

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

**** First mini research assignment submitted****

Week Two

The Nature of Social Work

- 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

READ: *Morales & Sheafor- chapters 1, 2, 3, 4*

Week Three

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

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

*NASW Social Work Speaks: TBA on Assignments

Week Four

Introduction to Special Populations

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

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

*NASW Social Work Speaks: TBA on Assignments

Race, Ethnicity, and Cultural Diversity

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

READ: Morales & Sheafor, chapters 18, 19, 20, 21, 22,23
Grobman - chapters 27, 46
*NASW Social Work Speaks: TBA on Assignments

****2nd Mini research assignment submitted****

Week Five

Practice in Metropolitan and Non-Metropolitan Areas

- a. Client groups
- b. Major characteristics that influence practice
- c. Case studies

READ: *Morales & Sheafor, chapter 17*
Grobman - chapters 12, 13, 14, 25, 33, 36
*NASW Social Work Speaks: TBA on Assignments

Week Six

Practice with Special Populations

- 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

READ: *Morales & Sheafor, 11, 12, 14, 15*
Grobman - 7, 20, 23, 30, 38, 50,
*NASW Social Work Speaks: TBA on Assignments

**** NASW News review paper submitted****

Week Seven

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

READ: *Grobman - chapters 2, 5, 18, 21, 24, 40*
*NASW Social Work Speaks: TBA on Assignments

Week Eight

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

****Interview with a Social Worker paper submitted****

Week Nine

Future of Social Work

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

READ: *Morales & Sheafor, chapters 9, 10*
Grobman - chapters 28, 35, 39
* NASW Social Work Speaks: TBA on Assignments

Week Ten EXAM administered via Blackboard on August 7, 2008. Time of exam TBA

Recommended readings and resources:

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.