THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 522 INTRODUCTION TO SOCIAL WORK PRACTICE
(4 Credit Hours)
Section 002
Fall 2015

Registration Restriction: Admitted Master of Science in Social Work (MSSW) students

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Class Time: 3:35-5:35, MW
Office Hours: 9 -11 Mon, 1-3 Wed
Course website: Blackboard, www.online.utk.edu
APA website: http://www.apastyle.org/previoustips.html

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 MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.
Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This is a required foundation course. The profession’s distinctive mission, history, values and ethical standards, and multiple roles with individuals, families, groups, organizations, and communities are examined using local to international comparisons. Theories are examined in the context of critical thinking and evidence-based practice. Defines generalist practice philosophy, methods, and roles. Emphasizes skills (i.e., interpersonal communication, relationship building, power analyses, assertiveness, conflict management) that are essential to problem identification, assessment, and intervention with all client systems (individuals, groups, organizations, communities), and with other professionals and decision-makers. Uses local to international examples to translate theory and evidence-based knowledge into practice that is competent, ethical, culturally affirming, and empowering.

The commitment of the profession of social work to practice with culturally diverse, vulnerable, and at-risk populations and to promote economic and social justice is infused within the topical areas of this course. It is an introduction to direct and indirect social work practice roles and models, with an emphasis on generalist practice within a strengths and ecological/systemic theoretical perspective. The professional use of self, interpersonal communication, and relationship building skills are emphasized, including empathic communication skills, mutuality, and diagnostic and strength-based assessment paradigms to assist with goal and comprehensive plan formation. The course will socialize students to core components and similarities and differences in basic problem solving processes (problem definition, assessment, goal planning, intervention, and termination) with individuals, families, small groups, organizations and communities. Examples of practice models and interventions include motivational interviewing techniques, the solution-focused approach, feminist models, task-centered, cognitive-behavioral and crisis interventions. Generalist social work practice and practice roles are examined in the context of communities and organizations.

Course Rationale
Problem-solving processes and planned change form the knowledge and practice skill base for professional functioning. This course serves a socialization function by assisting students with their integration of theory and social work practice knowledge with client/client system needs, problems, and assets. The course also assists students to understand both their personal and
professional values, and how these values transcend into their work with clients. This is a foundation course to prepare students to apply a generalist perspective to social work practice.

**Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate:

1. Articulate social work history, mission, and its unique contributions as a profession including its focus on vulnerable, at-risk populations and its commitment to social and economic justice. 1.1, 2.3, 4.1 [Content: definition and historical development of social work practice; similarities and differences with other helping professions; knowledge base (e.g., person-in-environment perspective, focus on strengths, capacities, & resources, methods & techniques with clients); spectrum of practice modalities and practice roles (e.g., direct service provider, broker, coordinator, mediator, negotiator, facilitator, case advocate, and change agent); practice in local to global contexts); value and ethical foundation of social work practice].

2. Articulate methods of engaging, maintaining, and appropriately terminating helping relationships with diverse clients/client systems in a variety of social work settings using a culturally affirming, generalist, ecological perspective. 3.1, 3.3 [Content: definitions of clients and client systems (i.e., individuals, families, small groups, organizations, communities); similarities and differences in direct and indirect problem solving models and processes (e.g., problem identification, assessment, intervention, evaluation, and termination); assuming appropriate practice roles with diverse individuals, families and small groups; influence of cultural, social, economic similarities, differences, and disparities on problem solving processes; pre-planning and planning strategies for small group work (i.e., client screening, sponsorship, agency influences, resources, recruitment, consents, confidentiality); types of small groups (i.e., support, psycho-educational, task groups)].

3. Conduct comprehensive state-of-the-art assessments using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of client systems in relation to their broader environments. 3.4, 4.1, 4.3 [Content: similarities, differences, and core elements of client/client systems (i.e., individuals, groups, organizations, communities); assessments with regard to direct and indirect practice; culturally affirming, evidenced-based assessment (i.e., identification of issues, problems, needs, resources, & strengths/assets); identify access & barriers to resources, use of information technology sources); collection, organization, and interpretation of multiple sources of data pertinent to an ecological perspective that takes into account culture, race, socioeconomic class, gender, sexual orientation, stage of development, spiritual needs and perspectives, and physical and mental functioning; defining assessment versus diagnosis; evidenced-based interviewing and relationship building techniques (i.e., motivational interviewing, online interviewing)].

4. Describe generalist practice skills including relationship building, communication and interviewing, negotiating and conflict management skills to enter and maintain
relationships with diverse client systems. 3.2, 1.2, 1.4 [Content: similarities and differences in interpersonal communication and relationship building skills in direct and indirect practice (i.e., case management, counseling, advocacy), including active listening, additive empathy, clinical confrontation, mutuality; motivational interviewing techniques; persuasion, maintaining autonomy, articulation of interests, affiliation, agenda-setting, assertiveness, negotiating, contracting, conflict management, power analyses (i.e., types, sources, and assessment tools) regarding power in professional relationships with clients, colleagues, and other decision-makers)].

5. Compare & contrast evidence-based theories/approaches/interventions and models of social work practice with clients/client systems in relation to their congruence with social work values, attention to all forms of diversity, and evidence-bases. 1.4, 4.3 [Content: strengths and empowerment perspective; generalist models/approaches include: gender-sensitive/feminist models, task centered, crisis intervention, solution focused, cognitive-behavioral, small group work in the context of agencies, communities and organizations; selection and critical evaluation of effective change-oriented interventions with systems of all sizes utilizing culturally acceptable resources for help/help seeking processes)].

6. Identify personal biases and demonstrate the appropriate use of self in social work practice with diverse populations in light of professional values and the social work Code of Ethics. 1.2, 1.4, 4.2 [Content: practitioner self-awareness, self-assessment, and conscious use of self in professional relationships with clients, colleagues, and other decision-makers; recognition of facilitating factors and potential areas of conflict; planning for evaluation of one’s own practice; identification and maintenance of appropriate personal conduct and professional boundaries in keeping with applicable laws and professional standards and ethics; self care including stress and time management; assessment of power sources, types, and differentials in professional relationships with clients, colleagues, and others; assessment of types of workplace discrimination, bullying and harassment; assertiveness; lifelong learner and professional development].

Class Schedule:

Aug 19– Week 1
Aug 24, 26– Week 2 – History report due
Aug 31, Sept 2– Week 3 – Ethical Case Study
Sept 7, 9 – Week 4 – Labor Day/ Unit 1 Quiz
Sept 14, 16– Week 5 -
Sept 21, 23– Week 6
Sept 28, 30– Week 7 – Spring Break
Oct 5, 7– Week 8 - Unit 2 Quiz
Oct 12, 14– Week 9 – Clinical Case Study Discussion
Oct 19, 21– Week 10 – Psycho-social-assessment Due
Oct 26, 28– Week 11 –
Nov 2, 4– Week 12 – Unit 3 Quiz
Nov 9, 11– Week 13 – Organizational Case Study Discussion
Nov 16, 18– Week 14  
Nov 23, 25– Week 15 - Organizational Assessment Due  
Nov 30, Dec 2 – Week 16 – Unit 4 Take Home Quiz

Class Preparation & Participation:
To earn maximum participation points, students are expected to attend every class session and to participate frequently in class discussions and activities. It is essential that you notify me by e-mail (rschriv1@utk.edu) in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. If you miss a class, you are still responsible for what you missed. In order to make meaningful contributions to class discussions, it is essential that you read assigned articles and textbook chapters prior to class. Two unexcused absences from class will result in the loss of 20 points, 50% of class participation grade.

Class activities are designed to help you reflect upon important concepts and involve you in class discussions where views are shared and ideas are debated. It is expected that you will respect the ideas and thinking of other students in the class by listening to their explanations and appropriately questioning their thinking and reasoning if you do not understand. Further, you are expected to work cooperatively with others and fully contribute to the workload of each group in which you may be a member.  
All cell phones should be silenced and put away during class. All iPods, etc. are to be off and stored during class. Laptops or iPads should only be used for class activities.

Course Requirements/Plan for Evaluation:
Unit Quizzes(4 @ 20 points each) Competency 1-6 ………..40%  (160 pts.)
Topical reports (History, Ethical case, Clinical Case, Organizational case
(4 @ 10 points each)……………10% (40 pts.)
Organizational analysis ………………………………………20% (80 pts.)
Biopsychosocial assessment ……………………………………20% (80 pts.)
Class preparation & participation…………………………..10% (40 pts.)

Topical Reports
You will be given a case or a topic to study and prepare a very brief report to the rest of class.

1. History Report: You will be given a topic (person, event, document, program) from the history of Social Work. You will prepare a brief presentation to give to the class on your topic. Your report will be part of a “time line” of presentations to help the class get a better sense of the history of our profession and its development. Please rely on socialwelfarehistory.com. Verbal in class report only. (competency 1)

2. Ethical Case: You will be given an opportunity to bring in an ethical dilemma from your field placement or work place. You will apply the ethical decision making model to the case and bring it to class with your conclusions for the class to be able to discuss. If you can not come up with an ethical dilemma, the instructor will be able to provide one for you. A 2-3 page written summary is to be provided in addition to a verbal report to the class. (Competency 6)
3. Clinical Case: You will be given an opportunity to bring in a case from your field placement (it can be the same case you did your biopsychosocial assessment on, but preferably not) you will present the case to the rest of the class as if you were presenting to a “treatment team” you will provide a diagnostic statement, genogram, eco-map, treatment goals and plan as well as thoughts on your theoretical perspective of treatment for the case. This will be discussed in class and others will weigh in on the case and how they might handle the situation. A 2-3 page written summary is to be provided in addition to a possible verbal report. (Competency 2)

4. Organizational Case: You will be given an opportunity to read and review one of five cases focusing on organizational management in a nonprofit social service agency. You will answer questions associated with the case as to how you would best handle the situation. These cases and how you have dealt with them will be presented in class for the rest of the class to discuss. A 2-3 page written summary is to be provided in addition to a possible verbal report. (Competency 4,5)

**Organizational analysis: (Competency 4,5)**

This assignment will focus on conducting a comprehensive state-of-the-art assessment of a social service organization using a cultural, ecological, transactional, framework and current technologies that focus on the organization’s needs, strengths, capacities, assets and resources in relation to its broader environment. Particular attention will be given to diversity, social and economic justice, and ethical issues and concerns.

Representative questions are described in the accompanying chart. While not intended to be a comprehensive checklist, these are typical lines of inquiry, depending on the scale and scope of the analysis and organization. For the purposes of this assignment, please use the topics and the questions as a guide to be able to write an analysis of the organization you have chosen. You will need to find a couple of different folks to interview at the organization to gather this information. You might consider talking to a board member, Executive Director, Finance Director, Manager or other Staff/Volunteers to help you get the information.

1. Mission
   - How clear is it? Is it understood by staff and board? To what extent are decisions based on it? How often is it referred to in meetings and in written material?

2. Program
   - What do you do, how do you do it, who does it, and who do you do it for? How do you select programming? How do you evaluate your programs? How do the programs serve the mission of the organizations? How do you perceive and measure the level of quality?

3. Board
   - How large is the board? How does the board “rank” when compared with other not-for-profit boards in the community? How clear are the roles of board members? Is there a plan for succession and leadership? How are members recruited and oriented? To what extent do the board’s composition and practices reflect the organization’s mission? The community?
4. Personnel

Organization chart? Written job descriptions, personnel policies, wage & benefit plan? How often do jobs turn over? Is there a formal performance review process? What are the linkages between various job functions and departments?

5. External Environment

Who are your peers and competitors? What are the economic and social conditions of the community? What is likely to change? How does your organization fit into community planning, such as urban development? How well does your organization collaborate or otherwise work with other organizations in the community? Is your organization part of another organization, such as a university? If so, what issues involving the larger entity may have impact on your organization?

6. Marketing

How is the organization positioned relative to others? What mechanisms exist to understand your audience? Is regional market research from third parties utilized to better understand attendees and non-attendees? What role does audience play in the organization’s positioning? What is the makeup and demographics of the audience? Is that the audience you want?

7. Fund Raising

What are your funding sources? What percentage comes from private, public, etc.? What is the board’s ratio of giving to overall giving? To what extent are your marketing and development campaigns mutually supportive? To what extend do fund raising concerns enter into your general decision making?

8. Financial Condition and Management

Current fiscal condition, ratio of assets and liabilities? Cash flow analysis, cash reserves? What reports are regularly generated? How accurate and timely have they been? Any recent letters to management from auditors?

9. Facility

Condition? Maintenance plan? Renovations or expansions planned? Is the space satisfactory for the nature of the work produced or exhibited? Does the facility adequately serve the needs of the audience?

**Biopsychosocial assessment: (Competency 3)**

This assignment will focus on conducting a comprehensive state-of-the-art assessment using a cultural, ecological, transactional, and developmental framework and current technologies that focus on the needs, strengths, capacities, assets and resources of an individual client in relation to his or her broader environments. Utilize the assessment provided here for the guide to assess your client for this assignment. Please note that this tool is just a guide, please ask questions that will give you a clear understanding of the situation your “client” is dealing with. Please summarize the information in a fashion organized that will give a clear understanding to the reader of the issues of your client.
PERSON-CENTERED STRENGTHS ASSESSMENT

Participant____________________ Staff____________________ Date________________

1. Housing/ A Sense of “Home”: Where are you living now?
What do you like about your current living situation?
What things don’t you like about where you are living now?
For now, do you want to remain where you are, or would you like to move?
Describe the housing situation you have had in the past that has been the most satisfying for you.

2. Transportation/Getting Around: What are all the different ways you use to get to where you want or need to go?
Would you like to expand your transportation options?
What are some of the ways you have used in the past to get from place to place?
If you could travel anywhere in the world, where would you go? Why?

3. Financial/Insurance: What are your current sources of income, and how much money do you have each month to work with?
What are your monthly financial obligations?
What do you want to happen regarding your financial situation?
What was the most satisfying time in your life regarding your financial circumstances?

4. Vocational/Educational: Are you employed full or part-time currently? If so describe where you work and what you do at your job.
What does your job mean to you? If you do not have a job now, would you like to get one? Describe why you would or would not like to get a job at this time.
What activities are you currently involved in where you use your gifts and talents to help others.

What kinds of things do you do that make you happy, and give you a sense of job and personal satisfaction?

If you could design the perfect job for yourself, what would it be? Indoors or outdoors? Night or day? Travel or no travel? Alone or with others? Where there is smoking or no smoking? Where it is quiet or noisy?

What was the most satisfying job you ever had?

Is it harder for you to get a job, or harder for you to keep a job? Why do you think this is so?

Are you currently taking classes that will lead to a degree or taking classes to expand your knowledge and skills?

What would you like to learn more about?

How far did you go in school? What was your experience with formal education?

What are your thoughts and feelings about returning to school to finish a degree, learn new skills, or take a course for the sheer joy of learning new things?

Do you like to teach others to do things? Would you like to be a coach or mentor for someone who needs some assistance?

5. Social Supports, Intimacy, Spirituality: Describe your family.

What are the ways that members of your family provide social and emotional support for you, and help to make you feel happy and good about yourself?

Is there anything about your relationships with family that make you feel angry or upset?

What would you like to see happen regarding your relationships with family?

Where do you like to hang out and spend time? Why do you like it there?

What do you do when you feel lonely? Do you have a friend that you can call to talk to or do things with? If not, would you like to make such a friend?

Do you have the desire to be close to another in an intimate way? Would you like to have this type of relationship?
What meaning, if any, does spirituality play in your life? If this area is important to you, how to do experience and express your spiritual self?

6. Health: How would you describe your health these days?

Is being in good health important to you? Why or why not?

What kinds of things do you do to take care of your health?

What are your patterns regarding smoking?
Using alcohol?
Using caffeine?
What effect do these drugs have on your health?

What prescription medications are you currently taking? How do these medications help you?

How do you know when you’re not doing too well? What is most calming and helpful for you during these times?

What limitations do you experience as a result of any health circumstances?

What do you want and believe that you need in the area of health?

7. Leisure Time, Talents, Skills: What are the activities that you enjoy and give you a sense of satisfaction, peace, accomplishment, and personal fulfillment?

Would you like the opportunity to engage more frequently in these activities?

What are the skills, abilities, and talents that you possess? These may be skills such as playing a musical instrument, writing poetry, dancing, singing, painting, etc., or “born with” gifts such as sense of humor, compassion for others, kindness, etc.

What are the sources of pride in your life?

Are there things you used to do regularly that gave you a sense of joy that you have not done recently?

Which of these activities would you consider re-discovering at this time in your life?

Prioritizing: After thinking about all of these areas of your life, what are the two personal desires or goals that are most meaningful for you at this time?

The final course grade will be based on the following:
A = 376-400 points (Superior performance, exceeds expectations)
B+ = 348-375 points (Better than satisfactory performance)
B = 328-347 points (Satisfactory performance, meets expectations)
C+ = 308-327 points (Less than satisfactory performance)
C = 280-307 points (Performance well below the standard expected of graduate students)

Required Text:

Additional required readings can be found on the SW 522 Blackboard site under the respective week. Additional required readings may be added throughout the semester.

Course Content Outline:
Introduction to course, overview of course syllabus and course assignments

Unit I- History of the Social Work Profession, The Profession’s Historical Commitment to Social and Economic Justice, Overview of Social Work Practice, Professional Values & Ethics

*Week 1-
Introduction to course, overview of course syllabus, assignments and course content. The mission, and the unique contributions of the social work profession; the profession’s focus on vulnerable, at-risk populations and commitment to social and economic justice; generalist and advanced generalist practice; professional roles and interventions across systems

**Required readings:**
Zastrow text- chapter 1- Overview of Social Work Practice
Zastrow text- chapter 2 – Social Work Values

**Suggested Readings:**


Colby, I. & Dziegielewski, S.F. (2010). Introduction to Social Work: The People’s Profession (3rd ed.). Chicago, IL: Lyceum Books, Inc. [Read chapter 1- “Social Work: The Profession” (pp. 3-24) and chapter 3- “How Did We Get Here from There?” (pp. 47-66)]

*Week 2- History report Assignment Due
A study of the History of the Social Work Profession by examining different points of history. Social work values & NASW Code of Ethics; ethical dilemmas; culturally responsive social work practice

**Required readings:**
Zastrow text- chapter 12- Social Work Practice With Diverse Groups

Cultural compétence (2008). In T. Mizrahi & L.E. Davis (Eds.).

Brown, E.L. (2006). Knowing, valuing and shaping one’s culture: A precursor to
acknowledging accepting and respecting the culture of others. Multicultural
Education, 14, 15-19.

Abramson, M. (1996). Reflections in knowing oneself ethically: Toward a working

**Week 3- Ethical Case Study Due**
Guidelines for ethical decision-making; professional boundaries & dual relationships; the
appropriate use of self in social work practice with diverse populations.

**Required readings:**
work practice (8th ed.). Belmont, CA: Thomson Brooks/Cole. [Read Chapter 4-
“Guidelines for ethical decision-making: The decision-making process and tools”
(pp. 59-73).


**Unit 2- Theoretical Underpinnings and Knowledge Base for Generalist Social Work
Practice**

**Week 4- Unit I quiz**
Comprehensive state-of-the-art generalist practice assessments including the collection,
organization, and interpretation of multiple sources of data; constructing an ecomap; evidence-based social work practice; prevention approaches; strengths/empowerment perspective and
prevention approaches; feminist social work practice

**Required readings:**
Zastrow text- chapter 3- Assessment


Feminist social work practice (2008). In T. Mizrahi & L.E. Davis (Eds.). Encyclopedia of

**Week 5-**
The generalist practice skills of engagement, empathic responses; negotiating and conflict
management skills; confrontation & assertiveness skills.

**Required readings:**
Hepworth, D.E. et. al, (2005). Direct social work practice: Theory and skills (Chapter 5-
Building blocks of communication: Communicating with empathy and authenticity).

A.R. Roberts & G.J. Greene (Eds.) Social Workers’ Desk Reference. New York:
**Week 6-**
Theoretical perspectives of clinical treatment including Psychodynamic, Cognitive Behavioral, and a discussion of various other perspectives.

**Required Readings:**
Addendum to Zastrow text

**Unit 3- Direct Social Work Practice**

**Week 7—Take Unit 2 Quiz**
Social work practice with individuals; crisis intervention, solution focused, cognitive-behavioral approaches; overview of problem-solving steps; formulating a contract; assessment of social supports; strategies for working with hostile/involuntary clients

**Required readings:**
- Zastrow text- chapter 4- Social Work With Individuals: Interviewing
- Zastrow text- chapter 5- Social Work With Individuals: Counseling
- Zastrow text- Counseling theories resource manual- (pp. 477-574)

**Week 8-**
Assessment vs. diagnosis; use and misuse of DSM; revisions to DSM-V; psychopharmacology

**Required readings:**
- Zastrow text (pp. 540-545)

**Week 9- Clinical Case Study Due for presentation/discussion**
Assessment and interventions with families; genograms and intergenerational patterns; family resilience framework; elements of healthy family functioning; evidenced-based family interventions

**Required readings:**
- Zastrow text- chapter 8- Social Work With Families

**Week 10- Psychosocial Assessment Due**
Social work practice with groups; types of small groups (i.e., support, psycho-educational, task groups); group purpose and structure; pre-planning and planning strategies for small group work (i.e., client screening, agency influences, resources, recruitment, consents, confidentiality); group leadership; group processes; nominal group technique; running task meetings

**Required readings:**
Zastrow text- chapter 6- Social Work With Groups: Types Of Groups And Guidelines For Leading Them
Zastrow text- chapter 7- Social Work With Groups: Concepts And Skills

**Week 11 ---Summary of Clinical Social Work**
Termination issues in direct social work; self care (including stress and time management); compassion fatigue/vicarious traumatization.

**Required readings:**
Zastrow text- chapter 14- Surviving and Enjoying Social Work

**Unit 4- Indirect/Macro Social Work Practice**

**Week 12- Take Unit III quiz**
Macro practice; client advocacy; environmental interventions; international social work

**Required readings:**

**Week 13- Organizational Case Study for Presentation and discussion**
Social work with organizations; models of organizational behavior; organizational decision-making; surviving in a bureaucracy; analyzing human service organizations

**Required readings:**
Zastrow text- chapter 9- Social Work With Organizations

**Optional Reading:**

**Week 14-**
Social work in communities; models of community practice; community assessment and mapping; harm reduction; social marketing; strategies for community empowerment

**Required readings:**
Zastrow text- chapter 10- Social Work Community Practice

**Optional Readings:**

**Week 15**
Social work practice with diverse populations.

**Required readings:**

**Week 16 - Organizational assessment is due**
Termination issues in direct social work; self care (including stress and time management); compassion fatigue/vicarious traumatization.

**Required readings:**

*Take home Unit IV quiz* Due by the following Wednesday.

**Supplemental Readings**

**Website sources:**
National Association of Social Workers: [https://www.socialworkers.org/default.asp](https://www.socialworkers.org/default.asp)
International Federation of Social Workers: [http://www.ifsw.org/](http://www.ifsw.org/)