SW 200: Introduction to Social Work

Instructor: Jamie K. Travis, MSSW
Email: jkelley8@utk.edu
Section: Section 001
Phone: 865-567-2376
Class Times: Tuesdays & Thursdays, 12:40 – 1:55 p.m.
Class Room: HBB 130
Office hours: By appointment only.

Blackboard: http://online.utk.edu

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 (http://www.csw.utk.edu/docs/BSSWHandbook.pdf). 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 Services
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.

**Inclement Weather**
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 announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

**Course Description**
Emergence of the social work profession. Professional mission, knowledge, skills, and values. Practice settings, client groups, helping services, career patterns, and practice methods. Designed to assist students to consider their ability for careers in social work. 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.

**Course 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 Competencies**
By the completion of this course, students are expected to demonstrate (through course activities, assignments, and/or exams) the ability to:

1. identify various fields of practice within the social work profession;
2. discuss basic knowledge, skills, and values for entry-level social work practice;
3. discuss the emergence and relationship of the profession of social work within the context of the social welfare institution;
4. discuss the unique aspects of the profession of social work and its similarities compared to other helping professions;
5. describe the competencies which are expected of the entry-level professional social worker;
6. identify and demonstrate basic practice skills of problem-solving and interpersonal communication;
7. identify some of the major problems addressed in rural and urban areas and the special populations assisted by baccalaureate social workers;
8. discuss social work practice within a problem-solving perspective that incorporates a variety of helping roles, and is rooted in systems theory;
9. discuss the meaning of human diversity, blaming the victim, creaming the poor, and dual perspective and how these concepts influence practice;
10. discuss the rewards and challenges of the social work profession;
11. articulate your reasons for further pursuance of a B.S.S.W. or for switching into another area of interest.
12. describe from first-hand experience social work practice and the role of social workers at a social service agency
13. discuss in writing your experiences and the experiences of professional social workers in the field with a specific focus on the social service agency you visited.
**Required Texts**

*This text is available as an e-text. Instructions for purchasing and accessing the e-text are on the Blackboard site in Announcements. There will be a hard copy on reserve at Hodges Library. If you locate a hard copy instead of e-text, be sure it is the 12th Updated Edition.*

**Recommended Texts**


**Additional Readings and Resources**
Required readings other than from Morales, Sheafor, and Scott (2012) are listed in the Course Outline below and are available in Course Materials on the SW200/207 Blackboard site. Additional readings, such as from Grobman (2012) or the U.S. National Association of Social Workers’ *Helping Starts Here* website (see [http://www.helpstartshere.org/](http://www.helpstartshere.org/)), may be assigned. Some required readings or videos might be changed over the course of the semester.

Please familiarize yourself with these additional, useful resources:


**Blackboard**
This course uses many Blackboard features through Online@UT. Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Blackboard, contact helpdesk@utk.edu or 974-9900.

**Course Requirements**
The course format will be a combination of lectures and class discussion, PowerPoint, videos, online assignments, guest speakers, and class 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 online quizzes and essays, a group project, an agency visit and discussion, an interview with a social work professional and a paper based on the interview, class participation, and attendance.
Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes and Essays</td>
<td>100 (10 each)</td>
</tr>
<tr>
<td>Social Worker Interview and Paper</td>
<td>30</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Vision Paper</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

Grading Scale

Students will be evaluated by the number of total points earned. Extra credit is ONLY available for BSWO participation. No rewrites are permitted. Scores are not rounded up.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Points (%)</th>
<th>Performance Level</th>
<th>Quality Points/Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>188-200 (94-100%)</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>180-187 (90-93.9%)</td>
<td>Intermediate Grade</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>172-179 (86-89.9%)</td>
<td>Very Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>166-171 (83-85.9%)</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>160-165 (80-82.9%)</td>
<td>Intermediate Grade</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>152-159 (76-79.9%)</td>
<td>Fair</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>146-151 (73-75.9%)</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>140-145 (70-72.9%)</td>
<td>Unsatisfactory</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>132-139 (66-69.9%)</td>
<td>Unsatisfactory</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>126-131 (63-65.9%)</td>
<td>Unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>120-125 (60-62.5%)</td>
<td>Unsatisfactory</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>119-below</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Attendance (20 points) and Participation (10 points)

Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the end of class sessions. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Attendance sign-in sheets will be available at the beginning of each class. It is the student's responsibility to sign in and document attendance.

Students are allowed to be absent from class two (2) times. Please note that students arriving late to class (after the class presentation and discussion has started) or leaving early will be counted as absent. For each additional absence, 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 be highly prepared for each class meeting and to take leadership rolls in participating frequently and constructively in class discussions and activities. A portion of participation points may be designated toward completion of course evaluation.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging, typing emails, or web surfing).
Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All cell phones and smart phones must be silenced and put away during class. Text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Assignments
All class assignments (except for extra credit) must be submitted to the Blackboard Course Assignment Manager before 12:00 NOON on the day they are due.

The Vision Paper and the Social Work Practitioner Interview and Reflection Paper are subject to a penalty of two (2) points each day they are late, until the assignment is turned in. If either of these two papers is submitted more than 7 days overdue, the student will receive a grade of 0.

Weekly Essays and Quizzes (10 points each, 100 points total)
There will be eight quizzes and two essays so that students can demonstrate their understanding of the course content. These will be completed through Blackboard.

The essays are short (a maximum of three pages double spaced, which is approximately 800 words), but should be developed sufficiently to demonstrate that you have read required readings and taken the time to think critically about the content. The essays address the following content and related course competencies:

Essay 1: Identify your reasons for attending this class, for choosing the SW200 section, your goals for learning, and accomplishments that you want to achieve through this class. (Course Competencies 1, 2, 4, 7, 10)

Essay 2: Considering the information covered this semester in class, articulate rewards and challenges of the social work profession and discuss your reasons for either pursuing a B.S.S.W. degree after this class or for choosing another discipline of interest to you. (Course Competencies 1, 2, 4, 10, 11)

Late submissions of essays and quizzes will receive a 0. Each quiz or essay is worth 10 points.

Quizzes will be administered online using the course Blackboard site. The content for these quizzes will be based on course competencies 1 – 8. Quiz dates are listed in the Course Outline.

Group Presentation (20 points)
Groups will be randomly assigned at the beginning of the semester. Each group will select a social work topic to present to the class. These topics may include any issue relevant to social work and of interest to the group, subject to the instructor’s approval. Each group should include in their presentation, however, how the concepts of systems theory and the person in environment perspective apply to the chosen topic. The presentation should be informative, keep other class members’ attention, and be fun and creative. The use of PowerPoint, video clips, music, pictures, or other audio-visual resources are welcome and encouraged. The length of presentations should be approximately 15 minutes each, but may vary depending on the number of students in the course. (Course Competencies 1, 6, 7, 8, 9)

Vision Paper (20 points)
Students will review competency #8, to “discuss social work practice within a problem solving perspective that incorporates a variety of helping roles and is rooted in systems theory”. You will
identify and explore a community-based problem and apply the concepts of a problem solving perspective, helping roles, and systems theory to address that problem. This is an opportunity to imagine how one can change the world in which we live. The paper must be a 5 page paper that summarizes these topics and your vision of how to address a problem in your community using a social work perspective. The paper must follow APA format. Page one is the title page and the last page is the reference page. Do not, however, include an abstract. Your paper should be well organized and well written (this includes proper grammar, sentence construction, paragraph development, and spelling). (Course Competencies 1, 3, 6, 7, 8, 9)

Social Work Practitioner Interview and Reflection Paper (30 points)
Each student will be responsible for: 1) identifying and making an appointment to interview a B.S.S.W. or M.S.S.W. practitioner in agency practice. Social workers are busy professionals; to avoid unnecessary stress for your interviewee – and yourself -- contact and confirm your appointment date with your identified interviewee and submit that information to your instructor at the beginning of class on February 24.

There are many agencies in our area where B.S.S.W and M.S.S.W. practitioners work. NASW has a list of NASW members (see http://socialworkers.org/); the state of Tennessee (see http://health.state.in.us/Boards/SW/) has a list of all BSSW/MSSW/LCSW/APSW licensed social workers in the state. Internet searches for local types of agencies or service will generate agency contact information so that one can call and ask for staff with professional social work degrees and licenses. The B.S.S.W. Program also maintains field internships (see http://www.csw.utk.edu/field/index.htm). About Knoxville is a source for social workers in mental health roles (see http://www.knoxvilletennessee.com/HealthandMedical/mental.html).

Use the information collected in this interview to construct a 6-page paper (a title page, 4 page description and analysis, and a final page for references). This paper must be in APA format; however, do not include an abstract.

In this paper, focus on the perceptions of the social worker whom you interviewed with regard to the profession and his/her practice. Relate how this person's perceptions reinforce or are different from what has been discussed and read to date for this class. Also discuss what new issues were introduced that contributed to your understanding of the profession. This assignment evaluates each student’s understanding of course competencies 1, 2, 4, 5, 7, 9, 10, 11, 12 & 13.

This assignment is designed to enhance each student’s insight into several aspects of social work practice. Your interview should include, but not be limited to, the following topics:
- The work day of a social worker,
- Pros and cons of working in an agency setting,
- How the U.S. National Association of Social Workers (NASW) Code of Ethics is used daily in practice,
- The importance of lifelong professional development and continuing education,
- How social workers interact with clients and other professionals in their respective environments,
- Barriers that vulnerable and special populations face, and
- Social workers’ and agencies’ commitment to social and economic justice and advocacy.

Extra Credit
Extra credit in this class is available ONLY for the BSWO activities as described below. A total of 5 extra credit points can be earned.
BSWO (3-5 participation points)
It is the BSSW program’s expectation that all social work majors participate in the Bachelor’s Social Work Organization (BSWO). All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. Students in this class will have the opportunity to earn 3-5 points added to their course grade by attending and participating in BSWO this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. To be an active member in BSWO and be eligible for extra credit, students are required to attend at least 7 meetings per semester (officers are required to attend 75% of the meetings each semester) and earn 3 - 5 participation points.

Participation points are earned using the following scale:
• 1 point for attending minimum number of meetings required for membership (see above);
• 1 point for participating in one or more drives;
• 2 points for fundraising participation (one per event);
• 2 points for community service or other participation (one per event)

The BSWO advisor and committee chairs determine criteria for participation in all activities. Students may earn 3 to 5 extra credit points in designated BSSW courses. Points awarded for extra credit equal BSWO participation points for a minimum of 3 and not to exceed 5 points. No points will be awarded for students earning less than 3 participation points.

Students must also submit a one-page, double-spaced statement indicating how BSWO participation relates to one or more of the course competencies. The paper is due to the instructor via email one week prior to the end of class.

COURSE OUTLINE

We will have guest lecturers join us for several class sessions, and might include additional or alternative videos related to the week’s topics. Readings should be studied before coming to class each week to prepare for quizzes and class discussion.

Thurs, January 8  Course Introduction
a. Review syllabus
b. Course requirements
c. University Honor Statement
d. E-textbook and resources
e. Online@UT/Blackboard (OIT staff)

Video: To Stand in Someone Else’s Shoes:

Tues, January 13  The Nature of Social Work
a. Definition
b Core competencies
c. Emergence of the profession
d. Relationship with social welfare

Read before class: Morales, Sheafor, & Scott, Introduction, pp. 1-10; Ch. 1, A child welfare case: The social worker in action. pp. 11-17; Ch. 2, Social welfare: A response to human need, pp. 18-32; Ch. 4, The emergence of social work as a profession, pp. 53-69.


Thurs, January 15  The University of Tennessee (UT) Undergraduate Social Work Program
a. Mission and Objectives
b. Professionalism and Professional Behavior
c. Curriculum and Progression Policies
e. Student Social Work Organization (BSWO)
f. Senior Portfolio

Review before class: The UT College of Social Work’s B.S.S.W Program website at: http://www.csw.utk.edu/students/bssw/index.htm

[Essay 1 is due by 12 NOON]

Tues, January 20  The Profession of Social Work
a. Mission
b. Knowledge, competencies, skills, values, and ethics
c. Principles and codes of ethics (U.S. and international)

Read before class: Morales, Sheafor, & Scott, Ch. 3, Social work: A comprehensive helping profession, pp. 33-52; Ch. 8, Values and ethics in social work, pp. 122-156.


[Quiz 1 is due by 12 NOON]

Thurs, January 22  Organization of the Social Work Profession
a. Professional degrees (bachelors, masters, doctorate)
b. Higher education accreditation (CSWE, IASSW)
c. Licensure and certification (ASWB, state regulatory boards)
d. Professional organizations, local to global
e. And more...
Read before class: Morales, Sheafor, & Scott, Ch. 5, Entry into the social work profession, pp. 71-87.

Tues, January 27  Fields of Practice
a. Child Welfare
b. Health and Mental Health
c. Public Welfare
d. Schools
e. Aging and more…

Read before class: Morales, Sheafor, & Scott, Ch. 6, Fields of social work practice, pp. 88-106.

See also: Days in the Lives of Social Workers: Social work in the ER, pp. 25-33.

[Quiz 2 is due by 12:00 NOON]

Thurs, January 29 & Tues, February 3  Problem Solvers in Action
During these two class sessions, class members will work in groups to analyze a scenario that describes people who are facing problems. Each group will locate resources to address the situations raised in their scenarios during class on January 29 and present their findings on February 3.

Study Group Work Rubric (in Bb Course Materials)

Thurs, February 5  Baccalaureate Generalist Practice, Field Placements, and International Opportunities
a. Field experience as “signature pedagogy”
b. Practicum opportunities in generalist social work
c. Applied knowledge, skills, and ethics
d. Developing professionalism

Review: http://www.csw.utk.edu/field/index.htm

Tues, February 10  Practice Settings and Practice Competencies
a. Non-profit
b. For-profit
c. Public
d. Voluntary and Involuntary
e. Leadership

Read before class: Ch. 7, Settings for social work practice, pp. 106-121; Ch. 9, Identifying knowledge and skills required for social work practice, pp. 137-148.

See also: Days in the Lives of Social Workers: A neighborhood youth center, pp., 117-125; Life as an agency CEO, pp. 319-325.

[Quiz 3 is due by 12:00 NOON]
Thurs, February 12  Planning your Group Presentations: In-class Work Session

No Readings

Tues, February 17  Local To International Social Work Practice

Read before class:  Morales, Sheafor, & Scott, Ch. 14, Social Work Practice with Immigrants, Refugees and Unaccompanied Minors, pp. 200-213; Ch. 15, Social work becoming a global profession, pp. 214-228;

The Global Agenda for Social Work and Social Development Initiative (see http://www.globalsocialagenda.org/).

See also: The International Social Work Hub, at http://www.theguardian.com/social-care-network/international


[Quiz 4 is due by 12:00 NOON]

Thurs, February 19  Practice with Diverse and At-Risk Populations: Children and Youths

Read before class:  Morales, Sheafor, & Scott, Ch. 18, Social work practice with children and youth, pp. 283-298

See also:  Days In the Lives, Ch. 15, A Neighborhood Youth Center (pp.117-121). Ch. 14, Urban Child Protective Services (pp. 117-121).


Tues, February 24  SW200 Student Group Presentations – Groups 1 & 2

[SW200 and SW207 students submit hard copy confirmation of social worker interview information at start of class]

Thurs, February 26  SW200 Student Group Presentations – Groups 3 & 4

Tues, March 3  SW200 Student Group Presentations – Groups 5 & 6

Thurs, March 5  SW200 Student Group Presentations – Groups 7 & 8

(Presentation schedule might change depending on the number of students in class)

Tues, March 10  Social Work Practice with Diverse and Vulnerable Populations: Women and Older Adults

Guest Speakers: TBA
Read before class: Morales, Sheafor, & Scott, Ch.16, Social work practice with women, pp. 229-254; Ch. 19, Social work practice with older adults, pp. 299-316.

*Days in The Lives*, Ch. 38, Social Work with Survivors of the Holocaust (pp. 277-283); Ch. 37, Victim Services (pp. 269-277).

See also: College of Social Work Gerontology Certificate, at http://www.csw.utk.edu/certificates/gerontology.htm

[Quiz 5 is due by NOON]

**Thurs, March 12** Social Work Practice with Diverse and Vulnerable Population: People Who Have Disabilities, Military Veterans (Instructor is at CSWE APM)

Read before class: Morales, Sheafor, & Scott, Ch. 20, Social work practice with people with disabilities, pp. 317-336; Ch. 13, Social work with U.S. casualties of the Middle East wars, pp. 185-200.

*Days in the Lives of Social Workers*: Outreach to homeless veterans, pp. 339-347; Ch. 22, Us Becoming Them (pp. 171-179).

**March 16 – March 20** NO CLASS – SPRING BREAK

**Tues, March 24** SW207 Student Group Presentations

No readings

[SW200 Vision Paper is due by 12:00 NOON]

**Thurs, March 26** Social Work Practice with Diverse and Vulnerable Populations: Trauma and Trauma-Informed Systems

Read before class: TBA

See also: UT College of Social Work Trauma Treatment Graduate Certificate (TTGC) Program, at http://www.csw.utk.edu/certificates/trauma.htm

**Tues, March 31** Social Work Practice with Diverse and Vulnerable Population: Ethnicity, Race, and Cultural Diversity

Read before class: Morales, Sheafor, & Scott, Ch. 23, Social work practice with indigenous peoples and tribal communities, pp. 381-401; Ch. 24, Social work practice with Mexican Americans, pp. 402-419, Ch. 25, Social work practice with African Americans, pp. 420-440.

[Quiz 6 is due by 12:00 NOON]
Thurs, April 2  Social Work and the Natural Environment

Tues, April 7  Social Work Practice with Diverse and Vulnerable Populations: Sexual Orientation and Gender Identity, Expression and Characteristics
Guest Speaker: Juliet Meggs, Graduate Student, UT Counseling Psychology
Read before class: Morales, Sheafor, & Scott, Ch. 17, Social work practice with lesbian, gay, and bisexual people, pp. 255-282.

Days in the Lives, Ch. 17, Working with Gay and Lesbian Youth (pp. 137-145); Ch. 32, An office to Call My Own-Private Practice in the Lesbian Community (pp. 239-245).

[Quiz 7 is due by 12:00 NOON]

Thurs, April 9  Social Work and the Animal-Human Bond
See also: Veterinary Social Work, at http://www.vet.utk.edu/socialwork/

Tues, April 14  Social Work Practice with Diverse and Vulnerable Populations: Spirituality and Religion
Read before class: Morales, Sheafor, & Scott, Ch. 10, Spirituality in a secular profession, pp. 149-160; Ch. 21, Social work practice with Muslims, pp. 337-358

[Quiz 8 is due by 12:00 NOON]

Thurs, April 16  Core Competencies Revisited: Mapping the Social Work Profession and Practice
Review before class: Morales, Sheafor, & Scott, CSWE EPAS 2008 Core Competencies (beginning of text); Introduction, pp. 1-10;


Tues, April 21  Career Planning and Professional Development

[SW200 Essay 2 is due by 12:00 NOON]

Thurs, April 23  Course Wrap Up and Next Steps

Video:  Brene Brown’s TED Talk, at http://www.ted.com/talks/brene_brown_on_vulnerability.html

[Due by NOON:  (1) Social Work Practitioner Interview Paper; (2) BSWO Extra Credit one-page paper; (3) Online Course Evaluation Confirmation - email snapshot of last page that confirms you completed the evaluation]

Social Work Organizational Resources

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<thead>
<tr>
<th>Professional Practice:</th>
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<tbody>
<tr>
<td>Tennessee NASW Chapter, at <a href="http://www.naswtn.com/">http://www.naswtn.com/</a></td>
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<tr>
<td>U.S. National Association of Social Workers (NASW), at <a href="http://www.socialworkers.org/">http://www.socialworkers.org/</a></td>
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<tr>
<td>International Federation of Social Workers (IFSW), at <a href="http://www.ifsw.org">http://www.ifsw.org</a></td>
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See also:
| International Consortium for Social Development, at http://www.socialdevelopment.net/ |
| Association for Community Organization and Social Administration, at http://www.acosa.org |

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<thead>
<tr>
<th>Professional Education</th>
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<tbody>
<tr>
<td>International Association of Schools of Social Work (IASSW), at <a href="http://www.iassw-aiets.org/">http://www.iassw-aiets.org/</a></td>
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<th>Legal Regulation and Standards</th>
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<tr>
<td>Tennessee Board of Social Workers, at <a href="http://health.state.tn.us/Boards/SW/">http://health.state.tn.us/Boards/SW/</a></td>
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Additional Resources

Community Toolbox, from http://ctb.ku.edu/en

Information for Practice, from http://blogs.nyu.edu/socialwork/ip/


Living Proof Podcast Series, University of Buffalo School of Social Work, from http://www.socialwork.buffalo.edu/podcast/


The New Social Worker Online, from http://www.socialworker.com/
Bibliography


