

The University of Tennessee  
College of Social Work  
BSSW Program  
Spring 2018

**SW 313: Social Work Practice with Individuals and Families**  
**3-Credits**

**Instructor:** Jo Willey, LMSW

**Phone:** (865) 356-6093

**Class Time:** T & Th 2:10-3:25 PM

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**Class location:** Henson Hall 322

**Skills Lab Instructor:** Stefanie Pilkay, PhD [spilkay@vols.utk.edu](mailto:spilkay@vols.utk.edu)

*Prerequisite(s): SW312, Social Work Majors Only*

**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.

**CSW Standards of Professional Conduct**

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

### **Academic Standards of Conduct**

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

### **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 100 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. National Association of Social Workers (NASW) and the U.S. Council

on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. 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” (CSWE 2015 Educational Policy Statement). 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.

### **BSWO**

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. 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 in 220 Henson Hall. 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.

### **Course Competencies**

By the completion of this course, the students are expected to be able to (through course activities, assignments and/or exams):

1. Demonstrate understanding of all aspects of case management as a practice model, from assessment to evaluation with an emphasis on the development of mutually agreed-on intervention goals as well as the facilitation of effective transitions and endings that advance mutually agreed-on goals. 7.1, 7.3, 8.5, 9.1, 9.3, 9.4
2. Apply the knowledge of case management as a practice model to specific client populations and problems. 8.3, 8.4
3. Demonstrate understanding of crisis intervention as a practice model. 8.1
4. Apply the knowledge of crisis intervention to specific client populations and problems. 8.2
5. Demonstrate knowledge of selected social problems such as child abuse, chemical dependency, and severe mental illness and how social workers can best serve people with these problems and their families. 8.1, 8.2, 8.3, 8.4
6. Debate and analyze ethical and value dilemmas inherent in the provision of social work services, including challenging one's personal values as they relate to client problems, and the assurance that adequate risk-reducing precautions are in place to protect clients when using technology in practice. 1.1, 1.2, 1.4, 2.3

7. Further develop oral and written communication skills. 1.3,
8. Engage in practice-informed research by identifying evaluation findings in a specific area (micro, mezzo, macro) for a given problem and demonstrate how these findings may or may not improve practice effectiveness. 4.1, 9.4
9. Demonstrate understanding of the practice of case management and crisis intervention within an ecological theoretical framework that includes the particular problems associated with poverty and minority group status. 8.1, 8.2, 8.3, 8.4
10. Identify evidence-based prevention principles and approaches to wellbeing and social, economic and environmental justice at the micro, mezzo and macro level (individual, small group, neighborhood, community, small and large organizations). 3.1, 3.2
11. Identify and select appropriate methods for evaluating practice outcomes at the micro, mezzo, and macro levels. 9.1, 9.2
12. Further develop practice skills relevant to the practice of case management at the micro, mezzo and macro levels including neighborhood, state, national, and international levels. 1.1, 8.1, 8.2, 8.3, 8.4, 8.5

## **Course Requirements**

### **I. Readings**

In addition to the required texts identified in this syllabus, additional articles and readings may be posted on the Canvas site for SW313. Additional required readings may be added through the semester. Students are expected to have read in advance and come prepared to contribute to class discussions about readings on the date they are indicated on the syllabus.

### **II. Assignments and Evaluation**

- A. Canvas Examination: (15% each)** There will be two examinations. The exams will be given electronically via Canvas and may consist of multiple choice, true/false, matching, short answer and essay questions. Class will not meet on scheduled exam days. Exams include readings and class materials covered to evaluate course competencies.

**Exam 1** Course competencies (CC): 1,2,3; Dimensions of Competency (DC): Knowledge and Values

**Exam 2** CC: 1-7; DC: Knowledge and Cognitive & Affective Processes

Missed exams will be recorded as a "0". For all exams and assignments, alternative arrangements, make-up exams and deadline extensions are made only in extenuating circumstances when communicated in advance and at the discretion of the instructor.

- B. Client Assessment Interview and Bio-psychosocial History (20%)** – (CC 1-12, DC: Knowledge and Cognitive & Affective Processes)

Choose a client from your field practice or other experience and interview them to obtain necessary information to write a comprehensive psychosocial history. Your lab experience will allow you to practice your interviewing skills to obtain the required information within the psychosocial history. Although you may use a format provided by your field placement agency for the interview, it will be your responsibility to incorporate

any sections listed in the syllabus that might not be included by your agency's format. In addition to the information obtained from the interview, demonstrate critical thinking skills in assessing the challenges/needs and strengths of the client. This assignment must be 6-10 pages typed, follow the format provided in the syllabus and incorporate all required information necessary in a comprehensive psychosocial history. Writing skills will be factored into the paper's grading. Client confidentiality must be respected by removing all identifying information from the social history. This assignment is due March 29, 2018.

Failure to secure a client interview is not considered an extenuating circumstance for this assignment so plan ahead! If the paper is not turned in on the due date, 5 points will be deducted for each day it is late.

**C. Case Management/Service Delivery Plan (20%)** – (CC: 1, 2, 6, and 7: DC: Knowledge and Cognitive & Affective Processes)

Assume you are a case manager. Based on the client you used to write the psychosocial history assignment, write a case management plan of care utilizing the format provided by the instructor (refer to Generalist Case Management: A method of human service delivery, pp. 188-192, pp. 214 – 215 & pp. 220-221).

Include a 1-2 page typed, double-spaced paper that summarizes your assessment of the client, provides the rationale for the goals and objectives selected and explains how you would evaluate your plan of care and its implementation to determine its efficacy. In addition, identify one area related to your client and discuss a macro intervention that, as case manager, you would implement on behalf of your client and others in a similar situation. This assignment is due April 12, 2018

If the assignment is not turned in on the due date, 5 points will be deducted for each day it is late.

Correct grammar, spelling, and adherence to APA-style guidelines are expected on all written assignments. Papers that are poorly written, contain slang, or have incorrect grammar and spelling will receive a lower grade. For information about APA-style and other writing tips, please refer to <http://www.lib.utk.edu/refs/style>.

**D. Weekly Reflection Log (10%)** - (CC: 2, 5, and 7: DC: Knowledge and Cognitive & Affective Processes)

The purpose of the assignment is to provide students with an opportunity to reflect upon their development as a social work professional throughout the semester. Students will keep a weekly log of thoughts and reactions to class readings, class discussions, class activities and/or questions provided by the instructor. **One Reflection will address Two Generation Approaches.**

Each log entry needs to be 1-2 pages typed and double-spaced. Logs will only be viewed by the instructor and collected 4 times during the semester on February 6, 2018, February 22, 2018, March 27, 2018, and April 19, 2018.

Correct grammar, spelling, and adherence to APA-style guidelines are expected on all written assignments. Papers that are poorly written, contain slang, or have incorrect grammar and spelling will receive a lower grade. For information about APA-style and other writing tips, please refer to <http://www.lib.utk.edu/refs/style>.

**E. Skills Labs (10%)** (CC: 1-12: DC: Knowledge, Values, Skills, and Cognitive & Affective Processes)

The SW 313 course has a concurrent skills lab that meets on Thursdays from 11:10-12:25pm. The labs are designed to provide students with important professional development information as well opportunities to ask questions about course topics, practice their interviewing skills, and participate in role-play scenarios, mock interviews, and other skill-building exercises.

**F. Attendance and Participation (10%)**

This is the second of three required practice courses. Attendance therefore is especially important since skills taught in this class are fundamental for your professional development and have direct application in future courses, field placements, and practice experiences. Students are expected to be in attendance at each class. Students can be absent two times without penalty. For each additional absence or tardy, five (5) points will be deducted from the student's final course grade unless other arrangements have been made in advance with the course instructor.

Students arriving tardy to class (after the instructor has started the day's presentation and discussion) will be counted as absent. Please note that trouble finding a parking spot is not a valid excuse for being tardy to class. As part of demonstrating professional behavior, students are expected to text or email me in a timely manner if circumstance prevent class attendance or completion of an assignment.

To earn maximum participation points, students are expected to be prepared for each class meeting and participate frequently in class discussion and activities. Meaningful contributions to class discussion will reflect that students have read assigned materials, are thinking critically, and are connecting learning to concepts previously discussed in this or other social work courses. Students who do not participate in class discussion or who are disruptive or disengaged will receive less than maximum participation points.

**Classroom Etiquette**

Since class discussions may entail exploration of diverse opinions and sometimes controversial subjects, an open and respectful learning environment will be an important feature of the class. The class must work together to foster a respectful environment where differing views can be freely voiced and critical but constructive dialogue can be created. Students are expected to demonstrate professionalism. 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.

The use of cell phones is unacceptable in class. Cell phones should be silenced and kept out of sight at all times. If there is an emergency situation in your life and you need to keep your phone on vibrate, please inform the instructor before class. The use of cell phones during class is disrespectful to peers and the instructor. If you are texting during class, you will be asked to leave. 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. The instructor reserves the right to disallow the use of laptops in class if a student is using it inappropriately (e.g. instant messaging, typing emails or web surfing) and distracting others. Violators of these rules will be asked to leave and counted as absent.

**Course grade computed as follows:**

Class Participation	10%
Skills Lab	10%
Reflections Log	10%
Two Canvas Exams (15% each)	30%
Psychosocial Assessment Paper	20%
Plan of Care Paper	20%

**Grading Scale**

A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 and below

As stated in the university's Undergraduate Catalog, students must earn a C or better to receive credit for this course. Students earning a grade of C- or lower must repeat the course to earn an acceptable passing grade before they may advance in the social work major.

**Required Texts:**

Chang, V., Scott, S., Decker, C (2009). *Developing Helping Skills: A step-by-step approach*. Belmont, CA Brooks/Cole Cengage Learning Academy.

Woodside, M. & McClam, T. (2013). *Generalist case management: A method of human service Delivery*. Belmont, CA Brooks/Cole.

**Two Generation Approaches Resources:****Websites:**

- Administration for Children and Families: Two- generation strategies  
<https://www.acf.hhs.gov/two-generation-approach/two-gen-strategies>
- A Collection of Resources on Two-Generation Approaches  
<http://www.aecf.org/blog/learn-more-a-collection-of-resources-on-twogeneration-approaches/>

**Articles:**

- Scott, M., Popkin, S. and Simington, J. (2016). A Theoretical framework for two-generation models. *Urban Institute: Neighborhoods and Youth Development*.
- The Annie E. Casey Foundation. (2014). Creating opportunity for families: A two-generation approach. *Policy Report: Kids Count*.

**Video:**

- The Two-Generation Approach o <https://www.youtube.com/watch?v=Gu86qj9YYhE>

**Recommended Textbooks:**

American Psychological Association. (2013). *Diagnostic and statistical manual of mental disorders*. (5<sup>th</sup> ed.) (DSM 5). Washington, DC: Author

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6<sup>th</sup> ed.). Washington, DC: Author

National Association of Social Workers. (1996). Code of Ethics. Washington, DC: Author.  
(Available at <http://www.socialworkers.org/pubs/code/code.asp>)

### **Class Schedule and Readings**

#### **FOUNDATION**

1. Introduction to Case Management
2. Historical Perspectives of Case Management
3. Models of Case Management
4. Values, Ethics and Legal Issues
5. The Importance of Self-Understanding
  - a. Ways of Understanding and Perceiving Self and Others
  - b. Professionalism and Professional Relationships

#### **January 11, 2018**

Introduction and Course Overview

#### **January 16, 2018**

Introduction to Case Management, Chapter 1, in *Generalist case management: A method of human service delivery*.

#### **January 18, 2018**

Historical Perspectives on Case Management, Chapter 2, in *Generalist case management: A method of human service delivery*.

#### **January 23, 2018**

Models of Case Management, Chapter 3, in *Generalist case management: A method of human service delivery*.

#### **January 25, 2018**

Ethical and Legal Perspectives, Chapter 4, in *Generalist case management: A method of human service delivery*.

#### **January 30, 2018**

Values, Ethics, and Legal Obligations, Chapter 3 in *Developing helping skills: A step-by-step approach to competency*

#### **February 1, 2018**

Importance of Self-Understanding, Chapter 1, in *Developing helping skills: A step-by-step approach to competency*

#### **February 6, 2018**

Ways of Understanding and Perceiving Self and Others, Chapter 2, in *Developing helping skills: A step-by-step approach to competency*

Weekly Reflection Log Due

#### **February 8, 2018**

Professionalism and Professional Relationships, Chapter 4, in *Developing helping skills: A step-by-step approach to competency*

#### **BUILDING PROFESSIONAL RELATIONSHIPS**

1. Developing Working Relationships
2. Basic Interpersonal Skills

3. Opening and Closing Meetings
4. Expressing Understanding

**February 13, 2018**

Developing Working Relationships, Chapter 5, in *Developing helping skills: A step-by-step approach to competency*

**February 15, 2018**

Basic Interpersonal Skills, Chapter 6, in *Developing helping skills: A step-by-step approach to competency*

**February 20, 2018**

Opening and Closing a Meeting, Chapter 7, in *Developing helping skills: A step-by-step approach to competency*

**February 22, 2018**

Expressing Understanding, Chapter 8, in *Developing helping skills: A step-by-step approach to competency*

Weekly Reflection Log Due

**February 27, 2018**

The Assessment Phase of Case Management, Chapter 5, in *Generalist case management: A method of human service delivery*

**March 1, 2018**

Effective Intake Interviewing Skills, Chapter 6, in *Generalist case management: A method of human service delivery*

**March 6, 2018**

Assessing Readiness and Motivation, Chapter 11, in *Developing helping skills: A step-by-step approach to competency*

**March 9, 2018**

EXAM No class

**SPRING BREAK, MARCH 12-16 – NO CLASS**

**DEFINING THE FOCUS**

1. Service Delivery Planning
2. Identifying Key Problems or Challenges
3. Establishing Goals
4. Building a Case File

**March 20, 2018**

Service Delivery Planning, Chapter 7, in *Generalist case management: A method of human service delivery*

**March 22, 2018**

Identifying Key Problems or Challenges, Chapter 12, in *Developing helping skills: A step-by-step approach to competency*

**March 27, 2018**

Establishing Goals, Chapter 13, in *Developing helping skills: A step-by-step approach to*

*competency*

Weekly Reflection Log Due

**March 29, 2018**

Building a Case File, Chapter 8, in *Generalist case management: A method of human service delivery*

Client Bio-psychosocial Assessment Interview due at beginning of class.

**DOING, EVALUATING, AND ENDING THE WORK**

1. Working within the Organizational Context
2. Thriving and Surviving as a Case Manager
3. Taking Action
4. Evaluating and Ending Professional Relationships

**April 3, 2018**

Service Coordination, Chapter 8, in *Generalist case management: A method of human service delivery*

**April 5, 2018**

Working within the Organizational Context, Chapter 10, in *Generalist case management: A method of human service delivery*

**April 10, 2018**

Taking Action, Chapter 14, in *Developing helping skills: A step-by-step approach to competency*

**April 12, 2018**

Thriving and Surviving as a Case Manager, Chapter 11, in *Generalist case management: A method of human service delivery*

Case Management/Service Delivery Plan due at beginning of class

**April 17, 2018**

Evaluating and Ending Professional Relationships, Chapter 15, in *Developing helping skills: A step-by-step approach to competency*

**April 19, 2018**

Class summary- review for test

Weekly Reflection Log Due

**April 25, 2018**

EXAM No class

**April 27, 2018**

Last day of class