The University of Tennessee  
College of Social Work  
BSSW Program

SW 313: Social Work Practice with Individuals and Families  
Spring 2019  
3 Credit Hours

Instructor: Christy Hickman, LCSW  
Email: chickma1@utk.edu

Class Time: Tuesdays and Thursdays 2:10-3:25pm  
Class location: 322 Henson Hall

Skills Lab Instructor: Stefanie Pilkay  
Skills Lab Time: Thursdays 11:10am-12:25pm  
Skills Lab location: 322 Henson

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.


- **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](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, 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/](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. **Highlight two-generation approaches as**


examples for preventing, mitigating, and addressing Adverse Childhood Experiences.] 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, micro) 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 well-being 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

The College of Social Work acknowledge students’ right to privacy. Therefore, when dealing with personal information either in class or in a class assignment, share only to the level at which you are comfortable.

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 throughout the semester. Students are expected to read material listed for each class session prior to the class session 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 Exams: (20 points each) There will be two exams. 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 will evaluate course competencies and cover readings and class materials.
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 (50 points)
(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 provided via Canvas that might not be included by your agency’s format. In addition to the information obtained from the interview, your paper should 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 14, 2019 via Canvas.

Failure to secure a client interview is not considered an extenuating circumstance for this assignment. You must plan ahead! If the paper 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.

C. Case Management/Service Delivery Plan (50 points)
(CC: 1, 2, 6, and 7: DC: Knowledge and Cognitive & Affective Processes)

Students will develop a case management service delivery plan/plan of care based on the client biopsychosocial assessment completed for this course. Students will write a case management plan of care using a format provided by the instructor.

The service delivery plan will also include a paper that summarizes your assessment of the client, provides the rationale for the goals and objectives selected, and explains how you would evaluate the plan of care/goals. 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 via Canvas on April 11, 2019.

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. Attendance and Participation
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 2 times without penalty. For each additional absence or tardy, 2 points will be deducted from the student’s final course grade unless other arrangements have been made in advance with the course instructor. Arrangements will be made only in extraordinary/extenuating situations.

Students arriving late 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 late to class. Students are expected to email me at chickma1@utk.edu 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 consistently 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.

E. Skills Labs
(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.

Classroom Etiquette and Requirements
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 occur. 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 ideas and explanations and respectfully seeking clarity 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.

To make meaningful contributions to class discussions, it is essential that you read assigned articles, textbook chapters, watch videos and explore Internet resources prior to class.
Class activities are designed to help you reflect upon important concepts, and involve you in exploration and deliberation of concepts, ideas, and questions. Professionals participate constructively and actively in class, and use class time to practice and build, through interactions with others, sound generalist practice skills. These skills are basic to relationship building and communication with peers, supervisors, and others in community as well as with clients/client systems.

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. You may be asked to leave if you use your phone during class.

Students may bring laptops for taking notes and other appropriate classroom work. It is not appropriate to use electronic devices for any non-class activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them for purposes other than class activities. Participation points may be deducted and/or students may be asked to leave the classroom if laptops, phones or other electronic devices are used for purposes other than class activities. 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.

Course grade computed as follows:
Class Attendance and Participation including Skills Lab 60 points
Two Exams (2 @ 20 points each) 40 points
Psychosocial Assessment Paper 50 points
Plan of Care Paper 50 points

Grading Scale

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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:


Recommended:


**Tentative class schedule and readings**

**FOUNDATION**
1. Introduction and historical perspectives on case management
2. Models of case management
3. Values, ethics and legal Issues
4. The importance of self-understanding in working with others

**January 10**
Introduction and Course Overview

**January 15**
Introduction to Case Management, Chapter 1 in *Generalist case management: A method of human service delivery*.

**January 17**
Historical Perspectives on Case Management, Chapter 2 in *Generalist case management: A method of human service delivery*.

**January 22**
Methods of Delivering Case Management Services, Chapter 3 in *Generalist case management: A method of human service delivery*.

**January 24**
Ethical and Legal Perspectives, Chapter 4 in *Generalist case management: A method of human service delivery*.

**January 29**
Values, Ethics, and Legal Obligations, Chapter 3 in *Developing helping skills: A step-by-step approach to competency*

**January 31**
Importance of Self-Understanding, Chapter 1 in *Developing helping skills: A step-by-step approach to competency*

**February 5**
Ways of Understanding and Perceiving Self and Others, Chapter 2 in *Developing helping skills: A step-by-step approach to competency*

Working with Diverse Populations, Chapter 5 in *Generalist case management: A method of...*
SEEKING TO UNDERSTAND: ASSESSMENT
1. Developing Working Relationships
2. Opening and Closing Meetings
3. Assessment

February 7
Professionalism and Professional Relationships, Chapter 4 in Developing helping skills: A step-by-step approach to competency

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

February 12
Basic Interpersonal Skills, Chapter 6 in Developing helping skills: A step-by-step approach to competency

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

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

February 14
No class meeting

February 19
The Assessment Phase of Case Management, Chapter 6 in Generalist case management: A method of human service delivery

Biopsychosocial assessment: Content and process

February 21
Biopsychosocial assessment continued

February 26
Effective Intake Interviewing Skills, Chapter 7 in Generalist case management: A method of human service delivery

February 28
Using Questions, Chapter 9 in Developing helping skills: A step-by-step approach to competency

March 5
Exploring and Discovering, Chapter 10 in Developing helping skills: A step-by-step approach to competency

March 7
Assessing Readiness and Motivation, Chapter 11 in Developing helping skills: A step-by-step approach to competency

March 12
Test 1 on Canvas—No class meeting
DEFINING THE FOCUS
1. Service Delivery Planning
2. Identifying Key Problems or Challenges
3. Establishing Goals

March 14
Service Delivery Planning, Chapter 8 in *Generalist case management: A method of human service delivery*
Client Bio-psychosocial Assessment Interview due via Canvas by 11:59pm.

March 19 & 21
Spring Break

March 26
Identifying Key Problems or Challenges, Chapter 12 in *Developing helping skills: A step-by-step approach to competency*

March 28
Establishing Goals, Chapter 13 in *Developing helping skills: A step-by-step approach to competency*

April 2
Taking Action, Chapter 14 in *Developing helping skills: A step-by-step approach to competency*

DOING, EVALUATING, AND ENDING THE WORK
1. Working within the Organizational Context
2. Thriving and Surviving as a Case Manager
3. Evaluating and Ending Professional Relationships

April 4
Service Coordination, Chapter 10 in *Generalist case management: A method of human service delivery*

April 9
Evaluating and Ending Professional Relationships, Chapter 15 in *Developing helping skills: A step-by-step approach to competency*

April 11
Building a Case File, Chapter 9, in *Generalist case management: A method of human service delivery*
Case Management/Service Delivery Plan due via Canvas by 11:59pm

April 16
Working within the Organizational Context, Chapter 11 in *Generalist case management: A method of human service delivery*

April 18
The Case Manager's Professional Growth and Development, Chapter 12 in *Generalist case management: A method of human service delivery*
April 23
Test 2 on Canvas—No class meeting

April 25
Course wrap-up