

The University of Tennessee
College of Social Work
(B.S.S.W. Program)
Spring 2004

Social Work 313 - Practice II (3-credits)

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Time: T/TH - 12:40-1:55
Location: HH 209
Lab: TH: 11:10 -12:25
Office Hours: Tues: 11:00am -12:30pm

Program Mission:

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers: they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners, and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

Program Goals:

Provision of education and training that enables students to become generalist practitioners who:

- 1) are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
- 2) Are committed to evidence-based practice;
- 3) are grounded in systems theory and operate within a person-in-the-environment framework;
- 4) use the problem-solving process to intervene in multiple-level client systems
- 5) have an understanding of human diversity and special populations that informs practice interventions;
- 6) use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society;
- 7) are committed to continuous development of professional self.

Course Description:

This course will focus on the in-depth study of generalist practice with individuals and families. Practice roles, value dilemmas, and working with people of diverse backgrounds will be highlighted. Prerequisites: initial progression, SW 312. Co-requisites: SW 310 and SW 380.

Rationale:

This course is the third of the four social work practice courses offered in the B.S.S.W. program. It is designed to prepare students for entry level social work from a generalist perspective. It expands on the basic concepts of social work practice that were presented in the Social Work Practice I course and introduces students to case management and crisis intervention as models of social work practice. In addition, the course aids the preparation of students for professional practice by introducing them to common presenting problems of clients, such as abuse, chemical dependency, and mental illness, and several service settings they will likely encounter when they enter professional practice.

Objectives:

Upon completion of the course, students are expected to be able to:

- (1) Demonstrate understanding of all aspects of case management as a practice model, from assessment to evaluation.
- (2) Apply the knowledge of case management as a practice model to specific client populations and problems.
- (3) Demonstrate understanding of crisis intervention as a practice model.
- (4) Apply the knowledge of crisis intervention to specific client populations and problems.
- (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.
- (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.
- (7) Further develop oral and written communication skills.
- (8) Demonstrate understanding of selected research applications to problems studied.
- (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.
- (10) Further develop practice skills relevant to the practice of case management.

Required Textbooks:

American Psychiatric Association. (2000). *Quick Reference to the Diagnostic Criteria from DSM-IV-TR*. Washington, DC: Author.

Holt, B. J. (2000). *The Practice of Generalist Case Management*. Boston: Allyn & Bacon.

James, R. K., & Gilliland, B. E. (2001). *Crisis Intervention Strategies* (4th ed.). Belmont, CA: Brooks/Cole.

Optional Textbooks:

Jongsma, A., Wodarski, J., Dulmus, C. N., & Rapp-Paglicci, L. (2001). *The Social Work and Human Services Treatment Planner*. New York, NY: Wiley.

Reyes, J. (2002). *The Social Work Graduate School Applicant's Handbook*. Harrisburg, PA: White Hat Communication.

Skills Lab:

A skills lab will be given this term, similar to the lab that was conducted in SW 312. Skills lab will begin on January 29th and will be held on Thursdays from 11:10 to 12:25. Details concerning the content of the lab sessions will be provided by the lab instructors.

Blackboard:

This course uses Blackboard for announcements, online assignments, testing, and grade recording. Please check the site regularly.

Course Requirements:

The course format will be a combination of lecture, audio/video, class discussion and exercises, guest speakers, and student presentations. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on 3 written assignments, a group presentation, 1 exam, lab requirements, and attendance/punctuality.

Class Attendance Policy:

Students are expected to attend all scheduled classes and labs and to arrive promptly. Attendance will be taken during each class and lab and you will be marked absent if not present when role is taken. Each unexcused absence/tardiness will result in 5 points being deducted from your final grade. Four or more excused absences will lower your final grade by one letter grade. You are expected to fully participate in class discussions and demonstrate completion of the assigned readings. The instructor must be notified of your absence prior to the beginning of the class you will be absent from. In addition, your lab instructor must also be notified prior to the beginning of lab if you will be absent from it.

Psychosocial History Paper (50 pts):

Choose a client from your field practice or other experience and interview them to obtain necessary information to write a comprehensive psychosocial history. The content of a psychosocial history will be provided in class. Your lab experience will allow you to practice your interviewing skills to obtain the required information within the psychosocial history. This assignment must be typed, double-spaced, 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 paper is due at the beginning of class on March 25th. Late papers will be penalized 5 points. No late papers will be accepted after 2:00 pm on April 27th.

Assessment Paper (10 pts)

Assume you are a case manager. Based on the client you used to write the psychosocial history assignment, write an assessment of your client system as you have been taught in Practice I and Practice II. Assess client challenges/needs, as well as client strengths. Due the beginning of class on April 13th. Late papers will be penalized 3 points. No late papers will be accepted after 2:00 pm on April 27th.

Plan of Care Paper (30 pts)

Based on the information you determined in the assessment write a case management plan of care utilizing the format provided by the instructor. Include a section that 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 as case manager you would implement on behalf of your client and others in a similar situation. Due the beginning of class on April 13th. Late papers will be penalized 3 points. No late papers will be accepted after 2:00 pm on April 27th.

Class Presentation (20 pts):

Students will be assigned to groups to prepare 45-60 minute group presentations that focus on specific information necessary for case managers related to a particular mental disorder. Group presentations must include a brief overview of the disorder(s), DSM-IV-TR diagnostic criteria, information on etiology, prognosis, treatment options, family issues, cultural implications, and specific considerations for case managers working with children and adults with this disorder. Presentations must be well organized, utilize PowerPoint, and be professional in nature. In addition, all group members must participate in the presentation of the materials. A copy of your PowerPoint slides, along with a reference list of the sources your presentation was drawn from must be provided to the instructor and to your classmates at the beginning of your presentation. Feel free to augment your presentation with videos, speakers, handouts, etc. Students will be graded individually on preparation, overall and individual presentation content, and presentation skills.

Exam (50 pts)

There is one exam during the semester which is scheduled for April 1st and will cover the Holt text, all class lectures and discussions, videos, presentations, speakers, and handouts.

Lab (40 points)

Each student must participate in all scheduled labs. Specific requirements and assignments for the lab will be provided by your lab instructor. The first scheduled lab is on Jan. 29th.

Extra Credit:

It is the BSSW program's expectation that all social work majors participate in the BSSW Student Social Work Organization (SWO). All students, regardless of major who are enrolled in SW 200 (Introduction to Social Work) and/or in SW 250 (Social Welfare) are welcome. This organization meets every Tuesday from 11:10 -12:25 in room 209, Henson Hall. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch.

The BSSW-SWO 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. This organization and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more meetings during the term. Also, you must participate in one of the organization's standing committees. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the BSSW-SWO. The completed, signed form must be handed in to me one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No other extra credit is available in this class.

Grading Scale:

180-200	A
170-179	B+
160-169	B
150-159	C+
140-149	C
130-139	D
129-below	F

Disability Services:

If you need course adaptations or accommodations because of a documented disability please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW 313, thus affirming your own personal commitment to honor and integrity (*Hilltopics*, 2003).

Inclement Weather Policy:

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 announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

TENTATIVE COURSE OUTLINE AND ASSIGNMENTS:

- Jan. 13** **Introduction to the Course**
Defining Case Management
Read: Holt - chapter 1
- Jan. 15** **Blackboard assignment**
- Jan. 20** **Case Management Settings**
Processes of Case Management
Read: Holt - chapters 2 & 3
- Jan. 22** **Assessment and The Psychosocial History**
Video: *A Social History Case Example*
Read: Holt - chapter 4
- Jan. 27** **Assessment, con't.**
Read: * Rapp, L. A., Dulmus, C. N., Wodarski, J. S., & Feit, M. (1999).
Screening of substance abuse in public welfare and child protective
service clients: A comparative study of rapid assessment instruments
vs. the SASSI. *Journal of Addictive Diseases, 18*(2), 83-88.
- Jan. 29** **Release of Information and Confidentiality**
- Feb. 3** **The Plan of Care**
Monitoring, Reassessment, and Disengagement

Informed consent
Read: Holt - chapters 5, 6 & 7
- Feb. 5** **Case Management as a Profession**
Working with the Client and Agencies
Case Management Populations
Read: Holt - chapters 8, 9 & 10
Speaker:
- Feb. 10** **The *DSM-IV-TR***
Read: *DSM-IV-TR* text reviewed
- Feb. 12** **The Chronically Mentally**
Video: *Mistreating the Mentally Ill: A Cultural Perspective*
- Feb. 17** **The Lethality Assessment**

- Feb. 19** **The Case Manager and Psychotropic Medications**
Speaker: TBA
- Feb. 24** **Persons with Schizophrenia**
Group presentation #1
- Feb. 26** **APM - Class will not meet**
Blackboard assignment
- Mar. 2** **Video: *Back from Madness***
- Mar. 4** **Persons with Major Depression**
Group presentation #2
- Mar. 9 & 11** **Spring Break - no classes or lab**
- Mar. 16** **Persons with Bipolar Disorder**
Group presentation #3
- Mar. 18** **Persons with Anxiety Disorders**
Group presentation #4
- Mar. 23** **Persons with Dementia**
Group presentation #5
- Mar. 25** **Persons with Personality Disorders**
Group presentation #6
Psychosocial History paper due
- Mar. 30** **Persons with Developmental Disabilities**
Group presentation #7
- Apr. 1** **Exam #1**
Apr. 6 **Crisis Intervention**

Read: James & Gilliland - chapter 1 & 2
* Dulmus, C. N., & Hilarski, C. (in press). When stress constitutes trauma and trauma constitutes crisis: The stress-trauma-crisis continuum. *Brief Treatment and Crisis Intervention*.

Apr. 8 **Basic Crisis Intervention Skills & Crisis Case Handling**

Audio tape of 911 call

Read: James & Gilliland - chapters 3, 4 & 5

Apr. 13 **Sexual Assault/Partner Violence**

Video: *Date Rape*

Read: James & Gilliland - chapters 6 & 7

Assessment and Plan of Care papers due

Apr. 15 **Chemical Dependency**

Read: James & Gilliland - chapter 8

Apr. 20 **Person Loss: Bereavement and Grief**

Read: James & Gilliland - chapter 9

Video: *Children Die Too*

Assessment & Plan of Care papers due

Apr. 22 **Domestic Terrorism**

Read: James & Gilliland - chapters 10, 11 & 12

Speaker: TBA

Apr. 27 **Conflict Resolution**

Video: *Dispute resolution without violence*

Read: James & Gilliland - chapter 13 & 14

SUGGESTED READINGS:

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders*. (4th ed.). Washington, DC: Author.

Anthony, Cohen, et al. (2000). Clinical care update: the chronically mentally ill: Case management - more than a response to a dysfunctional system. *Community Mental Health Journal*, 36(1), 97-106.

Allen-Meares, P. (1995). *Social work with children and adolescents*. White Plains, NY: Longman.

Daly, A., Jennings, J., Beckett, J.O., & Leashore, B.R. (1995). Effective coping strategies of African Americans. *Social Work*, 40(2), 240-248.

Dorfman, R.A., Lubben, J.E., Mayer-Oakes, A., Atchison, K., Schweitzer, S.O., DeJong, F.J., & Matthias, R.E. (1995). Screening for depression among a well elderly population. *Social Work*. 40(3), 295-304.

Fenster, J. (1997). The case for permanent foster care. *Journal of Sociology and Social Welfare*. 24(2), 117-126.

Grigsby, R.K. (1994). Maintaining attachment relationships among children in foster care. *Families in Society*. 75(5), 269-276.

Halfon, N., Berkowitz, G., & Klee, L. (1993). Development of an integrated case management program for vulnerable children. *Child Welfare*. 72(4), 379-396.

Jackson, R. L. (2001). *The Clubhouse Model*. Belmont, CA: Brooks/Cole.

Jung, M. (1996). Family-centered practice with single parent families. *Families in Society*. 77(9), 583-590.

Kearney, C.A. (1999). *Casebook in child behavior disorders*. Belmont, CA: Wadsworth.

Rapp, C.A. (1998). *The Strengths Model*. New York: Oxford.

Rothman, J. (1991). A model of case management: Toward empirically based practice. *Social Work*. 36, 520-528.