

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**B.S.S.W. Program
Spring 2005**

Social Work 313 - Practice II (3-credits)

Instructor: Catherine N. Dulmus, Ph.D.	Time: T/TH - 12:40-1:55
Office: 301 Henson Hall	Location: HH 209
Phone: 974-7504	Lab: TH: 11:10 -12:25
Email: cdulmus@utk.edu	Office Hours: T/TH: 11:30am -12:30pm
TA: Heather Parris, MSSW	Phone: 974-0166
Email: hparris@utk.edu	Office: Henson Hall

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 to 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 enable students to become generalist social work practitioners who:

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

- a. Demonstrate understanding of all aspects of case management as a practice model, from assessment to evaluation.
- b. Apply the knowledge of case management as a practice model to specific client populations and problems.
- c. Demonstrate understanding of crisis intervention as a practice model.
- d. Apply the knowledge of crisis intervention to specific client populations and problems.
- e. 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.
- f. 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.
- g. Further develop oral and written communication skills.
- h. Demonstrate understanding of selected research applications to problems studied.
- i. 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.
- j. Further develop practice skills relevant to the practice of case management at the micro, mezzo and macro levels.

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.

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 (865) 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*, 2004).

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.

Required Textbooks:

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

James, R. K., & Gilliland, B. E. (2005). *Crisis Intervention Strategies* (5th ed.). Belmont, CA: Brooks/Cole.

Optional Textbooks:

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

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 February 3rd 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.

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 17th. Late papers will be penalized 5 points. No late papers will be accepted after 2:00 pm on April 26th.

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 5th. Late papers will be penalized 2 points. No late papers will be accepted after 2:00 pm on April 26th.

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 5th. Late papers will be penalized 5 points. No late papers will be accepted after 2:00 pm on April 26th.

Class Presentation (10 pts):

Each lab group will prepare a 30 minute presentation that provides an overview of the macro intervention the group did. The presentation content should include an overview of the issue/problem that was the focus of the intervention, how it relates to case management, specifics of intervention conducted, outcome measurement, successes and barriers, what you would do differently next time, and group's overall impressions of the assignment as a learning experience. The presentation must be organized in such a manner that each group member participates.

Exam (50 pts)

There is one exam during the semester which is scheduled for March 10th and will cover the Holt text, all class lectures and discussions, videos, speakers, and handouts.

Lab (50 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 Feb. 3rd.

Extra Credit:

It is the BSSW Program's expectation that all social work majors will participate in the BSSW Student Social Work Organization (SWO) or the University of Tennessee student Chapter of the National Association of Black Social Workers (NABSW-UT). All students who are enrolled in SW 460 are welcome. The SWO 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 NABSW-UT meetings are held on Fridays at 6:00 PM, dates to be announced.

The BSSW-SWO and NABSW-UT are student organizations that provide an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. These organizations 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 and/or NABSW-UT this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more BSSW-SWO meetings during the term. Also, you must participate in one of the organization's standing committees. NABSW-UT participants must attend five (5) meetings, participate in one of the standing committees, and participate in at least two community service activities. 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 and NABSW-UT. The completed, signed form must be handed in to the instructor one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided.

Grading Scale:

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

129-below F

TENTATIVE COURSE OUTLINE AND ASSIGNMENTS:

- Jan. 13 Introduction to the Course
Defining Case Management**
- Jan. 18 Case Management Settings**
Read: Holt - chapters 1 & 2
- Jan. 20 Processes of Case Management**
Read: Holt - chapter 3
- Jan. 25 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.
- Feb. 1 Release of Information and Confidentiality
Informed consent**
Read: Holt - chapters 5 & 6
- Feb. 3 The Plan of Care
Monitoring, Reassessment, and Disengagement**
Read: Holt - chapters 7 & 8
- Feb. 8 Case Management as a Profession
Working with the Client and Agencies
Case Management Populations**
Read: Holt - chapters 9 & 10
Speaker: TBA
- Feb. 10 Case management with the chronically mentally ill**
- Feb. 15 The DSM-IV-TR**
*Read: Williams, J.B. (2002). Using the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR).
- Feb. 22 Video: *Back from Madness***
- Feb. 24 Case management with clients who have schizophrenia**
- Mar. 1 Case management with clients who have depression and bipolar disorder**
- Mar. 3 Case management with emotionally disturbed children**

- Mar. 8 The Case Manager and Psychotropic Medications**
Speaker: TBA
*Read: Walsh, J., & Bentley, K. (2002). Psychopharmacology Basics.
- Mar. 10 Exam #1**
201 & 202 Humanities Labs
- Mar. 15 Crisis Intervention**
Read: James & Gilliland - chapter 1 & 4
* 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*.
- Mar. 17 Basic Crisis Intervention Skills & Crisis Case Handling**
Audio tape of 911 call
Read: James & Gilliland - chapter 2, 3
- Mar. 22 & 24 SPRING BREAK**
- Mar. 29 The Lethality Assessment**
Read: James & Gilliland - chapter 5
Social history due
- Mar. 31 The Lethality Assessment, con't**
- Apr. 5 Sexual Assault/Partner Violence**
Video: *Date Rape*
Read: James & Gilliland - chapters 6 & 7
- Apr. 7 Chemical Dependency**
Read: James & Gilliland - chapter 8
Assessment & Plan of Care papers due
- Apr. 12 Person Loss: Bereavement and Grief**
Read: James & Gilliland - chapter 9
Video: *Children Die Too*
Assessment and Plan of Care papers due
- Apr. 14 Domestic Terrorism**
Read: James & Gilliland - chapters 10, 11 & 12
Speaker: TBA
- Apr. 19 Conflict Resolution**
Video: *Dispute resolution without violence*
Read: James & Gilliland - chapter 13 & 14
- Apr. 21 Lab # 1 and # 2 macro intervention presentations**
- Apr. 26 Avoiding burnout in crisis intervention and case management**
Read: James & Gilliland - chapter 13

SUGGESTED READINGS:

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.

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.

Roberts, A., & Greene, G. (Eds.) (2002). *Social Workers' Desk Reference*. New York: Oxford.

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