

The University of Tennessee
College of Social Work
BSSW Program
Spring 2006

SW313 - Practice II (3-credits)

Instructor:	J. Camille Hall, Ph.D., LCSW	Time:	T/TH - 12:40-1:55
Office:	323 Henson Hall	Location:	HH 209
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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 world without borders. 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 today's complex pluralistic world. 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, special populations, and domestic and international challenges, that informs practice interventions;
- use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing global world; 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:

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 at the micro, mezzo and macro levels.

Course Requirements:

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

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*, 2005).

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 Applicants 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 9th** and will be held on **Thursdays** from **11:10 to 12:25**. The lab instructors will provide details concerning the content of the lab sessions.

Blackboard:

This course utilizes Blackboard available through [Online@UT](#) for announcements, online assignments, testing, and grade recording. Please make sure the email address listed in the course is your current one. Please check the site regularly. If additional help is needed accessing Blackboard contact helpdesk@utk.edu

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. *Three* 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.

Group Discussion (20 pts)

Students will lead a group discussion on the assigned readings as they relate to the weekly course goals and objectives. As the group leader you are responsible for leading a discussion (**5 pts**) and developing a written descriptive outline (*4-6 pages*) (**15 pts**) that should include: a detailed discussion assigned readings as they relate to the weekly course objectives and goals; and the development of **6-8** open-ended questions. Electronic submissions of the outline(s) are due *noon* the **day** before class (email a copy to the instructor and place a copy in the Digital Drop box). Late papers will be penalized **2 points** and **will not** be accepted after **2:00 pm** on the day of class. Check blackboard announcements for schedule.

Psychosocial History Paper (40 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 28th**. Late papers will be penalized **5** points. No late papers will be accepted after **2:00 pm** on **March 29th**.

Assessment & Plan of Care Paper (30 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 II & I. Assess client challenges/needs, as well as client strengths. 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. The assignment is due at the beginning of class on **April 11th**. Late papers will be penalized **5** points. No late papers will be accepted after **2:00 pm** on **April 12th**.

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 the 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 will be one exam given during this semester based on all required readings, videos, class lectures, guest speakers, class discussions, class activities, and online assignments. The exam will be worth **50 pts**, you have 2 hours to complete the examination. Students should log on to <http://online.utk.edu/> to take the exam. If you are inadvertently logged off of <http://online.utk.edu/> while taking the exam, please contact Dr. Hall. If necessary, your exam will be re-set. No make-up exams will be allowed unless you obtain permission from the instructor prior to the start of class the day the exam is given. The exams are open book, open note, but it is strongly recommended that you thoroughly prepare yourself before taking an exam. Though the exams are open-book, open-note, they are **not** collaborative projects. Any copying of the questions, any sharing of questions or answers, any form of collaboration and/or discussion, or shared information via email or any other medium constitutes “academic dishonesty” as described by *UT Hilltopics*. The examination is scheduled on **March 9th**

Lab (50 points)

Each student must participate in all scheduled labs; your lab instructor will provide specific requirements and assignments for the lab. The first scheduled lab is on February 9th.

Extra Credit:

It is the BSSW Program’s expectation that all social work majors will participate in the BSSW Student Social Work Organization (BSSW-SWO) or the University of Tennessee student Chapter of the National Association of Black Social Workers (NABSW-UT). The BSSW-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

Students will be evaluated on the total points earned in this course as outlined below; the grading scale by total points is as follows:

186-200	A	144-153	C
174-185	B+	134-143	D
164-173	B	133- below	F
154-163	C+		

TENTATIVE COURSE OUTLINE AND ASSIGNMENTS:

January 12 **No Class Meeting-Check Blackboard Announcements for Discussion Group Assignment(s)**
Video: TBD (Report to Hoskins Media Center)

January 17 **Introduction to the Course**

Defining Case Management & Case Management Settings

1. Social Work’s Roots

2. Who Does the Case Manager Serve?
3. Why Has Case Management Become Popular?
4. What a Case Manager Does
5. How Did Case Management Develop?
6. The History of Case Management
7. The Evolution of Coordination of Care
8. Deinstitutionalization
9. Tasks of case Managers
10. The Evolution Continues

***Read:** Holt – Chapter 1

January 19

Case Management Settings

1. Categorizing by Organization
2. Categorizing by Payment
3. Categorizing by Type of Case Manager
4. Categorizing by Case Manager Function
5. Case Management with Society as the Client

***Read:** Holt – Chapter 2

January 24

Assessment and The Psychosocial History

1. Outreach, Referral, and Prescreening
2. The Purpose of the Assessment
3. The Assessment Document
4. Interviewing for an Assessment
5. The Assessment Content
6. Summarizing the Assessment

***Read:** Holt - Chapter 3 & 4

January 26

The Plan of Care

Release of Information and Confidentiality Informed Consent

1. Goal Setting
2. Service Planning
3. Selecting Services
4. The Final Product

***Read:** Holt - Chapter 5

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.

January 31

Working with the Client

1. Monitoring
2. Reassessment
3. Disengagement
4. The Initial Interview
5. Building a Relationship
6. Defining Needs
7. Getting Responses to the Questions You Thought You Asked
8. Assessing the Responses
9. Establishing Credibility
10. Interviewing the Elderly
11. Understanding the Client Population

12. Terminating the Interview
13. Working with the Caregivers

**Read:* Holt - Chapters 6 & 7

- February 2** **Working with Other Agencies**
1. Types of Interagency Projects
 2. Types of Interagency Relationships
 3. Working with Noncontract Agencies
 4. Knowing Providers
 5. Establishing an Interagency Relationship
 6. Who's In Charge
 7. Monitoring Services of Other Agencies
 - a. Advocacy
 8. Working With Contract Agencies
 9. Problem Resolution
 10. Working with Other Professionals
 11. Potential Professional Conflicts

**Read:* Holt – Chapter 8

- February 7** **Case Management as a Profession & Case Management Populations**
1. Characteristics of Case Managers
 2. Case Manger Certification
 3. Case Management Standards
 4. Case Management Associations
 5. Case Manager Ethics
 6. Autonomy
 7. Confidentiality
 8. Client Rights
 9. Persons with Chronic Disabilities
 10. The Elderly
 11. HIV/AIDS Patients
 12. Unwed/Teenage Mothers
 13. Mental Health Clients
 14. Veterans
 15. The Developmentally Disabled
 16. Child Abuse
 17. School Children
 18. Substance Abuse

**Read:* Holt - Chapters 9 & 10

- February 9** **Case Management with the Chronically Mentally Ill**
Video: TBD

- February 14** **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).

- February 16** **No Class**

- February 21** **Case Management with Clients Diagnosed with Schizophrenia**

- February 23** **Case Management with Clients Diagnosed with Major Depression & Bipolar Disorder**

March 2 **Case Management with Emotionally Disturbed Children**

March 7 **The Case Manager and Psychotropic Medications**

**Read:* Walsh, J., & Bentley, K. (2002). Psychopharmacology Basics.

March 9 **Crisis Intervention**

1. Definitions & Characteristics of Crisis
2. Applied Crisis Domains
3. Theories of Crisis and Crisis Intervention
4. Characteristics of Effective Crisis Workers
5. Dynamics of PTSD
6. Incidence, Impact, and Trauma Type
7. Maladaptive Patterns Characteristic of PTSD

**Read:* James & Gilliland - Chapters 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*.

March 14 **Basic Crisis Intervention Skills & Crisis Case Handling**

1. The Six Step Model of Crisis Intervention
2. Assessment in Crisis Intervention
 - a. Psychobiological Assessment
 - b. Assessing Alternatives, Coping Mechanisms, and Support Systems
 - c. Assessing for Suicide/Homicide Potential
3. Listening in Crisis Intervention
4. Climate of Human Growth
5. Acting in Crisis Intervention
6. Handling Crisis Cases Versus Long-Term Cases
7. Counseling Difficult Clients
8. Confidentiality in Case Handling

**Read:* James & Gilliland - Chapters 2 & 3

March 16 **The Lethality Assessment**

1. Background
2. The Dynamics of Suicide
3. The Myths About Suicide
4. Intervention Strategies
5. Losing a Client to Suicide

**Read:* James & Gilliland - Chapter 5

March 20 – 24 **SPRING BREAK**

March 28 **The Lethality Assessment, Continued**
Video: TBD

March 30 **Sexual Assault/Partner Violence**

1. Background
2. The Dynamics of Rape
3. Intervention Strategies for Rape and Battery: The Case of Jeanette
4. Adult Survivors of Childhood Sexual Abuse

- a. Intervention Strategies for Adult Survivors: The Case of Pearl
- 5. Sexual Abuse in Childhood
 - a. Dynamics of Sexual Abuse in Childhood
 - b. Dynamics of Sexual Abuse in Families
 - c. Phases of Child Sexual Abuse
- 6. Intervention Strategies With Children
 - a. Intervention Strategies for Child Sexual Abuse: The Case of Susie
- 7. Partner Violence
 - a. Intervention Strategies
 - b. Shelters
 - c. Intervention With Children
- 8. Courtship Violence
- 9. Gay And Lesbian Violence
- 10. Treating Batterers

Video: TBD

***Read:** James & Gilliland - Chapters 6 & 7

April 4

Chemical Dependency

- 1. Sociocultural Determinants of Substance Abuse
 - a. Alcohol: Number One Abused Substance
- 2. Models of Addiction
- 3. Definitions of Commonly Used Terms
- 4. Dynamics of Addiction
- 5. Children in Alcoholic Families
- 6. Multivariate Diagnosis
- 7. Intervention Strategies
- 8. Principles of Treatment
- 9. Intervention With the ACOA

***Read:** James & Gilliland - Chapter 8

April 6

Person Loss: Bereavement and Grief

- 1. Dynamics of Bereavement
- 2. Conceptual Approaches to Bereavement
- 3. Types of Loss
- 4. Intervention Strategies

***Read:** James & Gilliland - Chapter 9

Video: TBD

April 11

Domestic Terrorism

- 1. Precipitating Factors
 - a. Institutional Culpability
 - b. Staff Culpability
 - c. Legal Liability
- 2. Dynamics of Violence in Human Services Setting
- 3. Intervention Strategies
- 4. The Violent Geriatric Client
- 5. Follow-Up With Staff Victims
- 6. The New-Millennium, Violence-Proof School Building
 - a. Gangs
 - b. The Estranged Violent Juvenile Offender
- 7. School-Based Suicide Prevention and Intervention
- 8. Legal and Ethical Issues of Potentially Violent Behavior

9. Planning for a Crisis
10. Implementing the Crisis Plan
11. Bereavement in Schools
12. Transcrisis Intervention

***Read:** James & Gilliland - Chapters 10 & 11

April 13

Crisis/Hostage Negation & Human Service Workers in Crisis: Burnout, Vicarious Traumatization and Compassion Fatigue

1. Dynamics of Hostage Taking
2. Intervention Strategies
3. If You are Held Hostage
4. Intervention After Release
5. Helping Professionals: Prime Candidates
 - a. Defining Burnout
 - b. Dynamics of Burnout
 - c. Cornerstones of Burnout
 - d. Research on Burnout Dynamics
 - e. Myths That Engender Burnout
 - f. Symptoms of Burnout
6. Worker-Client Relationships
 - a. Countertransference
 - b. Secondary Traumatic Stress/Vicarious/Traumatization/Compassion Fatigue
7. The Culpability of Organizations
8. Self-Recognition of Burnout
9. Intervention Strategies
 - a. Assessment
 - b. Intervention Through Training
 - c. Intervention With the Organization
10. Private Practitioners and Burnout
 - a. Intervention with the Individual

Video: TBD

***Read:** James & Gilliland - Chapters 12 & 13

April 18

Lab # 1 and # 2 Macro Intervention Presentations

April 20

Ecosystemic Crisis Intervention and the Multicultural Imperative

1. Rapidly Changing Events and Environment
 - a. International Terrorism
2. System Overview
 - a. Microsystem, Mesosystem, Exosystem, Macrosystem, Chronosystem
3. Defining Principles of a Crisis Intervention Ecosystem
 - a. Case Study of the Benefield Family
4. Multicultural Perspectives in Crisis Intervention
 - a. Awareness of Cultural Values
 - b. Culturally Biased Assumptions
5. Shortcomings of a Multicultural Approach to Crisis Intervention
 - a. Universal versus Focused Views
6. Culturally Effective Helping
 - a. Positive Aspects of an Effective Multicultural Counselor
 - b. Working on the Individual/Collectivist—High/Low Context Continuum
 - c. Awareness of Both Ecology and Multicultural Competencies
7. Multicultural Issues in Outreach
 - a. The Case Against Too Much “Helping:

- b. Trauma Tourism
- c. Occupation as a Cultural Barrier
- d. Geographic Locale as a Cultural Barrier
- e. The Dilemma of Local Consultation
- f. Necessity of Acting

***Read:** James & Gilliland – Chapter 14

April 25

Off the Couch and Into the Streets

1. The Evolution of the Crisis Intervention Subspecialty
 - a. The Grassroots Movement
 - b. The Importance of Volunteerism
 - c. The Need for Trained Professional Consultants
 - d. The Quest for Maturity and Power
 - e. The Societal Impetus for Crisis Intervention
2. Proactive and Preventive Models of Crisis Intervention
 - a. Crisis Intervention in the Real World
 - b. Cost and Managed Care Considerations
 - c. Prevention Programs
3. Emerging Trends in Crisis Intervention
 - a. Psychiatric Emergency and Crisis Stabilization Programs
 - b. Electronic Outreach Services
 - c. National Crisis Response Team
 - d. Local Agencies
 - e. Vertically and Horizontally Integrated Local Emergency Management Systems
 - f. Mental Health Components of Local EMAs
4. Debriefing
 - a. Debriefing Emergency Workers
 - b. Debriefing the Crisis Worker
5. Police and Crisis Intervention
 - a. Police and the Mentally Ill/Mentally Disturbed
 - b. The Crisis Intervention Team (*CIT*) Program
 - c. The Family Trouble Center (*FTC*) Program
6. Community Development of Proactive Crisis Intervention
 - a. The Importance of Multidisciplinary Thinking
 - b. The Need for Innovative Alliances
 - c. A Blueprint for the Future

***Read:** James & Gilliland – Chapter 15

April 27

Exam #1

SUGGESTED READINGS:

- Anthony, C. (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.