

The University of Tennessee
College of Social Work
BSSW Program
Spring 2009

Social Work 313 - Practice II (3-credits)

Instructor:	Kim Norris-Denton, LCSW	Time:	T/TH – 8:10 – 9:25
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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.

Course Competencies

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

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 Structure and Requirements

Material will be presented through lectures, class discussions, audio/video, group work and in-class 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.

Students are required to read and study the assigned materials. Class participation and discussion are expected and welcomed so that students can learn from each other. Differences in values, opinions, and ideas with other students and guest speakers will be respected. **Student feedback about the course is welcomed.**

The Instructor reserves the right to revise the course syllabus and calendar as required by either judgment or circumstance. Changes will be announced in class, and students are responsible for recording changes as announced.

Required Textbooks

Holt, B. J. (2000). *The practice of generalist case management*. Boston: Allyn & Bacon.

James, R. K., & Gilliland, B. E. (2008). *Crisis intervention strategies* (6th ed.). Belmont, CA: Brooks/Cole.

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

Optional Textbooks

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

Disability Services

If you need course adaptations or accommodations because of a documented disability please contact the Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services. I will work with you and Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to succeed in this class.

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*).

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.

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 7th** 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.

Class Attendance Policy

Learning responsible behavior is an important aspect of becoming a social worker. As future social workers, students are expected to demonstrate responsible behavior in this class. Therefore, ***faithful class attendance is mandatory***. You cannot learn if you do not attend. 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 roll is taken. Two tardys (arriving after roll has been called) are allowed. After that each tardy will be counted as an absence. *Three* or more 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.

ASSIGNMENTS

Psychosocial History and Plan of Care Paper (50 points)

Students will conduct an interview, complete a psychosocial assessment, and a plan of care. The individual you interview must be someone who is different from you in terms of gender, age, ethnicity,

race, spirituality, sexual affection etc. The interviewee must be over the age of 18. (A form will be provided to get permission from the interviewee, and this form must be included when you turn in your assignment) Please do not interview a relative or a friend for this assignment.

Students will submit a **one page reflection** on your experience of conducting the interview.

Questions to include in the reflection:

- How did you feel during the interview?
- What did you learn from completing the interview?
- How do you view yourself as being an effective interviewer?
- What areas would you like to build skills?

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. This assignment must be typed, double-spaced, and incorporate all required information necessary in a comprehensive psychosocial history.

Assume you are a case manager. Based on the psychosocial assessment write a case management plan of care utilizing the format provided in class. 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 a case manager you would implement on behalf of your client and others in a similar situation. **The assignment is due on the beginning of class on April 2nd.** (Competencies 1-10)

Group Project and Oral Presentation (50 points)

Groups will be assigned to research, plan, and implement an oral presentation on a crisis situation. Presentation should address key aspects, interventions, as well as ethical and cultural issues. **Prior approval by instructor is needed to ensure topics are not duplicated.** **The length of the oral presentation will be 50 minutes**
(Competencies 3,4,5,6,7,8 9,)

Oral Presentation will be graded as follows:

- Content – Creativity encouraged
- Preparation/Organization
- Was the presentation 50 mins
- Did all group members present
- Peer Evaluation

Family Assessment (30 points)

Students will select and watch a movie from the list that will be provided by Instructor.

Students will identify:

- Family Dynamics (Identify how each member influences one another, communication patterns, power structure, problem solving abilities, boundaries, energy exchange, and social control)
- Strengths/Resources of the family
- Needs/Barriers of the family
- Intervention for each identified need/barrier
- How does your understanding of the fx's socioeconomic class & culture influence your assessment?

Assignment must be typed, double spaced and due April 2nd. (Competencies 1-10)

Generalist Roles Examination (20 points)

There will be one exam given during this semester. Students will be given a series of vignettes and will have to identify the appropriate roles being carried out in each vignette. Students will complete several practice sessions during class to prepare for the exam. No make-up exams will be allowed unless you obtain permission from the instructor before exam day.

The examination is scheduled for March 5th. (Competencies 1-10)

Lab (50 points) TH 11:10-12:25

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 7th.** (Competencies 1-10)

Policy for late assignments

Your written assignments are due at the beginning of the class period on the due date. After the assignment due date, your assignment will be accepted if the instructor is notified in advance, and will only be accepted up to ONE WEEK after the due date. However, points will be deducted for late assignments at the rate of FIVE points being deducted each day the paper is late.

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 (5) points extra credit points, that will be added to their final grade 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+

Reading Assignment & Class Discussion Schedule

<u>Dates</u>	<u>Class Discussion</u>	<u>Reading</u>
1/8	Introduction to Social Work Practice	Syllabus
1/13	Introduction to Crisis Intervention	James-Chapter 1
1/15 & 1/20	Culturally Effective Helping & the DSM-IV-TR Case Management with Clients Diagnosed with Schizophrenia (refer to DSM-IV-TR)	James-Chap. 2
1/22	Basic Crisis Intervention Skills & Crisis Case Handling Case Management with Clients Diagnosed with Major Depression & Bipolar (refer to DSM-IVTR)	James- Chap. 3&4
1/27	Telephone and Online Crisis Counseling Case Management with Emotionally Disturbed Children (refer to DSM-IV-TR)	James - Chapter 5
1/29	Posttraumatic Stress Disorder & The Case Manager and Psychotropic Medications Case Management with Persons Suffering from Posttraumatic Stress Disorder (refer to DSM-IVTR)	James- Chapter 6
2/3	Crisis Lethality Case Management with the Chronically Mentally III (refer to DSM-IV-TR)	James-Chapter 7
2/5	Sexual Assault & Partner Violence	James- Chapters 8 & 9
2/10	Chemical Dependency: The Crisis of Addiction	James- Chapter 10
2/12	Personal Loss: Bereavement and Grief	James - Chapter 11
2/17	Crises in Schools & Violent Behavior in Institutions	James- Chapter12&13
2/19	Crisis/Hostage Negotiation Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue	James Chapters14&15
2/24	Disaster Response	James– Chapter 16

2/26	Generalist Roles Exercises	
3/3	Generalist Roles Exercises	
3/5	Generalist Roles Examination	
3/10	Defining Case Management & Case Management Settings	Holt-Chapter 1 & 2
3/12	Assessment and The Psychosocial History	Holt – Chapter 3 & 4
3/17-3/20	Spring Break Enjoy	
3/24	The Plan of Care & Release of Information and Confidentiality Informed Consent	Holt - Chapter 5
3/26	Confidentiality & Informed Consent Vignettes	
3/ 31	Working with the Client	Holt - Chapters 6 & 7
4/2	Working with Other Agencies	Holt – Chapter 8
4/7	Case Management as a Profession	Holt - Chapter 9
4/9	Case Management Populations	Holt Chapter 10
4/14	Group Project & Oral Presentation	Group 1
4/16	Group Project & Oral Presentation	Group 2
4/21	Group Project & Oral Presentation	Group 3
4/23	Group Project & Oral Presentation	Group 4
4/28	Group Project & Oral Presentation	Group 5
4/30	Group Project & Oral Presentation	Group 6
5/5	Final Class Meeting	

Recommended 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.

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.

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

Psychosocial History

Name
Date
Agency

IDENTIFYING DATA

Age
Ethnicity
Marital Status
Date of Birth
Emergency Contact/Relationship/Telephone Number

REFERRAL SOURCE

Who referred this individual for treatment?
Was the informant a reliable historian?
Was information gleaned from previous treatment records, court documents, etc?

MENTAL STATUS

Attitude/Appearance/Behavior
Affect/Mood/Psychomotor Activity
Orientation/Memory/Cognition
Thought Process/Content
Speech
Insight/Judgment
Homicidal/Suicidal Ideation
Hallucination(s)/Delusion(s)

PRESENTING PROBLEM(S)

Client Self-Assessment of Problem(s)
Reason(s) for Seeking Treatment/Motivation
Onset/Duration/Intensity/Frequency
Precipitating Stressors/Stressful Events
Symptoms (In Client's/Informant's Own Words)

HISTORY OF PSYCHIATRIC ILLNESS AND PREVIOUS TREATMENT

Previous Diagnoses/Medications/Inpatient and Outpatient Treatment
History of Suicidal Ideation/Suicide Attempts/Self-Mutilation/Homicidal Ideation/Aggression

SOCIAL HISTORY

A. PRENATAL/BIRTH/DEVELOPMENT

Pregnancy and Labor
Developmental Milestone(s)

B. EARLY CHILDHOOD

Family of Origin-Parents/Siblings/Extended Family, as Relevant
Geographic/Cultural/Spiritual Factors/as Relevant
Abuse/Trauma History-Physical/Emotional/Sexual

C. SOCIAL DEVELOPMENT

Cultural/Peer Group/Environment
School
Adolescence

D. EDUCATIONAL HISTORY

Public or Private School(s)
Where Attended
Performance
Educational Level
Extracurricular Activities

E. MILITARY HISTORY

What Branch
Duty Assignment (when/where)
Rank/Discharge

INTERPERSONAL/MARITAL HISTORY

Age of Involvement in Relationships
Sexual Orientation
Length of Relationships
Basis of Attraction
Relationship Patterns/Problems
Partner's Age/Occupation

LEGAL HISTORY

Previous Arrests/Convictions

Pending Charges
Child Custody Disputes
Involvement in Lawsuits
History of Court Ordered Treatment
Guardian/Power of Attorney
Probation/Parole
Is Treatment a condition of legal involvement?
Is Treatment to be a part of current or contemplated lawsuit?
Disability Claim, or Divorce Proceeding?

SUBSTANCE ABUSE HISTORY

Type/Onset/Duration/Amount
Frequency/Pattern of Use
Involvement in Treatment

RELIGION/SPIRITUALITY

CULTURAL/ETHNIC FACTORS

MEDICAL HISTORY/HEALTH STATUS

History of Traumatic Injuries/Illnesses/Chronic Health Problems
Describe current illness
Is client in good general health?
Is client allergic to any medications?
Who is client's Primary Care Physician?
Is the client being treated by any other physician(s)?
What are the client's current psychiatric and non-psychiatric medications?
Describe client's health habits-Appetite, Sleep, Exercise, Nicotine, Alcohol, Illicit Drugs, and Vitamins/Herbal Supplements?
Sexual Functioning-Preference/Problems, Pregnancy/Birth Control, Risk Behaviors for STD's?

CURRENT SITUATION

Living Situation
Dependents/Care for Dependents
Employment/Disability/Seeking Disability
Income/Source of Income
Insurance
Transportation
Daily Living Skills
Social/Leisure Activities
Available Social Support

RISK OF DANGER TO OTHER PEOPLE

OTHER SIGNIFICANT FACTORS

GOALS FOR THERAPY

What are the client's treatment goals?

LAB SCHEDULE**Social Work 313
Social Work Practice II Spring Semester, 2009**

DATE	CLASS	LAB
February 5	Refer to Syllabus	Six Step Model of Crisis Intervention
February 10	Refer to Syllabus	Strategies and Level of Intervention The Case of Mary
February 12	Refer to Syllabus	Integration of the Six Step Model with Strategies
February 17	Refer to Syllabus	Posttraumatic Stress Disorder
March 6	Refer to Syllabus	The Paradox of Crisis & The Case of Rita
March 10	Refer to Syllabus	Mid-Term Review
March 12	Refer to Syllabus	Mid-Term Exam
March 16-20	SPRING BREAK	
March 27	Refer to Syllabus	Crisis Case Handling
April 3	Refer to Syllabus	Sexual Assault/Partner Violence The Case of Joyce
April 10	Refer to Syllabus	Addictive Behaviors/Denial
April 17	Refer to Syllabus	Simulated Counseling with Prepared Cases The Case of : Distraught Mother & Anxious Father
April 24	Refer to Syllabus	Review & Evaluation