Instructor: Gabrielle Cline, LCSW  
Time and Location: 2:10-3:25 T/R; 322 Henson Hall  
Email: gccline2@utk.edu  
Office Hours: By appointment only; emails answered M-F within 24 hours

Skills Lab Instructor: Denise Black  Email: dblack16@vols.utk.edu

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.
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 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; 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 (www.csw.utk.edu). Students also must follow the policies and rules required by their field placement agency. It is the student’s responsibility to have read these documents and demonstrate professional conduct at all times at their field placement and in the classroom.
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.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, http://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf

- **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.
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).

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, 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 “Hilltopics” for more detailed information.

Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, 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/.

Disability Services
If you need course adaptation or accommodations because of a documented disability, please contact the Office of Disability Services at 100 Dunford Hall at 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.
Course Requirements
I. Readings
In addition to the required texts identified in this syllabus, additional articles and readings may be posted on the Blackboard site for SW313. Additional required readings may be added throughout the semester. Students are expected to have read in advance and come prepared to contribute to class discussions about readings on the date they are indicated on the syllabus.

II. Assignments and Evaluation
A. Blackboard Discussion Board (5%) 20 points (All topics will meet competency 7).
There will be four topics posted throughout the semester to the discussion board. Students are expected to demonstrate self-awareness and critical thinking skills in their responses. In addition to responding to the instructor topic, students will respond to two of their peers’ posts. Students are expected to post responses no later than 5:00 pm on the indicated due date. Late posts will be recorded as a “0.”

Topic areas will include:
- crisis intervention (Meets competencies 3 & 4) due 1/28,
- ethical dilemmas (Meets competency 6) due 2/4,
- specific populations and problems served by social workers (Meets competency 5) due 3/24,
- the use of research in social work practice (Meets competency 8) due 4/28.

B. Family Assessment and Care Plan (15%) 60 points (Meets competencies 1, 2, 5, 7, 9, and 10)
Watch the movie Little Miss Sunshine from beginning to end. Watch the movie a second time paying specific attention to the family’s functioning. Using the outline provided in the syllabus, write a 5-7 page assessment of the family. This paper should be in a narrative form, should incorporate the subheadings provided in the outline, and should be double-spaced and follow APA guidelines.

For each problem you identify for the family, choose one goal you hope the family can achieve. Describe the interventions you would select to help them achieve their goal(s) and identify a local agency that provides those services. This section of your paper should be 2-3 pages. This assignment is due February 18, 2016.

C. Client Assessment Interview and Bio-psychosocial History (20%) 80 points (Meets competencies 1, 2, and 7)
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 has been included within the syllabus. 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 listed in the syllabus that might not be included by your agency’s format. In addition to the information obtained from the interview, 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 31, 2016.

Deadline extensions for the paper are rarely granted. Failure to secure a client interview is not considered an extenuating circumstance. In the event the paper is not turned in on the due date, 5 points will be deducted for each calendar day it is late. After one week (7 days), the grade will be recorded as a “0.”

D. Case Management/Service Delivery Plan (20%) 80 points (Meets competencies 1, 2, 5, 7, 8, 9, 10)

Assume you are a case manager. Based on the client you used to write the psychosocial history assignment write a case management plan of care utilizing the format provided by the instructor (refer to Generalist case management: A method of human service delivery, pp. 188-192 and 214-15, 220-21).

Include a 1-2 page typed, double-spaced paper that summarizes your assessment of the client, provides the rationale for the goals and objectives selected, and 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 that, as case manager, you would implement on behalf of your client and others in a similar situation. This assignment is due April 14, 2016.

Deadline extensions for this assignment are rarely granted. In the event the assignment is not turned in on the due date, 5 points will be deducted for each calendar day it is late. After one week (7 days), the grade will be recorded as a “0.”

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

E. Unannounced Quizzes (20%) 80 points (Meets competencies 1, 2, 3, 4, 5, 6, 7, 8, 9)

There will be four unannounced, in-class quizzes over the course of the semester. Each quiz will be worth 20 points. Quizzes will cover reading assignments and materials covered in class presentations and discussions.

Missed quizzes will be recorded as a “0”. For all exams and assignments, alternative arrangements, make-up exams, and deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances.

F. Skills Labs (10%) 40 points

The SW 313 course has a concurrent skills lab that meets Thursdays from 11:10-12:25pm. The lab is led by Denise Brown, MSSW, PhD student. 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. The class will be divided into two groups on the first day of class and students will be expected to attend lab every other week. Attendance in lab is mandatory. Students are allowed to be absent two times without penalty. For each additional absence or tardy, five (5) points will be deducted from the student’s final course grade unless other arrangements have been made in advance with the course instructor. There are no make-up opportunities for missed labs.
G. Attendance and Participation (10%) 40 points

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 are allowed to be absent two times without penalty. For each additional absence or tardy, five (5) points will be deducted from the student’s final course grade unless other arrangements have been made in advance with the course instructor. Students arriving tardy 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 tardy to class. As part of demonstrating professional behavior, students are expected to email me in a timely manner if circumstances 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 frequently in class discussions 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 discussions or who are disruptive or disengaged will receive less than maximum participation points.

Extra Credit - BSWO (3-5 participation points)

It is the BSSW program’s expectation that all social work majors participate in the Bachelor’s Social Work Organization (BSWO). 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 322 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.

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. Students in this class will have the opportunity to earn 3-5 points added to their course grade by attending and participating in BSWO this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. To be an active member in BSWO and be eligible for extra credit, students are required to attend at least 7 meetings per semester (officers are required to attend 75% of the meetings each semester) and earn 3 - 5 participation points.

Participation points are earned using the following scale:
• 1 point for attending minimum number of meetings required for membership (see above);
• 1 point for participating in one or more drives;
• 2 points for fundraising participation (one per event);
• 2 points for community service or other participation (one per event)

The BSWO advisor and committee chairs determine criteria for participation in all activities. Students may earn 3 to 5 extra credit points in designated BSSW courses. Points awarded for extra credit equal BSWO participation points for a minimum of 3 and not to exceed 5 points. No points will be awarded for students earning less than 3 participation points.

Students must also submit a one-page, double-spaced statement indicating how BSWO participation relates to one or more of the course competencies. The paper is due
to the instructor via email one week prior to the end of class. No other extra credit is available in this class.

Classroom Etiquette

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 explanations and appropriately questioning their thinking and reasoning 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.

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 instructor before class. The use of cell phone during class is disrespectful to peers and the course instructor. If you are texting during class you will be asked to leave. 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. The instructor reserves the right to disallow the use of laptops in class if he feels students are using them inappropriately (e.g. instant messaging, typing emails, or web surfing) and distracting others. Violators of these rules will be asked to leave and counted as absent.

The course grade will be computed as follows:

- Class Participation: 10% (40 points)
- Skills Lab: 10% (40 points)
- Blackboard Discussion Posts: 5% (20 points)
- Family Assessment and Case Plan: 15% (60 points)
- Psychosocial Assessment Paper: 20% (80 points)
- Plan of Care Paper: 20% (80 points)
- Unannounced, In-class Quizzes: 20% (80 points)

The grading scale for SW 313 is:

- A = 376-400 pts.
- B+ = 348-359 pts.
- B = 332-347 pts.
- B- = 320-331 pts.
- C+ = 308-319 pts.
- C = 292-307 pts.
- C- = 280-291 pts.
- D+ = 268-279 pts.
- D = 252-267 pts.
- D- = 240-251 pts.
- F = 239 pts. and below

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 Textbooks:


**Class Schedule and Readings**

**FOUNDATION**
1. Introduction to Case Management  
2. Historical Perspectives of Case Management  
3. Models of Case Management  
4. Values, Ethics and Legal Issues  
5. The Importance of Self-Understanding  
   a. Ways of Understanding and Perceiving Self and Others  
   b. Professionalism and Professional Relationships

Course Competencies: 1, 2, 6, and 9-10

**January 14, 2016**: Introduction and Course Overview

**January 19, 2016**

**January 21, 2016**

**January 26, 2016**

**January 28, 2016**
*Ethical and Legal Perspectives*, Chapter 4, in *Generalist case management: A method of human service delivery*.

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

**1st Discussion Board (crisis intervention) due**
February 2, 2016

February 4, 2016

2nd Discussion Board (ethical dilemmas) due

February 9, 2016
*Professionalism and Professional Relationships*, Chapter 4 in Developing helping skills: A step-by-step approach to competency.

**BUILDING PROFESSIONAL RELATIONSHIPS**
1. Developing Working Relationships
2. Basic Interpersonal Skills
3. Opening and Closing Meetings
4. Expressing Understanding
Course Competencies: 2, 7

February 11, 2016

February 16, 2016
*Basic Interpersonal Skills*, Chapter 6, in Developing helping skills: A step-by-step approach to competency.

February 18, 2016
*Opening and Closing a Meeting*, Chapter 7, in Developing helping skills: A step-by-step approach to competency.

Family Assessment and Care Plan due

February 23, 2016

**EXPLORING AND ASSESSING CLIENTS**
1. The Assessment Phase of Case Management
2. Effective Intake Interviewing Skills
3. Gaining Further Understanding
4. Developing Deeper Understanding
5. Assessing Readiness and Motivation
Course Competencies: 1-9
February 25, 2016

March 1, 2016
Effective Intake Interviewing Skills, Chapter 6, in Generalist case management: A method of human service delivery.

March 3, 2016
Gaining Further Understanding, Chapter 9, in Developing helping skills: A step-by-step approach to competency.

March 8, 2016
Assessing Readiness and Motivation, Chapter 11, in Developing helping skills: A step-by-step approach to competency.

March 10, 2016
Mid-point course review. No readings assigned.

March 15 & 17, 2016 – Spring Break. No class!

DEFINING THE FOCUS
1. Service Delivery Planning
2. Identifying Key Problems or Challenges
3. Establishing Goals
4. Building a Case File
Course Competencies: 1-9

March 22, 2016

March 24, 2016
Identifying Key Problems or Challenges, Chapter 12, in Developing helping skills: A step-by-step approach to competency.

3rd Discussion Board (specific populations and problems served by social workers) due

March 29, 2016
Establishing Goals, Chapter 13, in Developing helping skills: A step-by-step approach to competency.

March 31, 2016
Building a Case File, Chapter 8, in Generalist case management: A method of human service delivery.
Client Bio-psychosocial Assessment Interview due at the beginning of class.

DOING, EVALUATING, AND ENDING THE WORK
1. Working within the Organizational Context
2. Thriving and Surviving as a Case Manager
3. Taking Action
4. Evaluating and Ending Professional Relationships
Course Competencies: 7-10

April 5, 2016
*Service Coordination*, Chapter 9, in Generalist case management: a method of human service delivery.

April 7, 2016

April 12, 2016

April 14, 2016
*Thriving and Surviving as a Case Manager*, Chapter 11, in Generalist case management: A method of human service delivery.

Case Management/Service Delivery Plan due at the beginning of class.

April 19, 2016

April 21, 2016
No new readings assigned

April 26, 2016
No new readings assigned

April 28, 2016
No new readings assigned

4th Discussion Board (use of research in social work practice) due

Recommended Books:


Family Assessment Outline

Section I: Family Description
This section of the paper is to identify important information about the family you are working with. It is a written description of the family and their situation. This section will “paint a picture” for other professionals reading this report.

1. Individual Characteristics:
   Names, ethnicity, genders, ages and relationship of each person living in the home.

2. Social Support and Current Living Arrangements:
   Describe this family’s relationships with others including extended family, friends, neighbors, community involvement, and social institutions. Then describe current living arrangements. Be specific (house, apartment, city, rural, low income, middle class, etc.)

3. Family Characteristics:
   What is the family’s socioeconomic status? What are their occupations, school grade, personality traits, leisure activities, religious affiliation, cultural and/or ethnic considerations? Identify the family’s strengths and resources.

4. Family Dynamics:
   Describe how the family interacts with each other. How do they communicate? Are there areas of conflict? Who does all or most of the talking? Who is ignored? Identify family roles, power structure, problem solving abilities.

5. Family Genogram:
   Create a family genogram

6. Presenting Problems:
   Identify three areas of concern based on your observations of the family. Prioritize the problems identifying the one you feel is the most pressing and serious threat to adequate family functioning. Be specific. Describe specific behaviors and how they are problematic for the family.

Section II: Treatment/Care Plan
For each problem you have identified, choose one goal you hope the family can achieve and the intervention methods you would use to help them. Identify a local agency that provides the service(s) needed to meet the goals listed. Write a family care plan using the following outline for each problem:

   Problem Statement:
   Goal:
   2 Objectives for each goal:
   Service Provider
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
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/SPRITUALITY

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

ASSESSMENT/GOALS FOR INTERVENTION
Challenges/Needs
Strengths/Resources
What are the client's goals?
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<td>Actions &amp; tasks:</td>
<td>Responsible party:</td>
<td>Time frame:</td>
<td>Measure of achievement:</td>
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</tbody>
</table>

Client Signature

Case Manager Signature