



**University of Central Florida
School of Social Work**

SOW 4730.0002 - Documentation in Social Work Practice

Professor: Dr. Ana M. Leon

Phone: (407) 823-6195

Office Hours: M: 4:30-7 PM, T: 9 AM-10:30 AM & T: 1:30 PM-2:30 PM

Email: leon@mail.ucf.edu

Term: Fall 2009

Class Days: Tuesdays

Class Times: 10:30-1:20 pm

Class Location: HPA 1, 246

Course Description: Study of documentation skills required in social work practice.

Changes in human service delivery have impacted the ways in which social workers and other helping professionals provide and document services provided to clients. In order to meet the challenges of rapidly changing practice environments, social workers must be prepared to effectively and accurately document services and interventions offered to clients and demonstrate through case records client progress. The overall objective of this course is to help students develop documentation skills needed in the delivery of social work services at the micro, mezzo and macro level in diverse agency settings. The course will discuss the impact of macro factors (managed care, regulatory requirements, changes in funding patterns, etc.) on the documentation and record keeping process in social work practice. Throughout the course students will have opportunities to enhance documentation skills needed for writing progress/case notes, treatment plans and professional correspondence. Students will learn to integrate information on client diversity, economic and social justice issues, and culture in social work documentation. Class lectures and discussions will examine the legal aspects of documentation in the 21st century. The course will highlight the significant relationship between empirical research, practice and documentation and will help students develop appropriate client goals/treatment plans.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Course Policies:

See the BSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF's Golden Rule <http://www.goldenrule.sdes.ucf.edu/> See the UCF Creed [http://www.campuslife.ucf.edu/UCF creedpage.html](http://www.campuslife.ucf.edu/UCF%20creedpage.html) for a description of the University's values and expectations for student conduct. Additional information about policies and procedures are found in the **School of Social Work Student Handbook**.

MODIFICATION OF SYLLABUS

This syllabus may be modified at the discretion of the instructor. It is the student's responsibility to read and be familiar with the content in this syllabus. Changes will be discussed with students in class or posted on the course website and/or communicated via e community email. It is the student's responsibility to ensure that his/her email information is included in E-community and that the information is correct and updated.

COURSE EXPECTATIONS

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students **WILL NOT** engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are not given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Students with three (3) absences will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is University policy that all classes **MUST** meet during the scheduled final exam session.

Tardiness: Any student who arrives 45 minutes after the class has started will accrue a half absence.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.*

All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned with out a grade. When references are required, they must be in the APA documentation style.

The **University Writing Center (UWC)** is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> stop by MOD 608, or call 407.823.2197. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments.

Late Assignments

All assignments are due on the scheduled date unless the student has extenuating circumstances that prevent the student from meeting the deadline. In those cases the student **MUST** speak directly with the instructor and must make arrangements directly with the instructor. Please note that documentation of the extraordinary circumstances must be provided to the instructor. Extraordinary circumstances include documented student hospitalization or serious illness; death in the family; car accident. Students are asked to manage their time appropriately in order to complete all assignments in a timely manner.

All late assignments not due to extraordinary circumstances and/or those assignments where the student has not provided documentation for the extraordinary circumstance are subject to either 5 points for every day that the assignment is late or a 15 point deduction for every week that the assignment is late. In addition to the point reduction, students who do not have an extraordinary circumstance for a late assignment must also contact the instructor before submitting the assignment.

Incomplete Grades

An "Incomplete" is only recorded in exceptional circumstances and in keeping with the School and University policies. Time management issues, computer/technology problems or other similar reasons do not qualify for an incomplete grade. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the due date extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on any assignment will result in an "F" for that assignment and will also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Please do not ask for your grade to be changed unless the instructor has made a mathematical error or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

In this course we will utilize turnitin.com an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. Papers not submitted through Turnitin.com will not be graded. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used

in the assignment without proper citation or credit. For a more detailed look at this process visit: <http://www.turnitin.com> Students will submit the **Documentation Paper** through turnitin.com. To submit assignments through <http://www.turnitin.com>, use the following:

Class ID: 2779276

Password: docleon2009

PLEASE MAKE SURE THAT YOU RECEIVE A RECEIPT FROM TURNITIN.COM ONCE YOU SUBMIT YOUR ASSIGNMENTS. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Use of Laptops in the Classroom:

While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. The instructor reserves the right to request that the student not use a laptop during class.

Use of audio taping:

This practice class will make use of case vignettes as well as discussions on use of self, therefore, the instructor prohibits that any part of the class be audio taped. The only exception to this policy will be students registered with the Office of Disabilities and documentation from that office that the student requires audio taping. In those circumstances, the student must agree to turn off the audio taping device when other students are discussing sensitive and personal material.

Communication with the Instructor: The instructor will utilize the UCF E-community email service to communicate with all students on matters related to this course. It is the student's responsibility to ensure that his/her email information is correct on E-community. Be advised that hotmail.com email is not always readable on UCF email and students with hotmail.com are advised to monitor this situation and if needed to make a change in email servers, such as Yahoo.com Students wishing to send an email to the instructor are asked to include "SOW 4730" in the email subject line. Students are expected to check their email messages regularly and are reminded that the email address used by the university may be the Knights@ucf.edu Please check that email address for class mail.

Course Website: All students are expected to check the course website for handouts, announcements, special links, etc. that the instructor may post regularly on the website. Please see the instructor if you have any questions about accessing this site.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request them.

Course Objectives: By the end of the term, students should be able to:

1. Utilize a generalist perspective in understanding the relationship between interviewing, assessment and documentation.
 2. Understand the importance of social work ethics and professionalism when addressing accountability, reimbursement and legal liability considerations in social work documentation.
 3. Demonstrate the ability to document micro (individual client), mezzo (groups) and macro agency (meeting)
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- agendas, minutes, etc.) social work services.
4. Demonstrate the ability to include content from multiple theoretical perspectives and interventions in client documentation.
 5. Apply the strengths perspective in client documentation
 6. Utilize documentation skills to advocate on behalf of client economic and social justice
 7. Demonstrate knowledge of agency documentation and record keeping requirements (i.e. case records, professional letters, treatment plans).
 8. Demonstrate the ability to integrate knowledge about client diversity (ethnic, racial, class, religious, gender, age, sexual orientation, social and economic justice), when recording client data.
 9. Utilize the planned change process to communicate in writing appropriate suggestions for agency and client change
 10. Demonstrate the ability to utilize various formats when writing progress notes and written treatment/goal plans.
 11. Demonstrate awareness of documentation considerations in special client cases (child abuse, high-risk clients, suicide, etc.)

Required Text: Kagle, J. (2008). *Social work records* (3rd edition). Long Grove, Ill.: Waveland Press.

Additional Required Readings: The instructor has identified additional required and recommended articles. Students may access these articles via the UCF database. The following is a list of these readings.

1. Ames, N. (1999). Social work recording: A new look at an old issue. *Journal of Social Work Education*, 35(2), 227-238.
2. Callahan, J. (1996). Documentation of client dangerousness in a managed care environment. *Health and Social Work*, 21 (3), 202-207.
3. Cameron, S. & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling of Development*, 80, 286-292.
4. Gelman, S. R. (1992). Risk management through client access to case records. *Social Work*, 37 (1), 73-79.
5. Gelman, S. R., Pollack, D., & Weiner, A. (1999). Confidentiality of social work records in the computer age. *Social Work*, 44 (3), 243-252.
6. Kagle, J. D. (1993). Record Keeping: Directions for the 1990s. *Social Work*, 38 (2), 190-196.
7. Mama, R.S. (2001). Preparing social work students to work in culturally diverse settings. *Social Work Education*, 20 (3), 373-382.
8. Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50 (4), 325-334.
9. Vidgen, A. & Williams, R. (2001). Letter-writing practices in a child and family service. *Journal of Family Therapy*, 23(3), 317-326.

Throughout the semester the instructor may choose to add additional readings that students will need to search out from the library databases. Students are also encouraged to do additional reading on their own. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendelsohn or any other librarian

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Evaluation of Learning and Grading: It is the student's responsibility to integrate required and optional readings with discussions. The student is also required to search out additional readings in efforts to expand their knowledge in the specific areas. Additional readings may be assigned throughout the semester.

Course Assignments: The assignments for this course are intended to provide the student with opportunities for the utilization of specific documentation skills. The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Final grades will be based on the following assignments. The maximum number of points students can obtain for a final grade is 100 points.

1. In Class Documentation Exercises: There will be 6 in class documentation written assignments. Each written assignment will cover an aspect of documentation. The assignments are intended to help students integrate the course material and achieve a basic level of competency in social work documentation. **Each assignment will be worth 10 points for a total of 60 points. There will be NO makeups for any of the documentation exercises unless the student has an extraordinary circumstance and provides documentation.**

2. Documentation Paper: Students are to research the literature (professional journal articles only—**DO NOT USE WEBSITES, POPULAR MAGAZINES, NEWSPAPERS, BOOKS, ETC.**) on one of the following topics. Students are to write a 5 page paper (no more than 5 pages—excluding the cover page, abstract, reference page, etc.) on the topic. Papers must be written using APA style. **Students will lose points if they use quotations from the literature.** Assignment guidelines will be provided. This assignment is worth **80 points that will be converted to 40% of your final grade.**

- ✓ Documentation and HIPAA
- ✓ Documentation and confidentiality
- ✓ Documentation and records of minors
- ✓ Documentation and records of special high risk cases (drugs, alcohol, etc.)
- ✓ Computer documentation/records

Assignment submission: Students will submit assignment through turnitin.com

Grading:

A = 95-100 (4.0)	B- = 80-83 (2.75)	D+ = 67-69 (1.25)
A- = 90- 94 (3.75)	C+ = 77-79 (2.25)	D = 64-66 (1.00)
B+ = 87-89 (3.25)	C = 74-76 (2.00)	D- = 60-63 (0.75)
B = 84-86 (3.00)	C- = 70-73 (1.75)	F = 59 or less (0.00)

Course Assignments at a Glance

Assignments	Due Date	Point Value
Six In Class Documentation Exercises Please note that NO make ups will be given for these assignments unless the student has an extraordinary reason and presents documentation.	Exercise #1-Unit# 5-September 22, 2009	60 Points (10 points each)
	Exercise #2-Unit# 7- October 6, 2009	
	Exercise #3-Unit# 8-October 20, 2009	
	Exercise # 4-Unit# 11- November 3, 2009	
	Exercise #5-Unit# 12-November 17, 2009	
	Exercise # 6-Unit# 14- December 1, 2009	
Documentation Paper	Unit #13-November 17, 2009	80 points to be converted to 40% of your grade points
Total		100 points

Please note: The 60 points from the inclass documentation assignments & whatever points you get from the documentation paper (after points out of 80 possible raw points are divided by 2 to convert it to 40% of your grade) will be added together for your final course grade points.

Instructional Strategies: the objectives of this course will *be* achieved through a variety of methods:

Learning Methods:

- The instructor will provide didactic content through lectures.
- Students will present materials from their field placements through informal class discussions.
- Students will role-play throughout the semester.
- Students will integrate material from readings and field placement cases in class discussions.
- Videotapes and guest lecturers will be used where appropriate.
- Required readings—see syllabus and reading list

Course Schedule, Unit Learning Objectives, and Readings**Unit 1-August 25, 2009 -Overview of Course & the Importance of Documentation in Social Work****Content:**

Course Overview

1. Introductions
2. Review of course expectations and course syllabus
 - Integrating the generalist perspective: the relationship between assessment, interviewing and documentation skills
 - The value of good interviewing skills in social work documentation
 - Defining “documentation” in diverse agency settings
 - The value of documentation to the client, social worker, and agency

Unit 2 – September 1, 2009 - The Importance of Documentation in Social Work Practice**Content:**

1. Overview on the importance of documentation skills in social work practice
- The importance of good spelling, grammar and appropriate language in social work documentation
- Impact on practice and service delivery
 - Ethics, professionalism and accountability in documentation
 - Continuity
 - Evaluation client progress
 - Agency and funding considerations
 - HIPAA
- Legal liability issues
 - The client record in the courtroom
 - Confidentiality and client records
 - Client access to records

Required Readings:

1. Ames, N. (1999). Social work recording: A new look at an old issue. *Journal of Social Work Education*, 35(2), 227-238.

Unit 3-September 8, 2009-Organizing the Client Record

1. Organization and confidentiality in the record
2. Forms
 - Psychosocial assessment
 - Consent forms
 - Release of information
 - Treatment plans
 - Progress/case notes
 - Professional/client correspondence

Required Readings:

In Kagle text, Chapter 2, Service-centered recording, pgs. 34-90

Gelman, S. R., Pollack, D., & Weiner, A. (1999). Confidentiality of social work records in the computer age. *Social Work*, 44 (3), 243-252.

Unit 4-September 15, 2009-The Relationship between Interviewing, the Assessment Process and Documentation

Content:

1. Utilizing interviewing and assessment skills to enhance documentation
 - Developing a rapport
 - Eliciting information
 - Finding the themes and important content to document
 - Applying the strengths perspective to documentation

Required Readings:

Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50 (4), 325-334.

Unit 5: September 22, 2009-Using the psychosocial assessment in social work documentation

1. The role of the psychosocial assessment in treatment plan and progress/case note documentation.
2. Documenting client diversity, cultural values, behaviors and practices in the psychosocial assessment.
3. Collecting and using baseline data to evaluate client progress throughout the social work documentation process.



Assignment: In class documentation exercise #1 today—Describing the client

Required Readings:

1. In Kagle text: Chapter 1: The principles, functions and history of records, pgs. 1-31.
2. Mama, R.S. (2001). Preparing social work students to work in culturally diverse settings. *Social Work Education*, 20 (3), 373-382.

Units 6 & 7-September 29 & October 6, 2009-- Developing the Goals Plan/Treatment Plan/Care Plan

Content:

1. Considerations in treatment planning
 - Client ownership of the treatment plan
 - Applying the strengths perspective in the treatment plan
 - Integrating client diversity, cultural values, behaviors and practices in the treating plan
 - Formats and components of the treatment plan (goals, objectives and action steps/tasks.
 - Including theoretically based interventions in the treatment plan
 - Using scales and instruments to collect baseline data for evaluating the treatment plan, client progress and one's practice.



Assignment: In class documentation exercise # 2 on October 6, 2009—Psychosocial assessment

Required Readings:

1. In Kagle Text: Chapter 4: The structure of records I: Narrative and Other Clinical Records

Recommended Readings:

Tebb, S. (1991). Client-focused recording: Linking theory and practice. *Families in Society: The Journal of Contemporary Human Services*, 72 (7), 425-432.

Units 8, 9 & 10–October 13, 20 & 27, 2009 –Documentation at the Micro and Mezzo Levels: The Client Progress/Case Note Content:

1. Progress notes: formats and components
2. Terms used in writing progress/case notes
3. Types of progress/case notes
 - Referral note
 - Telephone contact note
 - Case management note
 - Individual note
 - Family note
 - Group note
 - Collateral contacts
4. Progress/case note content
 - Applying the strengths perspective when writing progress/case notes
 - Integrating client diversity, cultural values, behaviors and practices in progress/case notes.
 - Including theoretically based interventions in the progress/case note
 - Linking progress/case notes to the treatment plan



Assignment: In class documentation exercise #3 on October 20, 2009—Treatment Plan

Required Readings:

For October 13th: In Kagle Text: Chapter 5: The structure of records II: Forms, pgs. 147-150

For October 20th: In Kagle Text: Chapter 6: Practice Issues, pgs. 175-197

For October 27th: Cameron, S. & Turtle-Song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling of Development*, 80, 286-292.

Units 11 & 12 November 3 & 10, 2009-High Risk, Special Cases & Documentation

Content:

1. Highlighting important interview content and themes in:
 - Child abuse and neglect
 - Suicide, homicide, psychoses and violence
 - Alcohol abuse, substance abuse and HIV/AIDS
 - Documentation and the legal/court system



Assignment: In class documentation exercise #4 on November 3, 2009—Progress Note

Required Readings:

1. In Kagle Text: Chapter 8: Records and the law, pgs. 223-250.
2. In Kagle Text: Chapter 9: Records and the courts, pgs. 254-284

Recommended Readings:

1. Callahan, J. (1996). Documentation of client dangerousness in a managed care environment. *Health and Social Work*, 21 (3), 202-207.
2. Read for next class: Gelman, S. R. (1992). Risk management through client access to case records. *Social Work*, 37 (1), 73-79.

Units 13 & 14—November 17 & 24, 2009 Documentation at the Macro Level: Utilizing documentation for advocacy in the planned change process

Content:

1. What is planned change process?
2. Using documentation to advocate for economic and social justice
3. Meeting minutes: learning to capture the essence of meetings (class exercise on meeting minutes)
4. Identifying and addressing gaps in service delivery through documentation.
 - Memos
 - Developing proposals for new services
 - Developing policies and procedures
 - Professional letters and client advocacy

STOP

Assignment: Documentation Paper due November 17, 2009

STOP

In Class Assignment: Documentation exercise #5 on November 17, 2009—Progress Note

Required Readings:

1. In Kagle Text: Chapter 7: Administrative issues, pgs. 199-216.
2. Vidgen, A. & Williams, R. (2001). Letter-writing practices in a child and family service. *Journal of Family Therapy*, 23(3), 317-326.

Unit 15- December 1, 2009- Quality Assurance & How to Prepare the Record for Termination

1. Understanding quality assurance
2. Organizing the client record for termination

STOP

In Class Assignment: Documentation exercise #6 today

Unit 16-December 8, 2009—Course Wrap Up Session/Consultation session with Instructor.

Instructor available to meet with students on course content, papers, etc.

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that his/her Ecommunity email address is correct.

Additional Readings (Not Required Reading)

Brittain, C. & Esquibel, D. Eds. (2004). Helping in Child Protective Services: A Competency-based Casework Handbook. Oxford, NY: Oxford University Press.

Dickson, D.T. (1998). Confidentiality and Privacy in Social Work: A Guide to the Law for Practitioners and Students. New York, NY: The Free Press.

- Dziegielewska, S. F. (1998). The Changing Face of Health Care Social Work: Practice in the Era of Managed Care. New York, NY: Springer Publishers.
- Dziegielewska, S.F. & Leon, A.M. (2001). Time-Limited Case Recording: Effective Documentation in a Changing Environment. *Journal of Brief Therapy*, 1, 1.
- Evans, D. R., Hearn, M. T., Uhieman, M. R & Ivey, A. E. (1998). Essential Interviewing: A Programmed Approach to Effective Communication. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Finkel, M.A. & Ricci, L.R. (1997). Documentation and preservation of visual evidence in child abuse. *Child Maltreatment: Journal of the American Professional Society on the Abuse of Children*, 2(4), 322-330.
- Gelman, S. R. (1992). Risk management through client access to case records. *Social Work*, 37(1), 73-77.
- Glasper, E.A., Holmes, C.W., Brown, K.L. & Newton, J. (2006). Shared records: Towards collaborative working with families. *Paediatric Nursing*, 18(1), 34-37.
- Goodman, M., Brown, J., & Dietz, P. (1992). Managing Managed Care: A Mental Health Practitioner's Survival Guide. Washington: American Psychiatric Press, Inc.
- Jongsma, A. E., Peterson, L.M. & McInnis, W.P. (1996). The Child and Adolescent Psychotherapy Treatment Planner. New York, NY: John Wiley & Sons, Inc.
- Jongsma, A. E. & Peterson, L.M. (1995). The Complete Psychotherapy Treatment Planner. New York, NY: John Wiley & Sons, Inc.
- Kagle, J. D. (1993). Recordkeeping Directions for the 1990's. *Social Work*, 38 (2), 190-196. Kagle, J.D. (1991). Social Work Records. CA: Wadsworth Publishing Company.
- Kagle, J.D. (1996). Social Work Records. Prospect Heights, Ill: Waveland Press.
- Knapp, S. (2005). The Parenting Skills Treatment Planner. Hoboken, N.J.
- Mitchell, R. (2001). Documentation in Counseling Records. American Counseling Association.
- Moline, M.E., Williams, G.T. & Austin, K.M. (1998). Documenting Psychotherapy: Essentials for Mental Health Practitioners.

- Piazza, N. & Baruth, N. (1990). In the Field: Client record guidelines. *Journal of Counseling and Development*, 68, 313-316.
- Prieto, L.R. & Scheel, K.R. (2002). Using case documentation to strengthen counselor trainees' case conceptualization skills. *Journal of Counseling & Development*, 80(1), 11-21.
- Wiger, D. (2005) (2nd Edition). The Psychotherapy Documentation Primer IN: Wiley
- Wiger, D. (2005). The Clinical Documentation Sourcebook.N.J.: Wiley
- Woodside, R. & McClam, T. (2002). Generalist Case Management: A Method of Human Service Delivery. CA: Wadsworth.