The University of North Carolina at Chapel Hill
School of Social Work

Course Number: SOWO 517 Section 957: Fridays, 2pm-4:50pm

Course Title: Planning for Social Work Interventions, Spring 2014

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Office Hours: By appointment

Course website: Available through sakai.unc.edu/portal

COURSE DESCRIPTION: Examines practice theories and models with individuals, families, groups, communities, organizations and human service systems. Identifies and builds evidence-based skills to create change in multiple levels of social work practice.

COURSE OBJECTIVES
This course has two primary aims. The first is to help students see how social work practice is linked within the spheres of practice as well as to research and policy. The more integrated one’s practice is, regardless of the primary focus of that practice, the more effective and efficient it often is for the client system. The second aim of the course is to expand the foundation skill set so that students are better prepared in the field and will have more skills as they enter into their concentration year.

The first half of the semester will focus on planning interventions with individuals, groups, and/or families. The second half will focus on planning interventions with organizations and communities. In both halves, the goal is to provide students with critical practice skills that will be useful to them as they move in and out of different practice settings and take on different roles within the social work profession.

REQUIRED TEXTS
No required texts.

READINGS & RESOURCES
Required readings are listed below in the weekly class schedule and are available on the class Sakai site. Additional readings and/or modifications to the required readings may occur during the semester to meet student and course needs. All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Sakai, at https://sakai.unc.edu/portal

TEACHING METHODS
My goal is to make course content as practical as is possible in a classroom setting. We will use case examples, guest speakers, role plays, multimedia, problem-solving exercises, and discuss students’ field placements, class projects and prior professional experiences. Students’ active participation is critical. A supportive classroom learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking
experience to readings and assignments. I appreciate your contributions to making this a safe and respectful class for learning and growth.

CLASS ASSIGNMENTS
Student performance will be evaluated based on the following assignments. More detailed assignment instructions are available on Sakai.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Attendance</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>Documentation</td>
<td>Class #5</td>
<td>15</td>
</tr>
<tr>
<td>Self-Care</td>
<td>Class #7</td>
<td>15</td>
</tr>
<tr>
<td>Budget</td>
<td>Class #10</td>
<td>15</td>
</tr>
<tr>
<td>Job description and supervision plan</td>
<td>Class #13</td>
<td>15</td>
</tr>
<tr>
<td><strong>CHOICE</strong>: Application of Intervention OR Completed Program Plan</td>
<td>April 25, 2pm</td>
<td>30</td>
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**Class Participation & Attendance**
It is expected that students will be active members of the class. Therefore, participation will be judged by attendance and the degree to which students are prepared for class and participate in class discussions, exercises, role plays and other learning activities. Full credit will only be awarded to students who arrive to all class sessions on time, stay for the entire duration of the class, and demonstrate that they have completed assigned tasks.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**
Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are STRONGLY encouraged to use online resources of the campus Writing Center ([http://www.unc.edu/depts/wcweb/](http://www.unc.edu/depts/wcweb/)) and/or seek assistance from Diane Wyant or Susan White in the School of Social Work.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. **All written assignments for this course should be submitted in APA style.** Exceptions to this requirement are that students are expected to format and present their written work based on 1) assignment instructions and 2) single spacing and any format the student desires for presenting bulleted and numbered lists, tables, charts and other in-text objects that results in a professional and attractive presentation expected by human service organizations.

Information concerning APA style and writing resources are listed below:
- [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html) (APA Style for material in electronic formats)
- [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about documentation using APA style)
- [http://www.bartleby.com/141/](http://www.bartleby.com/141/) (electronic version of Strunk’s *The Elements of Style* which was originally published in 1918)
- [http://www.fas.harvard.edu/~wricntr/resources.html](http://www.fas.harvard.edu/~wricntr/resources.html) (The Writing Center, links to on-line reference material and many other useful sites for authors)

**GRADING SYSTEM**
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H: 94-100
A grade of P is considered entirely satisfactory. The grade of Honors (“H”) — which only a limited number of students attain — signifies that the work is clearly excellent in all respects.

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS**

A paper is considered late if it is handed in any later than the start of class on the day it is due. The grade for late papers will be reduced **10% per day, including weekends.** Therefore, a paper that would merit a grade of 100 on Friday will receive a grade of 70 if submitted on Monday. Similarly, a paper due at 2pm on Friday handed in at 3pm will be considered one day late.

A grade of “Incomplete” is given only in exceptional and rare circumstances, such as family crisis or serious illness. It is the student’s responsibility to request and explain the reasons for an incomplete. The instructor has no responsibility to give an incomplete without such a request.

**POLICY ON RESUBMITTING WORK**

Students have the option of resubmitting one assignment during the course of the semester, with the exception of the final assignment. Students who wish to resubmit work must discuss this with the instructor first, and must turn in revised work within one week of receiving the original graded assignment. The highest grade possible on a resubmitted assignment is 80 out of 100 points.

**POLICY ON ACADEMIC DISHONESTY**

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. **All written assignments should contain a signed pledge stating: “I have not given or received unauthorized aid in preparing this written work.”** Credit will not be awarded for unpledged work. Please refer to the **APA Style Guide, The SSW Manual, and the SSW Writing Guide** for information on attribution of quotes, plagiarism (including self-plagiarism, or submitting work that has been previously submitted in another course) and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services ([http://disabilityservices.unc.edu](http://disabilityservices.unc.edu)) and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

Use of all electronic devices for non-academic purposes is prohibited. Please set your cell phones to vibrate. Use of laptops is permitted as a tool for small group activities and in-class assignments or as an approved accommodation for students with disabilities (see above).
# Class Schedule & Reading Assignments

## Class 1
### Friday, January 10

**Introduction to the Course**

**Topics:**
1. Course overview
2. Review of syllabus and assignments

No required readings.

## Class 2
### Friday, January 17

**Social Work Records; Documentation**

**Topics:**
1. History of social work record keeping
2. Purposes of documentation
3. Contemporary legal and ethical issues in recordkeeping

**Readings:**

  


## Class 3
### Friday, January 24

**Motivational Interviewing**

**Topics:**
1. Basic principles of motivational interviewing
2. MI interventions to engage ambivalent and resistant clients

**Readings:**

  
  Chapter 6 – Motivational Interviewing, pp. 106-128.


Optional: Pre-recorded webinar: Making Shift Happen: A Motivational Interviewing Primer for Healthcare Professionals by Paul Nagy, Duke Department of Psychiatry and Behavioral Sciences
http://www.ncebpcenter.org/media/032911southregionalahec/032911southregionalahec.html


Guest speaker: Dr. Gray

### Class 4  
**Compassion Fatigue; Importance of Self-Care**  
**Friday, January 31**

**Topics:**
1. Impact of client trauma on clinicians  
2. Compassion fatigue and burnout  
3. Warning signs  
4. Practitioner self-care

**Readings:**


### Class 5  
**Family Therapy; Group Therapy**  
**Friday, February 7**

**Topics:**
1. When is family therapy appropriate?  
2. What are the 11 therapeutic factors?  
3. Working in the here-and-now

**Readings:**
Chapter 10 – Family Therapy, pp. 170-203

Chapter 1: The Therapeutic Factors, pp. 1-18
Chapter 6: The Therapist: Working in the Here-and-Now, pp. 141-199

Chapter 2 – Psychoeducation and Family Theory, pp. 28-40.

**Guest Speaker: To be confirmed**

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**Class 6**  
**Risk Assessments, Suicide Prevention, & Crisis Intervention**  
**Friday, February 14**

**Topics:**
1. Risk Factors – a brief review
2. Assessing for suicidal ideation and determining risk
3. Courses of action
4. Key components of crisis interventions
5. Post suicide and post homicide interventions

**Readings:**
Chapter 13 – Risk Assessment and Suicide Prevention, pp. 255-279.

Chapter 14 – Crisis Intervention in Clinics, Schools, and Communities: Responses to Violence, Suicide and Homicide, pp. 280-304.


**Additional Readings: TBD**

**Guest Speaker: Andy Hagler**

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**Class 7**  
**Community and Home-based Services**  
**Friday, February 21**

**Topics:**
1. Ways that home-based services differ from office-based services
2. Evidence-based interventions
3. Safety and boundary issues

**SELF-CARE ASSIGNMENT DUE**
Readings:


Additional Readings: TBD

Guest speaker: Dr. Elizabeth Arnold

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**Class 8**
**Friday, February 28**

**Understanding Organizational Budgets; Creating a Budget**

**Topics:**
1. Identify the challenges human service organizations face in financing their operations
2. Understand how HSOs are shaped by the political economies of different fields of practice
3. Describe full cost budgeting/recovery principles and practices
4. Create a full cost budget and budget justification for your program

**Bring to Class:** A program budget from your organization

**Readings:**
   *Chapter 3* – How organizations are financed (pp. 51-77)

   *Chapter 12* – Budgeting for financial control, management, and planning (pp. 255-270)


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**Class 9**
**Friday, March 7**

**Finding Money to Pay for Your Program or Intervention**

**Topics:**
1. Identify key sustainability principles for human service organizations, including revenue diversification and operating reserves
2. Understand the key differences between restricted and unrestricted sources of revenue and general application procedures for grants

**Bring to Class:** A grant application from your organization
**Bring to Class:** A resource development plan or database from your organization (if available)
Readings:

**Chapter 11** – Philanthropic Fund-Raising (pp. 266-297)

**Chapter 12** – Earned Income Strategies (pp. 298-321)


Review the following North Carolina foundation websites to identify:
1. Funding areas/priorities
2. Application procedures and guidelines
3. Types of organizations and programs that are getting funded
   
   [http://www.zsr.org/](http://www.zsr.org/)
   [http://www.kbr.org/](http://www.kbr.org/)

Guest speaker: To be confirmed

**Friday, March 14- Spring Break – No class!**

- **Class 10**
  - Recruiting & Hiring Staff; Developing a Hiring Plan
  - **BUDGET ASSIGNMENT DUE**

**Topics:**
1. Understand how program structure and function affect the development of staffing plans
2. Identify methods to recruit a skilled and diverse staff appropriate for the program
3. Practice developing a job description that articulates the knowledge, skills and attitudes needed for a successful program
4. Compare with job descriptions already in the chosen agency
5. Assess how the current structure and culture of the agency will affect your program plans
6. Assess current agency diversity and address gaps in your hiring plan

**Bring to Class:** A copy of a job description from your agency

**Readings:**


Class 11  Supervising & Supporting Staff  
Friday, March 28

Topics:
1. Understand how program structure and agency culture affect supervision and management
2. Assess the role and function of management in the chosen agency
3. Develop a plan for supporting and monitoring staff work in your program

Readings:
   Chapter 5 – Supervision within the organizational setting (pp. 93-115)
   Optional: Chapter 6 – The work environment (pp. 111-132)


Additional Resources
   Chapter 14 – Human Resources Management (pp. 245-265)

Class 12  Social Work Ethics and Values; Ethical Decision Making Models  
Friday, April 4

Topics:
1. Differences between law and ethics
2. History of professional codes
3. Ethical principles
4. Ethical decision making models

Readings:
   Chapter 2: Values and Professional Ethics, pp. 23-49

   Chapter 2: Ethical Decision Making, pp. 23-60.

Class 13  Presentation and Consultation on Final Projects  
Friday, April 11

**JOB DESCRIPTION AND SUPERVISION PLAN ASSIGNMENT DUE**
Topics:
1. Present final project to peers for feedback and consultation

Friday, April 18 - Good Friday – No class!

Class 14
Friday, April 25
Licensure in NC
Course Review; Evaluations

**APPLICATION OF INTERVENTION OR COMPLETED PROGRAM PLAN DUE**

Topics:
1. Review NC SWC&L Board website
2. Discuss licensing process; supervision and continuing education requirements
3. Review Ethics standards- Statutes and NASW Code

Readings:
North Carolina Social Work Certification and Licensure Board
Go to: http://ncswboard.org/
Read: LCSW-Associate tab and Certification & Licensure tab