**Course Number:** SOWO 517.001 Monday 2:00 – 4:50  
**Course Title:** Planning for Social Work Interventions, Spring 2014  
**Room:** TTK  
**Instructor:** Anne Jones, MSW, PhD  
**Office:** School of Social Work, Room 563-G  
**Phone:** 919-962-6537  
**Email:** [annejone@email.unc.edu](mailto:annejone@email.unc.edu)  
**Office Hours:** Tuesday* 1:00-2:00, or by appointment  
* (one Tuesday/month I have a meeting)  
**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:**  
At the conclusion of this course students will be able to:

1. Critically evaluate and apply theories and models to use with client and organizational systems in a variety of practice settings.
2. Identify congruence or dissonance between practice theories and models and social work values and ethics.
3. Describe and evaluate how models of practice apply to contemporary social work issues taking into account the diverse ended populations.
4. Demonstrate beginning skill in utilizing evidence-based models in appropriate direct practice client situations (e.g. CBT, structural family therapy) in the context of the larger community.
5. Demonstrate beginning skill in organizational development and community-based human service system improvement (e.g. social planning, financial management) to better support individuals and families.

**Expanded Description:**  
This course has two primary aims. The first is to help students see how social work practice is linked within the spheres of practice (macro, mezzo, direct), as well as to research and policy. The more integrated one’s practice is (regardless of the primary focus of that practice) the more efficient and effective it usually is for the client system. The second aim of the course is to expand and apply the foundation course skills set for students so that they are better prepared in field with stronger skills as they enter into their concentration year.
REQUIRED TEXTS:

RECOMMENDED TEXTS:

REQUIRED READINGS:
Other required and recommended readings and websites will be on the course Sakai site.

OTHER TEXTS THAT MAY BE USEFUL:

TEACHING METHODS
We hope to develop a classroom environment that reflects the values of the social work profession. A supportive 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. We will appreciate your contributions to making this a safe and respectful class for learning and growth.

CLASS ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Case Summary</td>
<td>15%</td>
</tr>
<tr>
<td>Measurement</td>
<td>10%</td>
</tr>
<tr>
<td>Application of EBP Core Processes</td>
<td>25%</td>
</tr>
<tr>
<td>Documentation</td>
<td>15%</td>
</tr>
<tr>
<td>Self-Care</td>
<td>20%</td>
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Please see the end of the syllabus for all assignment descriptions.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS
Students are expected to use solid academic English. Poor grammar, syntax, and spelling will impact the grade. Those who struggle with 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 unless otherwise indicated by the nature of the assignment.

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 Trunk’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**

- H = 94-100
- P = 80-93
- L = 70-79
- F = 69 and below

**Class Participation and Attendance Expectations**

Participation will be evaluated by the degree to which students participate in class discussions, exercises, role plays and other learning activities. What does good class participation look like? It looks like someone who is interested, engaged in discussions, shares his or her opinions and observations and asks questions. It is a student who is an active participant in his or her learning and keeps up with the readings for his or herself and for the betterment of classroom learning. Attendance will be recorded and unexplained absences and/or chronic tardiness will impact the grade.

**Policy on Incompletes and Late Assignments**

It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that may prohibit you from completing the assignment on time, any request for delay of an assignment/exam should be done in advance of the due date (at least 24 hours) on an assignment/exam. Approved delays are not common but when granted will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 2 point reduction every 24 hours that the assignment is late.

If the student meets unavoidable obstacles to meeting the time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of incomplete (INC) would be appropriate. We prefer not to give an incomplete grade and will give incompletes in extraordinary circumstances and in compliance with University policy.
POLICY ON ACADEMIC DISHONESTY
Plagiarism in any form is not acceptable and it is a violation of the UNC Honor Code. Plagiarism is defined by the Honor code as the "the deliberate or reckless representation of another’s words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise". Consulting the following website will help you to avoid it: http://ssw.unc.edu/students/writing

The APA Style Guide, The SSW Manual, and the SSW Writing Guide are also good sources of information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work".

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 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 me.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM
Use of cell phones is prohibited during class. Please turn your phone off at the beginning of class. If family situations require access, a conversation with the Instructor is expected. Laptops and tablets are only to be used in conjunction with class activities. Using a laptop for personal reasons not only impedes the user’s learning but those around them.
**Course Outline**

**Class 1:** Introduction to course and Evidence-based practice  
**Monday – January 13**

**Topics:**
- Course Overview
- Perspectives that will inform the course.
  - EBP
  - Strengths-based/Recovery
  - Risk and Resilience
- Defining EBP – What it is and what it is not
- Steps in using EBP
- Incorporating diversity

**Assigned Readings:** (Please note: as we are missing a class, we will be covering some of the material being covered in the Tuesday class during the first class and the 1/27 class.)

- Chapter 1 – Evidence-Based Practice, pp. 19-35.
- Chapter 2 – Incorporating Multicultural, Racial and Socioeconomic Diversity, pp. 36-71.

**Recommended Reading:**


**Martin Luther King Holiday – No Class**  
**Monday – January 20**  

**Class 2:** EBP Core Processes: Engaging and Joining  
**Monday – January 27**

**Topics:**
- Review EBP material
- Key elements in a strong working alliance
- Common mistakes
- The role of gender - Engaging men vs. women
- The role of race - Engaging persons of a different race
- Practice and reflection
Assigned Readings:
Chapter 3 - Joining and Establishing the Therapeutic Relationship, pp. 75-94.

(For class members who identify as women)*

(For class members who identify as male)*

* These are written from a gendered perspective. Feel free to read both.


Class 3: EBP Core Processes: Motivational Interviewing
*Monday – February 3*

Topics:
- Basic principles of motivational interviewing
- Relationship to the Transtheoretical (Stages of Change) Model
- MI interventions to engage ambivalent and resistant clients
- Practice and reflection

Assigned Readings:
Chapter 6 – Motivational Interviewing, pp. 106-128.

Chapter 8 – Resolving Ambivalence, pp. 89-100.

Chapter 6 – Change Talk, pp. 48-63.
Useful Web Resource:
Motivational interviewing website  http://www.motivationalinterview.org/

Class 4: Screening Tools and Standardized Measures for Assessing Common Problems
Monday - February 10

Topics:
- The role and purpose of standardized measures
- When, where and how often to use them
- Searching for measures and gaining access to them
- Determining appropriateness and fit for the client
- Practice and reflection time

Assigned Readings:
Chapter 2 - Qualitative and Quantitative Assessments, pp. 15-27.


Assigned Activity:
Find a standardized measure relevant to either your case or a population or problem that you are interested in. Complete standardized measure form (under resources on Sakai) and bring a copy to class. See assignment 2 for directions.

Monday – February 17

Topics:
- What is mindfulness?
- Therapeutic use of mindfulness
- Acceptance-based principles
- Relapse prevention and trigger management
- Practice and reflection

Assigned Readings:
Chapter 8 – Mindfulness – and Acceptance-Based Principles and Practices, pp. 140-160.
Chapter 9 – Relapse Prevention, Trigger Management, and the Completion of Treatment, pp. 161-178.

Short Mindfulness exercise: Will be handed out in class

**Recommended Reading: (not very long!)**

**Useful Web Resource:**
(S) John Cabat Zinn’s pioneering mindfulness bases stress reduction program at UMASS [http://www.umassmed.edu/cfm/stress/index.aspx](http://www.umassmed.edu/cfm/stress/index.aspx)

**Class 6:** EBP Core Processes: Psychoeducation: Theoretical Basis and Basic Skills; Application to Recovery in MH services.
*Monday – February 24*

**Topics:**
- What is psychoeducation?
- Basic components of psychoeducation
- Psychoeducation used with anxiety, depression and couple distress
- Demonstration, practice and reflection

**Assigned Readings:**
  - Chapter 2 – Psychoeducation and Human Behavior Theory, pp. 9-27.
  - Chapter 4 – Teaching skills for psychoeducation, pp. 41-49.

  - Chapter 9, Psychoeducation and Recovery Principles, pp. 95-105.


**Class 7:** Systems Interventions:
*Systems Interventions: Family Therapy through a Narrative and Strengths-based Perspective*
*Monday - March 3*
Topics:
- When is family therapy appropriate?
- Commonalities across approaches
- An introduction to Narrative therapy
- Demonstration, practice and reflection

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

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

(S) Nichols, M.P. & Schwartz, R.C. The essentials of family therapy (2nd ed.). Boston: Pearson Education Inc.  
Narrative Therapy, pp. 240-263

Optional Reading
p. 42-48 Full version of case of “Sneaky Poo”

Monday, March 10: No Class- Happy Spring Break!

Class 8: Systems Interventions: Interdisciplinary Teams, Coordination of Care and Assertive Community Treatment (ACT); Maintaining Documentation  
Monday – March 17

Topics:
- Coordinating care through a multi-disciplinary care team
- Assertive Community Treatment (ACT teams)
- Family Empowerment Programs (FEP)
- Components of Case Management
- Practice and reflection

Assigned Readings:
Chapter 11 – The Multisystems Model, pp. pp. 204-226


Recommended Reading:

Useful Web Resources:
(S) NASW Standards for Social Work Case Management

(S) American Case Management Association http://www.acmaweb.org/

Class 9: Community and Home-Based Services
Monday – March 24

Topics:
• Ways that home-based services differ from office-based services
• Evidence-based interventions
• Safety and boundary issues
• Practice and reflection

Required Readings:


Class 10: Risk Assessments and Suicide Prevention; Documentation.
Monday – March 31

Topics:
• Risk Factors – a brief review
• Assessing for suicidal ideation and determining risk
• Courses of action
• Practice and reflection

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

Chapter 3 – The SSF and the origin of CAMS pp. 8-28 *(Please skim prior to reading chapters 4 and 5)*
Chapter 4 – CAMS Risk Assessment, pp. 48-63
Chapter 5 – CAMS Treatment Planning, pp. 64-93

**Recommended Reading:**

**Class 11: Crisis Intervention in Clinical Settings, Schools and Communities: Responding to Violence, Suicide, Homicide and Natural Disasters**
*Monday – April 7*

**Topics:**
• Key components of crisis intervention
• Post suicide and post homicide interventions
• Reactions to loss and grief
• Practice and reflection

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


Class 12: Understanding Compassion Fatigue and the Importance of Self-Care

Monday – April 14

Topics:
- Impact of client trauma on clinicians
- Compassion fatigue and burnout
- Warning signs
- Practitioner self-care

Required Readings:
Chapter 15 –Supervision, Training and Organizational Support as Antidotes to Burnout, pp. 326-342.

Class 13

Topic of your choice; Review, Wrap-Up and Celebration

Monday – April 21

Topics:
- Your choice!
- Wrap up
- Final feedback

Submit self-care plan by Friday, April 25th 5:00 pm.
Assignment Descriptions

**Assignment One: Case Assessment and Treatment Plan (15 points)**
**Due date: Class 2/3/14**

Objective: The purpose of this assignment is to gain further practice: (1) doing an assessment of a case that you have been assigned in your field placement or have had in the past (using the biopsychosocial outline from SOWO 540. Please note: the outline has been modified for this assignment and is on our class website under the Resources tab) and (2) developing a clear treatment goal. This assignment will form the basis of assignment three so please keep that assignment in mind as you consider what case you will use. You may also use also want to use this case for the second assignment which involves finding a standardized measure as well as the case presentation in your field seminar.

<table>
<thead>
<tr>
<th>Evaluation Criteria – Case Assessment and Treatment Plan</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline is appropriately followed and case summary provides a comprehensive picture of the client and their environment.</td>
<td>3</td>
</tr>
<tr>
<td>Client’s strengths and challenges are clearly identified</td>
<td>2</td>
</tr>
<tr>
<td>Underlying family and/or community issues are presented in a coherent, thoughtful manner</td>
<td>2</td>
</tr>
<tr>
<td>Impressions and summary are written in a clear succinct manner and makes sense in view of the factual information supplied above</td>
<td>3</td>
</tr>
<tr>
<td>Goal is clearly connected to client’s concerns and adheres to SMART goal criteria in a in a logical, appropriate manner.</td>
<td>3</td>
</tr>
<tr>
<td>Writing is clear, free from errors.</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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**Assignment Two: Screening/Assessment Measure**
**Due Class 4 – 2/10/14**

Objective: The purpose of this assignment is to become more familiar with library resources; gain experience looking for a standardized measure and evaluating its appropriateness for your intended individual/family or population.

To complete this assignment:
(1) Choose a population, problem or issue that interests you and using our library resources, seek out a standardized screening tool or measurement. Some excellent resources include:
- HAPI – an online database to identify measurements used in health and psychosocial settings
- *Encyclopedia of Psychological Assessment* – an extensive online guide to psychological scales and measures
- PsychTESTS - an online database in the UNC library electronic database
- Mental Measurements Yearbook with Tests in Print in the UNC library electronic database
- Books and journal articles on your specific topic

(2) Complete the online form (on Sakai under resources) and bring to class, prepared to share your information. If possible, please bring the measure as well.

(3) During the next week you will upload your form to Sakai so that the rest of the class can avail themselves of your work.

<table>
<thead>
<tr>
<th>Evaluation Criteria for Assignment Two – Screening/Assessment Measure</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name, purpose of the measure and source where it was retrieved</td>
<td>2</td>
</tr>
<tr>
<td>Who or what population is measure intended for</td>
<td>2</td>
</tr>
<tr>
<td>Possible limitations, cultural biases etc. are accurately and clearly identified.</td>
<td>2</td>
</tr>
<tr>
<td>How the measure would be used</td>
<td>2</td>
</tr>
<tr>
<td>What you learned from this assignment</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10 points</strong></td>
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</tbody>
</table>

**Assignment Three: Application of a Core Mediational Process to a Case (20 Points)
Due Date: Any time up until 3/3 (class before spring break)**

**Objective:** The aim of this assignment is integrate course content with some additional outside readings and apply what you have learned to an aspect of the case summarized in assignment one. In a 3-4 page paper you will apply one of the Core Mediational Processes covered in the course to the case you have summarized in assignment one. The paper will consist of the following sections:

(1) Begin by restating the summary and impressions and your goal from assignment one. (Note: you may copy and paste or make changes based on instructor feedback).

(2) A description of the core mediational process (intervention), e.g. psychoeducation and the rationale for its use with person, family or group discussed in your case (approximately one page);

(3) A synthesis of research that supports your use of that particular intervention with the person/issue you have chosen. You may use course readings but this section should also include at least two additional academic sources such as a book chapter or a journal article (approximately one page);

(4) A dialogue between you and your client in which you convey an understanding of the intervention by showing how you would use it in practice. This will consist of a back and forth conversation between you and your client. Examples include: joining with a male client; using
MI questions to overcome ambivalence; using psychoeducation by teaching a skill or providing information etc. This can involve something you have already done, something you wish you had done, or something you plan on doing.

<table>
<thead>
<tr>
<th>Evaluation Criteria for Assignment Three (Application of Core Mediational Process)</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Begin by restating your summary and impressions of this client. Summary of one salient issue or aspect of the case is provided and makes sense based on previously provided case material</td>
<td>1</td>
</tr>
<tr>
<td>Intervention is clearly and succinctly described using appropriate examples and citations</td>
<td>4</td>
</tr>
<tr>
<td>Use of the intervention for the kind of issue described is supported by the literature and is appropriately cited by well-chosen sources</td>
<td>5</td>
</tr>
<tr>
<td>Script shows a solid understanding of the intervention and is conveyed to the client in an appropriate and accurate manner</td>
<td>8</td>
</tr>
<tr>
<td>Assignment is well written, free of errors, and APA formatting is correctly applied</td>
<td>2</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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**Assignment Four: Documentation – Critique a Progress Note**  
**Due Class 11 - April 7th**

The aim of this assignment is to gain more experience with progress notes by critiquing a case note that I will give you. This exercise will be a follow-up to lecture material and an in-class activity on documentation. The progress note will be posted on Sakai and/or handed out in class.

In this scenario, think of yourself as a clinical supervisor who is reading the case note. As the supervisor, you are reading the note because the client has called in saying that she is in crisis and needs to talk to someone. The client’s regular social worker, Pamela, who wrote the note has been working with the client for two months but is not working that day so you need to fill in for her. Drawing from your knowledge of the SOAP format which the agency recently adopted, please answer the following questions.

1) What are the strengths of the progress note?
2) What information is omitted?
3) What, if any, errors are there?
4) Rewrite the note so that you will have a good example for Pamela to follow in the future.

<table>
<thead>
<tr>
<th>Evaluation Criteria for Assignment Four Critique a Progress Note)</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Strengths of progress note are accurately and clearly identified</td>
<td>3</td>
</tr>
<tr>
<td>Omitted information is correctly and clearly delineated</td>
<td>3</td>
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<tr>
<td>Any errors are correctly and clearly identified</td>
<td>3</td>
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<tr>
<td>The progress note is clearly and accurately revised and it conforms to the SOAP</td>
<td>6</td>
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Assignment Five: Self-Care Plan
Due Friday, April 25th

As Franklin and her co-authors point out, clinical work is very rewarding but it can also be very psychologically, spiritually and physically challenging. This can be particularly true when we ourselves are experiencing personal and inevitable life stressors. Given what is known about vicarious trauma, compassion fatigue, and burnout within the helping professions, it is important to be aware of each of these conditions and to learn how to prevent them. This requires knowledge, self-awareness, and good self-care. The primary goal of this assignment is for students to consider their own personal risk factors and to, based on the readings, develop a realistic plan of self-care.

In a 4 page paper (approximately), please answer the following questions.

1. Relative to your professional interests such as problem areas, homelessness, populations, persons with a history of substance abuse, mental illness, or multiple environmental problems, and likely area of practice, what are some possible contextual challenges that you might expect to encounter? (1/2 – 1 page).

2. What do you see as some of your own personal risk factors that you will need to be watchful of? Some possible examples might include: difficulty setting limits, tendency to neglect your own needs, similar personal history etc. Please note: you are under no obligation to write about topics of personal nature that you do not wish to share. However, whatever you do choose to write, please be aware that I will keep this information confidential, and will not share it with other students, faculty or anyone in my personal life (1/2 – 1 page).

3. Given what you have thought about in relation to potential challenges associated with your professional interests as well as your own personal attributes, please create a personal care plan that will help to serve to nurture and support you over the next 3-5 years. These should be specific, documented as supportive ways to care for self, and drawn from the assigned readings or any outside research you may wish to do. (1-2 pages).

4. What kinds of administrative and organizational supports are available to workers in your current agency (please provide the name of your organization and its mission)? Which ones are not available that you think would be useful and how would they help? If you were a supervisor or administrator there, what would you do to create more of a “culture of support?” You may also feel free to discuss a previous organization where you have worked or interned (1/2 – 1 page).
5. **Summary** – what you learned from the reading assignment and from taking the time to reflect on your own characteristics and needs.

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<thead>
<tr>
<th>Evaluation Criteria for Assignment Five</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Question #1: Potential professional challenges are realistic and written in a way that shows a high level of thoughtfulness, insight and grasp of the readings.</td>
<td>4</td>
</tr>
<tr>
<td>Question #2: Personal risk factors are written in a way that shows a high level of insight, self-reflection, and grasp of the readings.</td>
<td>4</td>
</tr>
<tr>
<td>Question #3: Self-care plan is linked to the answers above and demonstrate a high level of insight, self-awareness and grasp of the readings.</td>
<td>5</td>
</tr>
<tr>
<td>Question #4: Discussion about organizational supports shows a high level of thoughtfulness, understanding of assigned readings and insight about your agency.</td>
<td>4</td>
</tr>
<tr>
<td>Summary #5: Summary clearly synthesizes (but does not repeat) points discussed above but also provides some new perspective on the issue of the risks and challenges that you are likely to experience in your work as a direct practitioner working with a vulnerable population.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
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