COURSE NUMBER:  SOWO 715
COURSE TITLE:  Advanced Standing Bridge Course – Practice Module
INSTRUCTOR:  Theresa Palmer, MSW, LCSW, LMFT, AAMFT-Approved Supervisor
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COURSE HOURS:  May 15 - June 19, 2009, 1:00-4:30 pm
                Please NOTE- May 29th class is from 8:30-12 pm & resumes the same day from 1:00 pm to 4:30 pm

SEMESTER:  Summer, 2009

MODULE DESCRIPTION:  This course is intended to supplement the knowledge, skills, and values foundation developed in participants’ BSW programs. It addresses topics necessary for advanced MSW-level practice and to support effective and ethical micro- and macro-level interventions.

MODULE GOAL:  The possession of a knowledge framework, analytical skills, and professional behavior appropriate for macro and micro social work practice.

MODULE OUTLINE
- Overview of the contexts affecting social work practice with different types of client systems
- Skills in assessing needs and creating service plans in response to individual, family, organizational or community needs.
- Overview of a range of social intervention strategies.
- Address knowledge and skill gaps in preparation for advanced MSW practice curriculum.

TEXT

The text is available in the student bookstore or through www.amazon.com, www.bestbookbuys.com or www.textbooks.com

Other required readings are accessible through blackboard.unc.edu under the 2009 Advanced Standing Bridge Course:  1STSS 2009 ADV STDNG BRIDGE COURSE_SOWO715.957 or via internet links provided for readings not posted on
Blackboard. Handouts also will be provided during class to supplement these readings.

**Other useful resources for you include:**


**TEACHING METHODS**
The success of this class depends on the development of a supportive learning environment, reflecting 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. Your contributions in making this a respectful place for learning and growth are appreciated.

This course will use a variety of teaching and learning methods, including lectures, group discussion, role-plays, videos, and handouts. You are expected to actively participate, drawing from assignments, readings, other courses, and other experience. I will be available during the course by phone and email to address questions that may arise between class sessions. Please seek me out.

**CLASS ASSIGNMENTS**
Several methods will be used to determine your progress in the class and your achievement of the course objectives. The assignments are described below. The written assignment should use references following APA format and be typed or word processed using correct grammar, punctuation and spelling. Your score for this module will count toward one-third of your grade for the entire bridge course.

**Participation** – is a vital part of your course performance. Credit for participation is earned by attending class, being on time and prepared, participating in exercises and role plays and offering informed participation in class discussion. *Demonstrating knowledge of the readings* assigned for each class is also a critical part of participation. Your participation counts for 25% of your score on this module.

**Biopsychosociospiritual assessment and treatment plan**- This assignment requires synthesis of various topics from class and readings. You will complete a comprehensive written assessment of a client, based on a videotaped case that
will be provided and present preliminary goals, objectives, and a plan for intervention as well as evaluating progress. The assignment and grading criteria are more fully described later in the syllabus. This assignment counts for 50% of your score for this module and is due at the start of class on June 5th.

Late papers are strongly discouraged and are only accepted at the discretion of the instructor due to dire emergencies. Generally, late submissions are reduced by 10% for each day, including weekends, the paper is late. To be considered for acceptance, the student should seek approval from the instructor before the beginning of class on the day the assignment is due.

**Test** – An in-class test will be given on material covered in class as well as reading assignments. The test counts for 25% of your grade and will be given on the final day of class on June 19th.

**POLICY ON ACADEMIC DISHONESTY**

Please refer to the *APA Style Guide*, and the SSW “Writing and Citing Guide” for 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". If you have any questions about what compliance with this expectation entails, please don’t hesitate to speak with me.

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.

**WRITING ASSISTANCE**

Because communicating clearly through the written word is a professional skill that is essential to every aspect of social work, the School of Social Work provides students with access to resources for improving writing skills:

- Students can work independently to improve skills by reviewing the series of PowerPoint presentations available at [http://ssw.unc.edu/students](http://ssw.unc.edu/students) under the “Writing Resources” tab
- All SSW students can use the UNC Writing Center [http://www.unc.edu/depts/wcweb/](http://www.unc.edu/depts/wcweb/) and students interested in individual help can schedule an appointment to meet with one of the School’s academic editors on the Chapel Hill campus: Diane Wyant (dwyant@email.unc.edu) or Susan White (sewhite@email.unc.edu)
POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who have disabilities that affect participation in the course should notify me if they need special accommodations in instructional format, examination format, etc., considered.

READINGS AND COURSE OUTLINE

The class format is based on the understanding that you are prepared and active learners. Reading the assigned materials prior to the date they are due is a prerequisite to getting the most out of class sessions and successfully meeting the course objectives.

1. FRIDAY, MAY 15, 2009 (1:00 PM – 4:30 PM)

Class Outline:
- Introductions
- Overview of systems thinking
- Link between micro and macro practice
- Ethics in direct and macro practice
- Social work regulation
- Context of practice & use of self
- Assumptions & paradigms
- Assessment in micro & macro practice: content vs. context

Readings due PRIOR to today’s class:
- None

2. FRIDAY, MAY 22, 2009 (1:00 PM – 4:30 PM)

Class Outline:
- Interviewing skills & therapeutic relationships
- Needs assessment
- Mental Status Exam Diagnosis and DSM-IV-TR
- Billing codes & HIPAA
- Psychopharmacology
- Assessing and intervening with suicidal threats
- Assessing and intervening with suspected child abuse
- Assessing additional areas (e.g., spirituality, interests)
- Strength-based approach

Readings due PRIOR to today’s class:
From Lukas book-
- Chapter 1: How to Conduct the First Interview with an Adult
- Chapter 2: Looking, Listening, and Feeling: The Mental Status Exam
Chapter 3: How to Think About Your Client’s Health: The Medical History
Chapter 6: How to Take a Developmental History
Chapter 8: How to Determine whether a Client Might Hurt Somebody—Including You
Chapter 9: How to Determine Whether a Client Might Hurt Herself
Chapter 10: How to Determine Whether a Client is a Substance Abuser
Chapter 11: How to Assess Children for Neglect, Abuse, and Sexual Abuse
Chapter 12: What Psychological Testing Is and When You Might Ask for It
Chapter 13: How to Write an Assessment


3. FRIDAY, MAY 29, 2009 (8:30 AM – 12 PM & 1:00 PM – 4:30 PM)
Class Outline:
- Goal setting and treatment planning
  - Selecting intervention techniques
- Other tools: Genogram, Family Map, Ecomap, Social Network Map, Essential Connections, Circle Drawing
- Practice with families
- Practice with couples
- Practice with children (inc. permanency planning)
- Group work
- Interventions for change in direct practice: CBT, Task centered, MST, Crisis
- Termination of services
- Video for biopsychosociospiritual assignment

Readings due PRIOR to today’s class:


4. FRIDAY, JUNE 5, 2009 (1:00 PM – 4:30 PM)
Due: Biopsychosocialspiritual assessment at start of class

Class Outline:
Creating and using logic models
Assessing and understanding organizations:
Theories
Leadership
Power
Life cycles
Fiscal functioning
Strategic planning & SWOT analysis

Readings due PRIOR to today’s class:


5. Friday, June 12, 2009 (1:00 PM – 4:30 PM)
Class Outline:
Assessing and understanding communities:
- Needs assessments
- Theories
- Functions
- Community competence
- Asset-based community assessment
- Force-field analysis
- Choosing promising practices for community intervention
- Understanding risk and protective factors
- Cultural adaptations for interventions
- Ethical issues
Me to We philosophy

Readings due PRIOR to today’s class


6. FRIDAY, JUNE 19, 2009 (1:00 PM – 4:30 PM)
Due: In-class test administered at beginning of class

Class Outline:
Interventions for change within organizations and communities
   Models of leadership
   Social Action
   Social Planning
   Locality development
   Strategies and tactics
   Legislative advocacy
   Supervision

Using and providing supervision in micro & macro practice

Diversity & cultural competence

Termination and evaluation

Readings due PRIOR to today’s class:


Biopsychosociospiritual Assessment

DUE DATE: June 5th by 1:00 pm

For this assignment, you will view a video depicting an interview with a client and use it as the basis for writing a biopsychosociospiritual assessment, including preliminary treatment goals, objectives, and intervention plan.

The intent of this assignment is to mirror as closely as possible what might be expected of you in writing an assessment following a session with a client. You may take hand-written notes during the video; however, you may not record the video in any way, and you may not use your computer during the viewing. You may not consult with fellow students in the preparation of this assignment. You will be graded on the accuracy and clarity of your assessment, but you may choose from a number of relevant goals for work, as long as they are consistent with the assessment findings and are supported by material from the course and the practice literature.

Your paper should be approximately six pages in length, exclusive of cover page and bibliography. Use 1” margins and 12-point Times New Roman type. Do not double space between sections.

Course readings, handouts, and other sources provide guidance for preparing a biopsychosociospiritual assessment, but your assessment should be organized under the following headings:

- Demographic information, presenting problem, and mental status
- Current and previous agency contacts
- Medical, psychiatric, and substance abuse history and data
- Brief history of the client, including salient relationships with significant others
- Summary of the client’s current situation and relevant history
- Clinician’s analysis of problem for work and mitigating interpersonal and environmental factors, including client strengths
- Preliminary goals and objectives
- Intervention strategies/ plan
- Evaluation plan
- Analytic summary