Course Number: SOWO 715
Course Title: Advanced Standing Bridge Course – Module III - PRACTICE
Instructor: Kim Strom-Gottfried, Ph.D.
School of Social Work
548L Tate Turner Kuralt Building
Phone: (919) 962-6495 (w)
Email: stromgot@email.unc.edu

Course Hours: June 8-19, 2009, 9-11:50 am
Please NOTE! No class 6/18; Class on 6/19 1-3:50 pm

Semester: Summer Session I, 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
York: W.W. Norton & Company.

Other required readings are accessible through URLs provided (with the
citation), on E-reserves, [http://www.lib.unc.edu/reserves](http://www.lib.unc.edu/reserves) (once at that site, the
materials can be accessed by searching via course number). Those not on E-
reserves are in the instructor’s folder outside her office (548L) on the 5th floor.
The class also makes use of a comprehensive set of handouts that will be
provided on the first class session. The required readings in the handouts are indicated with a ** in the course outline below.


**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. I appreciate your contributions to making this a respectful place for learning and growth.

This course will use a variety of teaching and learning methods, including lectures, group discussion, role-plays, videos, cartoons 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, and further information, including expectations, due dates, and grading criteria will be distributed during the first class session. All written assignments 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. Your participation grade will also be based on the evaluations of
your classmates on your contributions in completing the group paper, below. It counts for 10% of your score on this module.

**Biopsychosociospiritual assessment and treatment plan** - In this assignment, you will complete a comprehensive written assessment of a client, based on a videotaped case that we will provide and present a preliminary goal and objectives, and a plan for intervention. The assignment and grading criteria are more fully described separately. It counts for 30% of your score on this module and is due on 6/17.

**Assessment and Systems Change Plan** - This assignment is based on the videos reviewed in the HBSE module. You will be assigned to one of the following groups and corresponding macro practice hypotheses and will write a group report summarizing your assessment of the problem and delineating specific recommendations for large systems change:

- **“Sam”** – Culture- and gender-appropriate resources are needed to address grief from traumatic loss.
- **“Eduardo and Freddy”** – Adults who have recently immigrated need assistance with differences in acculturation and parenting their teenage offspring.
- **“Debbie”** – Existing services are inadequate for addressing domestic violence in same sex couples, particularly female perpetrators
- **“Mel and Dorothy”** – The effort to develop group homes for adults with mental retardation is stymied by neighborhood resistance and stigma among families and the community about institutionalization.

The assignment and grading criteria are more fully described later in the syllabus. It counts for 30% of your score on this module and is due 6/19.

**Quizzes** - Daily quizzes consisting of 5 -10 (primarily multiple choice) questions each will be administered at the outset of each class period. The quizzes will cover all the course content and is intended to test your comprehension of course terms and concepts. The average of all quiz scores will count for 30% of your final course grade.

**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 SSW provides students with access to a wide array of resources for improving writing skills:
- All SSW students can use the UNC Writing Center [http://www.unc.edu/depts/wcweb/](http://www.unc.edu/depts/wcweb/)
- 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
- Students interested in individual help can schedule an appointment to meet with one of the School’s academic editors: Diane Wyant (dwyant@email.unc.edu) or Susan White (sewhite@email.unc.edu)
- Drop-in help is available Tuesdays 12 p.m.-2p.m. Office 548E

**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. MONDAY, JUNE 8**

   **Introductions**
   - Overview
   - The context of practice
   - The links between micro and macro practice
   - The links to previous modules (evidence-based practice, theory, systems, life cycle, policies, cross-cultural practice, etc.)
   - Ethics in direct and macro practice
   - Video for BPSS paper

**Handouts:**
- **Ethics PowerPoint (p. 5-7a)**
Readings:
None

2. TUESDAY, JUNE 9
Submit self-assessment
Communication and interviewing skills
Purposeful use of self
Direct and macro practice applications
Identify and critique interviewing skills: Reynolds Video

Handouts/Resources:
Interview skills checklist (p. 18)
Interview exercise colored squares
Terms & Concepts (p. 19-22)
Suggested questions to address spirituality (p. 23-25)

Readings:
Lukas Chapter 1: How to Conduct a First Interview with an Adult
Chapter 10: How to Determine whether a Client is a Substance Abuser
Chapter 4: How to Conduct a First Interview with a Family
Chapter 5: How to Conduct a First Interview with a Child

3. WEDNESDAY, JUNE 10
Assessment concepts and skills – individuals, families, couples
Link to HBSE/ theory/ DSM/ spirituality/ culture and other concepts already covered
Multidimensional assessment
Concepts for understanding families and couples
Risk assessments: child and elder endangerment, suicide lethality
Skills for writing assessments

Handouts/Resources:
Multidimensional assessment powerpoint slides (p. 48-53)
One suggested psychosocial outline (p. 57-59)
Family and Couples ppt (p.82-92)
Crisis and Suicide ppt & handout (p.38-47e; 54-56)
Assessment and Treatment Planning Do’s and Don’ts handout (p.75a)
Readings:
Lukas: 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 11: How to Assess Children for Neglect, Abuse, and Sexual Abuse


4. Thursday, June 11
Creating and using logic models
Assessment concepts and skills – organizations
Understanding Organizations
  Theories
  Leadership
  Power
  Life-cycle
  Fiscal functioning
  Strategic planning, SWOT

Handouts:
Schools of Organization/Administration Theory (p. 121-124)
Lecture notes: Organizational Analysis (p. 135-136)

Reading:


5. FRIDAY, JUNE 12
    Assessment concepts and skills - communities
    Understanding Communities
      Needs assessments
      Theories
      Functions
      Community competence
      Asset-based community assessment
      Force-field analysis

    Handouts:
      Overview Handout: McKnight and Themes of New Community Building (p. 120)
        **Needs Assessment (p. 26-27)
        **McKnight: Asset-based Community Assessment (p. 28-37)

    Reading:


    http://www.sesp.northwestern.edu/images/kelloggabcd.pdf

    http://webcat.lib.unc.edu/record=b5557364 (follow full text link, search or browse for “community organization”).
6. **MONDAY, JUNE 15**

Task and Treatment groups
Planning across systems
Goal setting
Treatment planning
Writing assessments and treatment plans

**Handouts:**
Groups in Social Work Practice (p. 98-101)
**Group Process Techniques (p. 102-112)**
**Understanding Task Groups (p. 113-116)**
**Tropman & Morningstar outline (p. 117-119)**

**Readings:**


7. **TUESDAY, JUNE 16**

Goal setting and treatment planning
Interventions for change – direct practice
Build on theories introduced in HBSE
CBT
Task centered
MST
Crisis

**Handouts:**
**Cournoyer on Eclectic Practice (p. 60-63)**
**Cournoyer on Selecting Interventions (p. 64-69)**
Cournoyer on Brief Treatment (p. 70-72)
**Goal Setting and Treatment Planning (p. 73-77)**
Reading:


8. Wednesday, June 17
Interventions for change – organizations and communities
  - Models of leadership
  - Social Action
  - Social Planning
  - Locality development
  - Strategies and tactics
  - Legislative advocacy
  - Supervision

Handouts:
** Three Models of Community Organization (p. 125-127)
** 1987 NCPCA outline for large systems change (p. 128-131)
** Organizational Change (p. 130)
  Force Field Form (blank and example) (p. 132-133)
** Problem Analysis and Strategy Selection (p. 134)

Readings:


Community Toolbox. Chapter 19 Choosing and Adapting Community Interventions (read the “Main Section” of Sections 1-5). Found at: http://ctb.ku.edu/tools/en/chapter_1019.htm

8. THURSDAY, JUNE 18 – NOTE: NO CLASS TODAY!

9. FRIDAY, JUNE 20 - NOTE: CLASS TIME IS 1-3:50
   Gaps, leftovers and Q & A
   Providing and using supervision
   Working across difference in micro and macro practice
   “An Unlikely Friendship”
   Termination with systems of all sizes
   Class terminations and evaluation

Handouts:
   **Rules for Dominant Culture Organizers (p. 137)
   **Termination powerpoint (p. 138-139)

Readings:


Community Toolbox. Chapter 27 Cultural Competence in a Multicultural World, Sections 1, 2, and 5. Found at http://ctb.ku.edu/tools/en/chapter_1027.htm
Biopsychosociospiritual Assessment

For this assignment, you will review a video depicting an interview with a client and use it to create 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 double space between sections. Since these papers will be graded anonymously, put your name, signed honor code, and unique identifier (number, name, or letters) on the cover page. Submit this separately from the body of the paper. Only your unique identifier should appear on the body of the paper.

Course readings and handouts provide guidance for preparing a biopsychosociospiritual assessment, but your assessment should follow the format below:
1. Demographic information, presenting problem, and mental status
2. Current and previous agency contacts
3. Medical, psychiatric, and substance abuse history and data
4. Brief history of the client, including salient relationships with significant others
5. Clinician’s problem formulation, including mitigating interpersonal, and environmental factors and client strengths
6. Preliminary treatment plan: (one goal, related objectives, and suggested interventions).
**Assignment 3: Biopsychosociospiritual Assessment**

**Grading Standards**

Unique Student Identifier: ________________________

<table>
<thead>
<tr>
<th>Evaluation Elements</th>
<th>Points</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>The introductory section, demographic information, and mental status exam are clearly written, conveying an accurate impression of the client and the presenting problem.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The assessment clearly and accurately describes the problems and includes impressions of biopsychosocial factors, relevant historical and developmental information, and client strengths and resources.</td>
<td></td>
<td>25</td>
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<tr>
<td>Initial goals are properly written and linked to assessment findings. Objectives are observable, feasible, and measurable.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Interventions are thoughtfully chosen, linked to assessment and goals, and supported by the literature.</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The document reflects an understanding of various dimensions of diversity as they may apply to the assessment, goals, intervention, and evaluation.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>The document is well-written, uses nonjudgmental language, and demonstrates basic mastery of sentence structure, with no errors in spelling, punctuation, grammar, or typing.</td>
<td></td>
<td>10</td>
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</tbody>
</table>

**Total** 100

Comments:
ASSESSMENT AND SYSTEMS CHANGE PLAN
DUE DATE: MONDAY, JUNE 23 (OR BEFORE)

For this paper, you and a group of 3-4 other students will be assigned one of the following cases and associated large systems problems:
“Sam” – Culture- and gender-appropriate resources are needed to address grief from traumatic loss.

“Eduardo and Freddy” – Adults who have recently immigrated need assistance with differences in acculturation and parenting their teenage offspring.

“Debbie” – Existing services are inadequate for addressing domestic violence in same sex couples, particularly female perpetrators.

“Mel and Dorothy” – The effort to develop group homes for adults with mental retardation is stymied by neighborhood resistance and stigma among families and the community about institutionalization.

Your paper should be approximately 10 pages in length, exclusive of cover page, bibliography and appendices. Use 1” margins and 12-point Times New Roman type. Do not double double space between sections. Since these papers will be graded anonymously, put your names, signed honor code, and a unique identifier (number, word, or letters) on the cover page. Submit this separately from the body of the paper. Only your unique identifier should appear on the body of the paper. Staple the grading sheet to the front of your paper. Your paper should be organized in the following manner:

Title Page (APA Style with running head, title, last names of team members, and University Of North Carolina at Chapel Hill)

Executive Summary Provide a succinct summary of the issue, importance, and the intervention recommended.

Issue Overview Describe the issue and why it is important that it be addressed. Present findings from academic research that demonstrate the scope and impact of the issue.

Data Collection Present a plan with your recommended steps for exploring the problem and interrelated factors, and identifying best practices to address the problem. Describe the role that consumers and stakeholders will play in needs assessment and development of change strategies.
Assessment
Based on the research you have conducted to this point, present a theory of change and logic model for the initiative, explaining WHY you are doing what you are doing, WHAT you are doing (the expected results, short, intermediate, and long-term outcomes) and identify how the initiative’s activities will contribute to achieving those outcomes. This will involve clearly linking the elements that you believe create and sustain the problem and require you to specify which change approach (of the five Ps: Policy, Program, Project, Personnel, Practices) you have decided to pursue.

Change plan
Conduct a force field analysis of the factors that you envision advancing your plan and restraining it (append the analysis to your paper). In a narrative, describe the key points of intervention and the tactics and strategies you will use to create change.

Financial Management: Identify the full, expected and reasonable costs of the initiative, explaining and justifying major costs. Create a budget that is well formatted and easy to read and understand. Identify strategies to finance the program and provide specific and well reasoned ideas for diversified funding sources and types.

Strengths and Limitations
What were the particular strengths and limitations of your plan? What did you learn about the availability of models to use in this process? What did you learn about your own biases? What are some challenges to dialogue and action? What does this experience suggest that you need to do to prepare yourself as social workers in macro practice?

Appendix
This should contain clean, edited copies of your budget, logic plan, and force field analysis.

References
Course materials and outside resources to support your assessment and strategy for large systems change.

Self-/Team-assessment (each student completes this separately using a form to be provided). Each team member will evaluate his/her own personal contributions and those of other team members. This will be used by students for self-evaluation and examination of the task group process, and as an instrument to assure responsible and effective individual contributions to the task group product.
**Large Systems Assessment and Change Plan**

**Grading Standards**

**Unique Identifier for Group:** ___________________________

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<tbody>
<tr>
<td>Executive summary clearly and succinctly summarizes the paper’s contents</td>
<td>5</td>
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</tr>
<tr>
<td>The issue overview conveys and substantiates with research the import of the issue and why it is important that it be addressed.</td>
<td>15</td>
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<tr>
<td>Clearly describes a plan for exploring the problem and identifying best practices to address it. Accurately and thoroughly identifies factors that create or sustain the problem.</td>
<td>10</td>
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<tr>
<td>The problem assessment and change approach are thoughtfully constructed and clearly articulated in narrative and in the logic model. The logic model is appended.</td>
<td>15</td>
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<tr>
<td>A force field analysis thoroughly depicts forces sustaining the status quo and is appended to the document. The intervention reflects findings in the assessment and the application of course materials on strategies for systems change.</td>
<td>15</td>
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</tr>
<tr>
<td>Full, expected and reasonable costs of the program are clearly identified in the budget. The budget is well formatted and easy to read and understand. Major costs are well explained and justified. The resource development plan contains reasonable assumptions about how the organization can finance the program and specific and well reasoned ideas for funding sources. The resource development plan also reflects an understanding of revenue diversification and restricted/unrestricted funding concepts.</td>
<td>15</td>
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</tr>
<tr>
<td>The document reflects self-awareness on the part of group members and comprehensively captures strengths and weaknesses in the plan and in task group processes.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The document is properly formatted, well-written, uses nonjudgmental language, and demonstrates basic mastery of sentence structure, with no errors in spelling, punctuation, grammar, or typing.</td>
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<td><strong>100</strong></td>
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</tr>
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</table>

**Individual adjustments in group score are made in response to members’ individual peer evaluations.**

Comments: