COURSE NUMBER:  SOWO 755  
COURSE TITLE:  Issues for Contemporary Clinical Practice  
SEMESTER & YEAR:  Spring, 2010  
INSTRUCTOR:  Melissa D. Grady, Ph.D., L.C.S.W.  
TTK, 563-H  
919-843-0063  
Mgrady@email.unc.edu  

OFFICE HOURS:  12-3 Tuesdays or by appointment  
COURSE WEBSITE:  is available through http://blackboard.unc.edu  

COURSE DESCRIPTION:  This is a seminar designed to help prepare students for contemporary clinical practice, covering topics such as managed care, independent practice and self-care.  

COURSE OBJECTIVES:  
1. Address ethical issues that develop as a clinical social worker that includes dual roles, liability issues, confidentiality and competency.  
2. Understand how managed care impacts clinical social work practice.  
3. Identify professional development issues important for longevity in the field, such as supervision, self-care, on-going use of evidence-base practices, and networking.  
4. Be exposed to a variety of clinical social work roles and the various issues that arise based on the setting (e.g. home vists vs. working in a hospital as part of an interdisciniplary team).  
5. Assess current level of competence and comfort level with working within various social work settings and with clients from a range of diverse backgrounds and issues.  

EXPANDED DESCRIPTION:  
This course will build on the Advanced Practice classes students will take in their concentration year. It is designed to help students think about the variety of options for clinical social work practice, as well as help them to identify and begin to address issues that may impact their own practices, regardless of the setting. This seminar will help students to prepare for longevity in the field by helping them begin to incorporate self-care and professional development practices immediately upon graduation. In addition, the basics of how to develop an independent practice will be discussed. Ethical issues and self-awareness will also be discussed in relation to how these issues may impact their ability to be an effective practitioner.  

REQUIRED TEXTS/READINGS:  
All assigned readings are available on the course Blackboard site: http://blackboard.unc.edu/
**TEACHING METHODS**
This class will use a variety of teaching and learning styles to cover the content. These different styles include: small group activities; lectures; role-plays; and videos. The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. 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 will appreciate your contributions to making this a safe and respectful class for learning and growth.

**CLASS ASSIGNMENTS**

1. Reflection Paper: 20% (See Appendix A)
2. Professional Development Plan: 60% (See Appendix B)
3. Class Attendance and Participation: 20%

**CLASS PARTICIPATION**

94-100 is assigned to those students who have consistently attended and have been regular and active participants. 90-93 is for students who have missed one to two classes, but who regularly participate. 85-89 is for students who have either attended regularly, but do not participate often, or for students who participate but do not have very regular attendance. 80-84 is for students who have do not participate actively, but may have fairly regular attendance. Under 80 means that the student has irregular attendance, and has demonstrated through class discussions that s/he has not done the readings or actively disengages with class activities.

**GRADING SYSTEM**
In accordance with the Graduate school, letter grades are assigned to the following numeric ranges:

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

**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 must be done in advance of the due date (at least 24 hours) on an assignment/exam. Approved delays will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 10% reduction every 24 hours that the assignment is late. Papers are due at the start of class. Papers that are handed in after the beginning of class will be considered late and there is a 10% deduction for every 24
period past the due date/time of the paper. In other words, if the paper is due at 2:00, and turned in at 11:00 pm that night, there will be a 10% deduction. The clock begins at the start of class.

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. I prefer not to give an incomplete grade and will give incompletes only in compliance with University policy.

**POLICY ON ACADEMIC DISHONESTY**

Please refer to the *APA Style Guide*, The *SSW Manual*, and the *SSW Writing 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". 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 which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc. Please contact the University’s Disability office to request the paperwork necessary for approved accommodations.

**USE OF LAPTOPS OR OTHER ELECTRONIC DEVICES**

No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.

**APA Formatting**

It is an expectation of this course that you will correctly cite all of your material following the 5th ed. of the APA manual. If you are not familiar with this style, please refer to the manual, the study guide on the school’s website or see Diane Wyant, the School’s editor at dwyant@email.unc.edu
Course Schedule

January 11: Class 1 Overview of course
January 18: **NO CLASS**
January 25: Class 2 Different clinical social work roles
February 1: Class 3 Private Practice Panel and Discussion
February 8: Class 4 Private Practice: Nuts and Bolts
February 15: Class 5 Self-Care – Preventing Burn Out
February 22: Class 6 Professional Development
March 1: Class 7 Wrap-up
COURSE OUTLINE

Class 1: Introduction

- Overview of the Course
- What is clinical social work?
- How does it fit with social justice?

Class 2: Clinical Social Work Roles

- What are the various clinical social work roles?
- Considerations for each role regarding: safety, managed care, ethical issues
- Panel discussion on various roles
- In-patient, agency-based, residency-based, hospital social work, community outreach

Readings:


Class 3: Independent Practice: Process Issues

- Panel discussion on private practice
- How to decide if right for you? IT MAY NOT BE!!!
- What are the options: solo vs. group vs. contract work
- Self-disclosure issues
- Ethical dilemmas
- Finding on niche/area of practice
- At what point are you ready?
Readings:


Class 4: Independent Practice: Nuts and Bolts

- Record keeping
- Email vs. phone calls
- Screening
- Forms (e.g. release forms, consent for treatment, policies)
- Referral networks
- Collateral contacts
- Insurance/Payment issues
- Malpractice

Readings:


Class 5:  **Self-care and Changing Chairs**

- Importance of self-care and self-awareness
- What self-care strategies to use
- Burnout, secondary trauma, compassion fatigue, vicarious traumatization
- How do our histories impact the work
- Changing chairs: Moving from being a client to the worker

Readings:


Class 6:  **Professional Development**

- Supervision – types of supervision
- Continuing education
- Licensure

Readings:


Class 7: Course Wrap-up

- Left over topics
- Topics generated by students

Readings:

APPENDIX A: ASSIGNMENT ONE

Reflection Paper

Objective:
The objective of this assignment is to have you reflect on the two panels we have had in the course and what impact they have had on your thinking regarding where you want to go in terms of your clinical practice.

Assignment:
You are to write approximately 2-3 pages on your thoughts after hearing the various clinical social workers who have come to our class and discuss the following:
1. What surprised you the most?
2. Describe one salient comment or issue that stayed with you after the panels.
3. Was there anything that shifted your thinking about clinical social work? If so, what was it and why?
4. How has your thinking changed about the various types of clinical practice that exists and your own professional direction?
5. Any other reactions that you want to share.

Grading Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All questions were answered</td>
<td>5</td>
</tr>
<tr>
<td>The student provided thoughtful answers clearly illustrating an effort at being reflective</td>
<td>10</td>
</tr>
<tr>
<td>The paper was written well with no errors</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
APPENDIX B: ASSIGNMENT TWO

Professional Development Plan

Objective:
As a professional social worker, you will need to conscious of how to develop your skills and knowledge in the area of clinical social work. This assignment is to increase your attention to your own needs as a new clinician and to develop concrete steps that you will take to reach your own personal goals.

Description:
This assignment should help you build on the first assignment that helped you to identify your intended population and area of clinical practice. The aim of this second assignment is to help you to organize your professional goals into as many concrete steps as necessary to help you know where to go in your career. The outline below should be followed to ensure that you have considered critical areas for professional development. However, you should not feel limited by this outline, as there may be other essential areas that you would want to include in your plan. It is the hope of this assignment that you will feel more prepared to begin your social work career with this document as a guide.

Outline for Professional Development Plan:

1. Identify your short and long term goals
   a. What are your short term goals (2-4 years post-graduation)
   b. What are your long term goals (5 years and beyond)
   c. What are the populations and settings where you want to work

2. What are the immediate skills, tasks needed to reach your goals
   a. Supervision – type, style, orientation, consideration of learning styles, on the job vs. outside
   b. Licensure – in what state? Test time frame, necessary steps to complete process, such as recommendations, forms, etc.
   c. Job searches – where will you look? What are some contacts that you can identify to help?
   d. What organizations might be helpful?
      i. Clinical Society?
      ii. NASW?
      iii. School of Social Work
      iv. Previous supervisors/placements?

3. What are the long range skills that you will need to reach your goals?
   a. Supervisory training?
   b. Additional schooling?
   c. Career in academics?

4. What steps will you take to ensure you are working on self-care?
   a. What are the concrete steps you will take?
b. Where does personal therapy come into play?
c. What do you know works for you to stay healthy and balanced? (e.g. spiritual group, time off, balanced case load, varying types of work)

5. Professional Development
   a. What additional training do you need?
   b. Does this include course work?
      i. There are post-graduate courses you can take
      ii. Ph.D.?
      iii. Certificate coursework
   c. Where will you find the specific training you need?
   d. Do you need to contact places to get on listerves?
   e. Do you know the CEU requirements for your state?
   f. Are there fellowships or post-master’s training programs that you would want to seek out?
   g. What type of supervision do you feel will help you achieve these goals?

6. Ethics
   a. Do you have a place to go when faced with ethical dilemmas?
   b. What steps will you take to ensure your safety in the field?
   c. What will you do to maintain your boundaries?
      i. Use of email vs. voicemail?
      ii. Thought about issues of self-disclosure? What will you say when asked the tough questions?

7. Other areas
   a. How will your short-term goals lead into your long-term goals?
   b. What other areas do you need to consider?

Grading Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each of the 7 areas listed in the outline have been addressed: 10 pts. for each. For each section listed above the student should:</td>
<td>70</td>
</tr>
<tr>
<td>a. Demonstrate a concrete plan that is specific</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrate an effort at being thoughtful and reflective concerning personal professional needs</td>
<td></td>
</tr>
<tr>
<td>2. The document is well organized</td>
<td>10</td>
</tr>
<tr>
<td>3. The document reflects content and knowledge from the course, such as resources identified in the course or specific issues raised in class discussion</td>
<td>10</td>
</tr>
<tr>
<td>4. The writing was clear with no errors</td>
<td>10</td>
</tr>
</tbody>
</table>