COURSE NUMBER: SOWO 755
COURSE TITLE: Issues for Contemporary Clinical Practice
LOCATION: TTK113
SEMESTER & YEAR: Spring, 2017, March 20 to April 24
INSTRUCTOR: Michael C. Lambert, MSS, MA, PhD, LP (with HSP Cert.), CCTP
TTK, 402-K
919-962-6436
mclamber@email.unc.edu
OFFICE HOURS: Tuesdays 5-6 and by appointment

COURSE WEBSITE: is available through https://sakai.unc.edu

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

COURSE OBJECTIVES:

1. Address ethical issues that develop as a clinical social worker including 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-based 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 visits vs. working in a hospital as part of an interdisciplinary 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:**


Other assigned readings will be posted on our Sakai site.

**TEACHING METHODS:**

This course is a true seminar which means that there is less lecture and more class discussion and activity. This class will use a variety of teaching and learning methods to cover the content. These different methods include: small group activities; lecture; guest speakers; role-plays; and class discussions.

**CLASS ASSIGNMENTS**

Refer to description of assignments at the end of this syllabus.

1. Supervision paper: 30%
2. Professional Development Plan: 50%
3. Class Attendance and Participation: 20%

**CLASS PARTICIPATION**

Class participation counts for 20% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group activities and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. Excellent participation also means that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break or are unprepared. Please turn off cell phones during class.

The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments. If you will not be able to attend a class, let the instructor know as soon as possible. It is also your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates. In order to fully participate in and benefit from each class session, students must complete required readings and come to class prepared to discuss them.

**GRADING SYSTEM**

In accordance with the Graduate school, letter grades are assigned to the following numeric ranges: H = 94 and above
PAPER SUBMISSION AND POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

A grade of “Incomplete” will be given only in extenuating circumstances and in accordance with SSW and University policy. All papers and assignments are to be submitted electronically in Word Format (No PDF please) to the Assignment section in our Sakai site and are due at the beginning of class on the dates noted on this syllabus. Ten percent will be deducted from your grade for each day that a paper is late. If you have a situation arise that may prohibit you from completing the assignment on time, any request for an extension on the papers must be done in advance of the due date (at least 24 hours) for the paper. Approved delays will not affect the grade.

Prior to submitting your paper, Sakai will require that you sign the honor code pledge.

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 you submit to Sakai will require that you sign a pledge noting that you 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

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website http://accessibility.unc.edu, call 919-962-8300 or email accessibility@unc.edu. Please contact ARS as early in the semester as possible.

USE OF LAPTOPS OR OTHER ELECTRONIC DEVICES

Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom. Laptops and tablets are allowed during lecture only or when being used for class activity. Laptops and tablets should be closed during class discussion and other activities that do not require their use.

APA AND WRITTEN ASSIGNMENTS

The School of Social Work faculty has adopted APA style as the preferred format for papers and
publications. The best reference is the Publication Manual of the American Psychological Association, Sixth Edition (2009) that is available at most bookstores. The following web sites provide additional information: http://juno.concordia.ca/help/howto/apa.php
Students are strongly encouraged to review the materials on the School of Social Work’s website http://ssw.unc.edu/students/writing. This page includes numerous helpful writing resources such as tutorials on understanding plagiarism, quick reference guide to APA, writing tips and ESL materials. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

**COURSE OUTLINE**

**Class 1: Introduction-March 20**

- Overview of the Course
- What is clinical social work?
- Current challenges and opportunities in our field
- How to achieve longevity as a clinical social worker
- What do you want to learn in this course?

**Readings:**


**Class 2: Supervision – March 27**

- Supervision – types of supervision
- Importance of supervisory relationship
- Parallel process, countertransference

**Readings:**


**Class 3: Supervision (cont.), Technology and Clinical Social Work – April 3**

- Continued discussion of supervision issues
- Use of technology with clients
- Boundary issues and technology

**Required Readings:**

The entire issue of the March, 2015 issue of the Clinical Social Work Journal, Vol. 43(2) is entitled: Entering the Digital World: Cybertechnology and Clinical Social Work Practice. Each student will pick one article to read from that issue and will “teach” the class about that topic.


**Optional reading:**


**Class 4: Independent Practice: April 10**

**Visit to a Private Practice Clinic**

- Is private practice right for you?
- Business/managed care considerations
- Ethical dilemmas
• Finding a niche/area of practice
• At what point are you ready?

Readings:


Brennan, C. (2013). Ensuring ethical practice: Guidelines for mental health counselors in private practice. Journal of Mental Health Counseling, 35(3), 245-261. This article has a nice overview of key issues in ethical practice including HIPAA, informed consent, billing, recordkeeping. Although the article focuses on private practice nearly all of the issues discussed are also relevant for agency practice.


Optional Reading:


Class 5: Independent Practice: Nuts and Bolts - April 17

• Record keeping
• Forms (e.g. release forms, consent for treatment, policies)
• Referral networks
• Collateral contacts
• Insurance/Payment issues
• Malpractice

Readings:


**Class 6: – Clinical social work roles, managed care, safety -April 24**

- Review various clinical social work roles such as inpatient, clinic based, community based, residential settings, medical social work, community outreach, etc.
- Considerations for each role regarding: safety, managed care, ethical issues, role satisfactions and stressors
- Boundary issues/ethics

**Readings:**


**Additional Topic – Self-care, vicarious trauma, burnout – February 29**

- 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?
Readings:


Optional Reading:

Final Assignment: Professional Development Plan due on Monday April 28 at 11:45

Supplemental Reading:


Supplemental Reading about Supervision:


ASSIGNMENTS

Supervision Paper: Due Feb. 15

This paper is designed to help you reflect on your feelings/experiences in clinical supervision thus far in your career and to contextualize those experiences through an understanding of the professional literature about clinical supervision. In addition to the required course readings on supervision, read two or three of the supplemental supervision articles that look interesting to you. Please answer the following questions in a 5-6 page double-spaced paper following APA rules.

Reflect on your experiences thus far with supervision in your field placements and/or other human services jobs you have held. Describe any critical experiences, good or bad that have shaped your view of supervision. Discuss your reactions to these experiences and your thoughts about supervision in general in light of the readings on supervision and our class lecture and discussions. Discuss your hopes for supervision in the future, what might work best for your learning style and what might be personally challenging for you in clinical supervision.

In addition to considering yourself as a supervisee, consider what may be involved in your own transition to becoming a supervisor. What will be difficult for you as a supervisor? What type of supervisor will you be? What are you looking forward to about becoming a supervisor? What might you need to work on in yourself in order to be a good clinical supervisor?

Please demonstrate in the paper that you have read the materials about supervision and considered them thoughtfully. Apply the concepts to your particular situation.

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<thead>
<tr>
<th>Grading Criteria</th>
<th>Possible Pts.</th>
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<tbody>
<tr>
<td>The student clearly described their own experiences in supervision and covered all aspects of the assignment.</td>
<td>5</td>
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<tr>
<td>The student appropriately applied the course readings on supervision to their own situation.</td>
<td>10</td>
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<tr>
<td>The student demonstrated an understanding of the course readings on supervision and the didactic material presented.</td>
<td>10</td>
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<tr>
<td>The paper was written well with no errors, followed APA format, followed guidelines for anonymous submission</td>
<td>5</td>
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<td>Total</td>
<td>30</td>
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**Professional Development Plan- Due Friday, March 4**

**Objective:**

As a professional social worker, you will need to be 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:**

The aim of this assignment is to help you 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? Consider Clinical Society, NASW, NABSW, other psychotherapy organizations, groups for particular types and areas of practice such as DBT or EMDR, psychoanalysis, marital therapy, groupwork, etc.

3. **What steps will you take to ensure you are paying attention to 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)

4. Professional Development - What are the skills/competencies that you will need to meet your goals?
   a. What additional training do you need?
      For example:
      i. Post-graduate courses
      ii. Ph.D.
      iii. Certificate coursework
      iv. Additional training in theoretical approaches
      v. Other certifications, such as expressive arts, psychoanalytic, EMDR, etc
   b. Where will you find the specific training you need? What is your time frame for further training?
   c. Are there fellowships or post-master’s training programs that you would want to seek out?

5. 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? Do you need additional training in therapeutic holds, non-violent crisis intervention, etc?
   c. What will you do to maintain your boundaries both in face to face work with clients and online?
      i. Thought about issues of self-disclosure? What will you say when asked the tough questions?
      ii. How available will you be outside of work? What limits might you need to set about work hours/overtime? What are your thoughts about cell phone/pager availability and how that fits for you personally?

6. Other areas that are relevant for your personal goals
   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>
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<tbody>
<tr>
<td>1. Each of the areas listed in the outline have been addressed and the plan is specific, concrete, thoughtful and reflective concerning personal professional needs.</td>
<td>35</td>
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<tr>
<td>2. 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>
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<tr>
<td>3. The writing was clear and well organized with no errors and followed APA format</td>
<td>5</td>
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<td><strong>Total points</strong></td>
<td><strong>50</strong></td>
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