

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK**

**Course Number:** SOWO 769.003, Monday 2:00 – 4:50  
**Course Title:** Evidence-based Interventions in Direct Practice, Spring 2016  
**Room:** TTK, Room 101  
**Instructors:** Anne Jones, LCSW, PhD  
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**Office Hours:** Tuesdays 1:00 -2:00, or by appointment  
**COURSE WEBSITE:** Available through [sakai.unc.edu/portal](http://sakai.unc.edu/portal)

**COURSE DESCRIPTION:** Using a multi-cultural lens, provides an introduction to core evidence-based interventions common to most theoretical approaches. Focus is on building effective direct practice skills applicable to many settings and populations.

**COURSE OBJECTIVES:**

At the conclusion of this course students will be able to:

1. Identify core evidence-based interventions that cut across most theoretical approaches.
2. Demonstrate beginning skills in utilizing evidence-based interventions (e.g. psychoeducation, mindfulness, relapse prevention) to meet therapeutic goals.
3. Convey a basic level of knowledge about individual and organizational causes of compassion fatigue and burnout and develop a plan to prevent them.
4. Demonstrate an understanding of the importance of age, race, gender, ethnicity, class, and sexual orientation in a therapeutic context and how interventions may need to be adapted in order to respond to individual characteristics.

**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:**

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.

**RECOMMENDED TEXTS: (THIS IS COMPLETELY OPTIONAL – ALL READINGS FROM THIS BOOK ARE ON SAKAI)**

Walsh, J. (2010). *Psychoeducation in mental health*. Chicago: Lyceum Books, Inc.

**REQUIRED READINGS:**

Other required readings will be on the Sakai site for the course.

**OTHER TEXTS THAT MAY BE USEFUL:**

O'Hare, T. (2005). *Evidence-based practice for social workers*. Chicago: Lyceum Books, Inc.

Seligman, L. & Reichenberg, L.W. (2012). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (4<sup>TH</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Stout, C.E. & Hayes, R.A. (Eds.). (2005). *The evidence-based practice: Methods, models and tools for mental health professionals*. Hoboken, NJ: John Wiley & Sons Inc.

Thyer, B.A. & Wodarski, J.S. (Eds.) (2007). *Social work in mental health: An evidence-based approach*. Hoboken, NJ: John Wiley & Sons Inc.

Walker, L. (2010). *Persuasion in clinical practice: Helping people make changes*. Abingdon: Radcliffe Publishing.

**TEACHING METHODS**

I 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. I will appreciate your contributions to making this a safe and respectful class for learning and growth.

I do my best to respond to different adult learning styles. To that end, our classes will include some lecture, videos of therapy sessions, discussion, role-playing based on an on-going case. The course builds on knowledge and skills gained in foundation classes.

**EVALUATION CRITERIA**

Class Participation and attendance	15%
Psychoeducation homework	5%
Case Assessment	30%
Application of EBP Core Processes	50%

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/>) 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> (APA Style for material in electronic formats)
- ❑ [http://blue.utb.edu/dfreeberg/r\\_apa%5B1%5D.html](http://blue.utb.edu/dfreeberg/r_apa%5B1%5D.html) (general information about documentation using APA style)
- ❑ <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> (The Writing Center, links to on-line reference material and many other useful sites for authors)
- ❑ <http://www.unc.edu/depts/wcweb/> (The UNC writing center—on-line and tutorial help at Phillips Annex 962-7710)

#### **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 additional time is needed please contact me 24 hours in advance of when the assignment is due. When delays are granted they will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 4 point reduction every 24 hours that the assignment is late.

I prefer not to give an incomplete grade and will approve one only in extraordinary circumstances (such as a medical problem) and in compliance with University policy. This needs to be requested in writing.

#### **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. I take these seriously and will do my best to accommodate any special needs.

**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 personal circumstances require you to monitor or accept a call please let me know and plan to sit near the door. 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. Inappropriate use of computers will significantly impact the class participation grade and jeopardize computer use for everyone.

## COURSE OUTLINE

### **Class 1: Introduction to course Monday – March 7**

#### **Topics:**

- Course Overview
- Perspectives that will inform the course.
  - a. EBP
  - b. Multicultural
  - c. Strengths-based/Recovery
  - d. Risk and Resilience
- Discuss first assignment

If possible please read this chapter from our text:

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.

Chapter 2 – Evidence-Based Practice, pp. 19-35.

### **Spring Break – No Class Monday – March 14 Enjoy your week!**

### **Class 2: EBP Core Processes: Engaging and Joining Monday – March 21**

#### **Topics:**

- 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:**

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.

Chapter 3 – Incorporating Multicultural, Racial and Socioeconomic Diversity, pp. 36-71

Chapter 4 – Joining and Establishing the Therapeutic Relationship, pp. 75-94.

**(For class members who identify as women)\***

(S) Sweet, H. (2006). Finding the person behind the persona: Engaging men as a female therapist. In M. Englar-Carson & M.A. Stevens (Eds.). *In the room with men: A casebook of therapeutic change* (pp. 69-90). Washington, D.C.: American Psychological Association.

**(For class members who identify as male)\***

(S) Stevens, M.A. (2006). Paul's journey to find calmness: From sweat to tears. In M. Englar-Carson & M.A. Stevens (Eds.). *In the room with men: A casebook of therapeutic change* (pp. 51-90). Washington, D.C.: American Psychological Association.

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

(S) Cardemil, E. & Battle, C.L. (2003). Guess who's coming to therapy? Getting Comfortable With Conversations about race and ethnicity in psychotherapy, *Professional Psychology: Research and Practice*, 34(3), 278–286.

(S) Kelly, J. F. & Greene, B. (2010). Diversity among African-American, female therapists: Variability in clients' expectations and assumptions about the therapist. *Psychotherapy Theory, Research, Practice, Training*, 47, 2, 186–197.

**Class 3: EBP Core Processes: Motivational Interviewing  
Monday – March 28**

**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

Assignment One is  
Due

**Assigned Readings:**

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guilford Press.  
Chapter 6 – Motivational Interviewing, pp. 106-128.

(S) Walker, L. (2010). *Persuasion in clinical practice: Helping people make changes*. Abingdon: Radcliffe Publishing.  
Chapter 8 – Resolving Ambivalence, pp. 89-100.

(S) King-Narr, S. & Suarez, M. (2011). *Motivational interviewing with adolescents and young adults*. New York: The Guilford Press.  
Chapter 6 – Change Talk, pp. 48- 63.

**Useful Web Resource:**

Motivational interviewing website <http://www.motivationalinterview.org/>

**Class 4: EBP Core Processes: Psychoeducation: Theoretical Basis and Basic Skills**  
**Monday – April 4**

**Topics:**

- What is psychoeducation?
- Basic components of psychoeducation
- Examples of psychoeducation used with a variety of health and situational challenges
- Demonstration, practice and reflection

**Assigned Readings:**

**(S)** Walsh, J. (2010). *Psychoeducation in mental health*. Chicago: Lyceum Books, Inc.  
Chapter 2 – Psychoeducation and Human Behavior Theory, pp. 9-27.  
Chapter 4 – Teaching skills for psychoeducation, pp. 41-49.

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.  
Chapter 9, Psychoeducation and Recovery Principles, pp. 95-105.

**ATTN: Graded Homework** (5 points of course grade) Complete form posted on Sakai and then upload form to share with your peers. Bring your form to class and an example of the psychoeducation if available (this could be something like a curriculum or pamphlet).

**Class 5: EBP Core Processes: Risk Assessments, Harm Reduction and Suicide Prevention**  
**Monday – April 11**

**Topics:**

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

**Assigned Readings:**

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.  
Chapter 13 – Risk Assessment and Suicide Prevention, pp. 255-279.

**(S)** Jobes, D.A. (2008). *Managing suicidal risk: A collaborative approach*. New York: Guilford Press.  
Chapter 3 –The SSF and the origin of CAMS pp. 8-28 (**Please skim**)  
Chapter 4 – CAMS Risk Assessment, pp. 48-63  
Chapter 5 – CAMS Treatment Planning, pp. 64-93

**Recommended Reading:**

(S) Shea, S.C (2004). The delicate art of assessing suicidal ideation. *Psychiatric Annals*, 34(5), 385-400.

**Class 6: EBP Core Processes: Mindfulness and Acceptance Principles and Application to Recovery and Self-care in MH services.**

**Monday – April 18**

**Topics:**

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

**Assigned Readings:**

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.

Chapter 8 – Mindfulness – and Acceptance-Based Principles and Practices, pp. 140-160.

Chapter 15 –The Benefits and Challenges of Clinical Work and the Importance of Clinician Self-Care, pp. 305-325.

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

Konnikova, M. (2012, December 15). The power of concentration. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/12/16/opinion/sunday/the-power-of-concentration.html?pagewanted=all&r=0>

**Class 7: EBP Core Interventions: Cognitive Behavioral Therapy**

**Monday – April 25**

**Topics:**

- What is CBT?
- Basic principles and common interventions
- Practice and reflection
- Wrap up and review

**Assigned Readings:**

Boyd-Franklin, N., Cleek, E.N., Wofsy, M. & Mundy, M. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guildford Press.

Chapter 7 – Cognitive Behavioral Therapy, pp. 129

Chapter 9 – Relapse Prevention, Trigger Management, and the Completion of Treatment, pp. 161-178.



## Assignment Descriptions

### Assignment One: Case Assessment and Treatment Plan (30%) Due Class 3 - 3/28/16

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 **modified** biopsychosocial outline from SOWO 540. The outline has been modified for this assignment and is on our class website under the Resources tab; (2) gaining experience synthesizing your understanding of the case into a summary that contains your impressions and the direction that treatment should go and (3) developing a clear treatment goal. This assignment will form the basis of the second assignment so please keep that assignment in mind as you consider what case you will use. If for any reason you do not have a case in your field placement, please talk to me **ASAP**.

Evaluation Criteria – Case Assessment and Treatment Plan	Possible Points
Organizational context and reason client is being seen is clearly delineated.	2
Underlying contextual, e.g. family, school, community issues are presented in a coherent, thoughtful manner..	3
Either a genogram or an ecogram are provided and help to illustrate your client's situation.	4
Client's strengths and current and overall life challenges are clearly identified.	5
Impressions and summary are written in a clear, succinct manner and follow through from the factual information supplied above.	6
Goal is clearly connected to client's concerns and adheres to SMART goal criteria in a logical, appropriate manner.	5
Outline is appropriately followed and provides a comprehensive picture of the client and their environment.	2
Writing is clear, professional and free from errors.	3
Total	30

### Assignment Two: Application of a Core Mediation Process to a Case (50 %) Due Date: 4/30/16 Midnight (Grades are due to the graduate school 5/3,)

**Objective:** The aim of this assignment is to integrate course content with several additional outside readings and apply what you have learned to an aspect of the case summarized in assignment one.

In approximately four to five page paper you will apply one of the Core Mediation Processes covered in the course to the case you have summarized in assignment one. (If you prefer to use a core mediational process **not** covered in this class, prior approval from the instructor is required.) The paper will consist of the following sections:

(1) A brief summary of the salient parts of the case, your impressions of key issues and needs, and your goal from assignment one. You can use parts of what you wrote in assignment one and include modifications based on instructor feedback (about three quarters of a page).

(2) A description of the core mediational process (intervention), e.g. psychoeducation and the rationale for its use with the person, family or group discussed in your case (approximately one page). Think of this section as a means of introducing form of intervention to someone who knows nothing about it.

(3) A synthesis of research that supports your use of that particular intervention with the person/issue you have chosen. In other words, this is where you make your case for selecting the intervention that you chose. You may use course readings but this section should also include at least three additional academic sources such as a book chapter or a journal article that are more specific to your client's circumstances (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 (about one to one and a half pages).

Evaluation Criteria for Assignment Two (Application of Core Mediation Process)	Possible Points
Summary of one salient issue or aspect of the case is provided and makes sense based on previously provided case material.	4
Intervention is clearly and succinctly described using appropriate examples and citations.	14
Use of the intervention for the kind of issue described is supported by the literature and is appropriately cited by <u>well-chosen</u> sources. Sources should include assigned class readings and at least three outside readings that link your client's situation/problem to the intervention.	14
Script shows a solid understanding of the intervention and is conveyed to the client in an appropriate and accurate manner.	14
Assignment is well written and contains no or few errors; the outline is appropriately and clearly followed and APA formatting is correctly applied.	4
Total	50