

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

**Course Number:** SOWO 740.003 **Tuesdays**, 2:00 – 4:50  
**Course Title** Implementing Evidence-Informed Practice with Individuals, Families and Groups, Spring 2020  
**Location** TTK, Room 101  
**Instructor:** Michael Canute Lambert, MSS, MA PhD, LP, HSP-P  
**Office** Tate-Turner-Kuralt Building, Room 402-K  
**Phone:** 919-962-6436  
**Email:** [mclamber@email.unc.edu](mailto:mclamber@email.unc.edu)  
**Office Hours:** Tuesdays 5:00-6:00, or by appointment

**Course Website:** Available through [sakai.unc.edu/portal](http://sakai.unc.edu/portal)

**Course Description:** Using a multi-cultural lens, this course introduces students to core evidence-based interventions common to most theoretical approaches. Focus is on building effective direct practice skills applicable across settings and populations.

**Course Objectives:**

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

1. Conduct initial and ongoing strengths-based assessments of individuals or family systems using multiple forms of data collection and be able to write a case conceptualization with a clearly linked intervention goal.
2. Be familiar with core evidence-based interventions that span most theoretical approaches, their basic principles and the kinds of problems and populations for which they are best suited.
3. Demonstrate beginning skills in utilizing evidence-based interventions (e.g. motivational interviewing, psychoeducation, mindfulness, relapse prevention) to meet therapeutic goals.
4. Demonstrate an understanding of the importance of age, race, gender, gender identity, ethnicity, culture, SES, 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 builds on the skills and knowledge acquired in SOWO 540. Having acquired relationship building and assessment skills, this course introduces students to evidence-based interventions (EBI) that cut across most therapeutic models. Most classes will involve description and

demonstration of these skills as well as structured simulated practice experiences. The first part of the course includes more individually oriented interventions such as motivational interviewing, mindfulness, psychoeducation and cognitive-behavioral techniques and assessing for and managing suicidality. The second part of the course focuses on systems interventions including family therapy, group therapy, working on interdisciplinary teams and responding to community level crisis.

**Required Text:**

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.

**Recommended Texts: (Readings from these books will be on Sakai)**

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

Jobes, D.A. (2016). *Managing suicidal risk: A Collaborative approach* (2<sup>nd</sup> ed.). New York: Guilford Press.

**Required Readings:**

Other required readings will be on the Sakai

**Recommended Texts:**

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.

Willer, J. (2014). *The beginning psychotherapist's companion* (2<sup>nd</sup> ed). New York, NY: Oxford University Press.

**Teaching Methods**

I hope to develop a classroom environment that reflects the values of the social work profession. My goal is to foster a supportive learning environment where each class member: listens to the ideas and views of other class participants; understand and appreciate a point of view, which is different from their own; articulating clearly their point of view; and linking experience to readings and assignments. I expect and 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 lecture, videos of therapy sessions, discussion, and simulated interviews based on one or more cases. The course builds on knowledge and skills gained in foundation classes, especially SOWO 540.

**Evaluation criteria**

Find a Measure	10%
Case Assessment	20%
Application of EB Interventions	25%
Final Exam	25%
Class Participation and attendance	20%

Please see the end of the syllabus for all assignment descriptions.

**Class Participation and Attendance Expectations**

I evaluate class participation according to 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 class members who are interested, engaged in discussions, shares their opinions and observations and asks questions. In addition, a student who participates and keeps up with the readings for self and for the betterment of classroom learning. Class participation also includes respectful discourse between each class member and any participants in the classroom.

Attendance will be recorded and unexplained absences and/or chronic tardiness will negatively affect student's class participation grade.

**Policy on Incompletes and Late Assignments**

I expect that students will complete all assignments at times noted in the syllabus. If students need additional time, please contact me 24 hours in advance of when the assignment is due. When I grant delays, 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 for every 24 hours the assignment is late.

I prefer not to give incomplete grades. I will approve incompletes only in extraordinary circumstances (e.g., a medical emergency) and in compliance with University policy. Students should request incomplete grades in writing.

**Policy on Academic Dishonesty**

Plagiarism in any form is not acceptable and it is a violation of the UNC Honor Code. Defined by the Honor code, plagiarism is "the deliberate or reckless representation of other individuals' 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. Please submit all written assignments on Sakai via the assignment section. Upon submission, Sakai will require that you complete the signed pledge 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, the university and school of social work policies require referral to the Office of the Student Attorney General for investigation and further action.

### **Accessibility and Resources Services:**

The University of North Carolina at 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>, Tel: 919-962-8300 or Email: [accessibility@unc.edu](mailto:accessibility@unc.edu).

A student is welcome to initiate the registration process at any time. However, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

### **Writing Expectations and Support**

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. **You should submit all written assignments for this course in APA style unless** otherwise indicated by the nature of the assignment.

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but it does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com). In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

### **Policies on the Use of Electronic Devices in the Classroom**

I prohibit use of cell phones during class. Please turn your phone off at the beginning of class. If personal circumstances require you to monitor or accept a call, please inform me and plan to sit near the door. Students should only use laptops and tablets in conjunction with class activities. Using a laptop or tablet for personal reasons not only impedes the user's learning but those around them. Inappropriate use of computers will significantly affect the class participation grade and jeopardize your computer use.

**GRADING SYSTEM**

H	High Pass	94 - 100	Clearly Excellent
P	Pass	80 – 93	Entirely Satisfactory
L	Low Pass	79 – 70	Inadequate
F	Fail	69 or below	Unacceptable
IN	Incomplete		Work Incomplete

## COURSE OUTLINE

### **Class 1: Brief Introduction to course Tuesday – January 14**

#### **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 Chapter 2 –. (2013). *Therapy in the real world: Effective treatments for challenging problems*. New York: Guilford Press.  
Evidence-Based Practice, pp. 19-35.

### **Class 2: EBP Core Processes: Engaging and Joining: What's Culture Got to Do with It? Tuesday – January 21**

#### **Topics:**

- Key elements in a strong working alliance
- What do we mean by culture
- Working cross-culturally and using culturally congruent interventions
- Alliance ruptures and repairs

#### **Assigned Readings for Class 2**

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

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

(S) Lee, E. (2012). A Working Model of Cross-Cultural Clinical Practice (CCCP). *Clinical Social Work Journal* 40, 23–36.

(S) Englar-Carlson, M., Stevens, M.A. Scholz, R. (2010). Psychotherapy with men. In J.C. Chrisler, D.R. McCreary (Eds.), *Handbook of Gender Research in Psychology*, (pp. 221-251). New York, NY: Springer

(Sennett, S. & Smith, T. (2011). Translating the sex and gender continuums in mental health: A transfeminist approach to client and clinician fears. *Journal of Gay and Lesbian Mental Health, 15*(2), 218-2

**Optional Reading:**

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.

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.

Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J.... Zucker, K. (2012). Standards of Care for the Health of Transsexual, Transgender, and Gender-Nonconforming People, Version 7. *International Journal of Transgenderism, 13*(4), 165-232.

**Class 3: EBP Core Processes: Motivational Interviewing**  
**Tuesday – January 28.**

**Topics:**

- Basic principles of motivational interviewing
- Relationship to the Transtheoretical (Stages of Change) Model
- MI interventions to engage ambivalent clients
- Practice and reflection

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (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.

**Optional Reading:**

(S) Herman, K. C. P., Reinke, W. M. P., Frey, A. P. O. S. W., & Shepard, S. (2013). *Motivational interviewing in school: Strategies for engaging parents, teachers, and students*. Retrieved from <https://ebookcentral-proquest-com.libproxy.lib.unc.edu>  
Chapter 4: Motivational interviewing with parents (73-99).

(S) Field, C. A., Jose, A. C., Woolard, R. H., Tyroch, A. H., Caetano, R., & Castro, Y. (2015). Cultural adaptation of a brief motivational intervention for heavy drinking among Hispanics in a medical setting. *BMC Public Health, 15* Retrieved from <http://libproxy.lib.unc.edu/login?url=https://search-proquest-com.libproxy.lib.unc.edu/docview/1780735203?accountid=14244>

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

### **Homework for Next Week (2/05/19):**

## **Class 4: Standardized Measures used for Screening and Assessment Tuesday - February 4**

### **Topics:**

- When, where and how often to use them
- Searching for measures and gaining access to them
- Determining appropriateness and fit for the client
- Practice and reflection

### **Assigned Readings:**

(S) O'Hare, T. (2005). *Evidence-based practice for social workers*. Chicago: Lyceum Books, Inc.  
Chapter 2 - Qualitative and Quantitative Assessments, pp. 15-27.

(S) Newman, F.L., Rugh, D., Ciarlo, J.A. (2004). Guidelines for selecting psychological instruments for treatment planning and outcomes assessment. In M.E. Maruish (Ed.). *Use of psychological testing for treatment planning and outcomes assessment, Vol. 1: General considerations*. (pp. 197-214). Mahwah, NJ: Lawrence Erlbaum Associates.

### **Optional Readings:**

(S) Colpitts, E. & Gahagan, J. (2016). The utility of resilience as a conceptual framework for understanding and measuring LGBTQ health. *International Journal for Equity in Health, 15*, 1-8.

(S) McCreary, L.L. & Dancy, B.L. (2004). Dimensions of family functioning: Perspectives of low-income African American single parent families. *Journal of Marriage and Family, 66*(3), 690-701.

Find a standardized measure relevant to either your case or a population or problem that you are interested in. Complete standardized measure form (under resources on Sakai) and bring a copy to class. See assignment 2 at end of syllabus for further details.

**Class 5: EBP Core Processes: Psychoeducation: Theoretical Basis and Basic Skills; Application to Recovery in MH services.**

**Tuesday – February 11,**

**Topics:**

- What is psychoeducation?
- Basic components of psychoeducation
- Psychoeducation used with anxiety, depression, and other life stressors
- 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: Guilford Press.  
Chapter 5, Psychoeducation and Recovery Principles, pp. 95-105.

**Optional Readings:**

**(S)** Abramowitz, J.S. & Landy, L. (2013) Treatment of comorbid depression. In E. A. Storch & D. McKay (Eds.) *Handbook of treating variants and complications in anxiety disorders* (pp. 243-254). New York: Springer.

**(S)** Mumbauer, J. & Kelchner, V. (2017). Promoting mental health literacy through bibliotherapy in school-based settings, *Professional School Counseling, 21*,(1) 85-94.

**Class 6 : Systems Interventions: Interdisciplinary Teams, Coordination of Care and Assertive Community Treatment (ACT)**

**Tuesday – February 18**

**Topics:**

- Coordinating care through a multi-disciplinary care team
- Assertive Community Treatment (ACT teams)
- Components of Case Management
- Possibly a guest speaker

**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 11 – The Multisystems Model

- (S) Boust, S.J., Kuhns, M.C., & Studer, L. (2005). Assertive Community Treatment. In C.E. Stout and R.A. Hayes (Eds.), *The evidence-based practice: Methods, models and tools for mental health professionals* (pp. 31-55). Hoboken, NJ: John Wiley & Sons Inc.
- (S) Fong R., Armour, M., Busch-Armendariz, N., & Heffron, L.C. (2009) Case management interventions with immigrant and refugee students and families. In A. R. Roberts (Ed.), *Social workers' desk reference* (2<sup>nd</sup> ed., pp. 70-76). New York: Oxford University Press.

### **Class 7: EBP Core Processes: Cognitive Behavioral Therapy and Relapse Prevention and Trigger Management** **Tuesday – February 25**

#### **Topics:**

- What is CBT?
- Basic principles and common interventions
- Relapse Prevention and Trigger Management
- 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: Guilford Press.

Chapter 7 – Cognitive Behavioral Therapy, pp. 129

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

Duarte-Vélez, Y., Bernal, G. and Bonilla, K. (2010), Culturally adapted cognitive-behavior therapy: integrating sexual, spiritual, and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology*, 66, 895–906.  
doi:10.1002/jclp.20710

#### **Optional Reading:**

Alderman, L. (2017, January, 3). The year of conquering negative thinking. The New York Times.

Retrieved from: [https://www.nytimes.com/2017/01/03/well/mind/the-year-of-conquering-negative-thinking.html?\\_r=0](https://www.nytimes.com/2017/01/03/well/mind/the-year-of-conquering-negative-thinking.html?_r=0)

Austin, A. & Craig, S.L. (2015). Transgender affirmative cognitive-behavioral therapy: Clinical considerations and applications. *Professional Psychology: Research and Practice*, 48(1), 21-29.

Field, T.A., Beeson, E.T. & Jones, L.K. (2015). The new ABCs: A practitioner's guide to neuroscience-informed cognitive behavioral therapy. *Journal of Mental Health Counseling*, 37(3), 206-220.

Miller, M.D., Shumka, E. & Baker, H. (2012). A review of cognitive-behavioral mental health interventions for children in clinical and school-based settings. In S. A. Lee, & D. M. Edget (Eds.) *Cognitive behavioral therapy: Applications, methods and outcomes* (pp. 1-36). New York: Nova Science Publishers.

Dao, T.K., Nguyen, Q.X., Nguyen, P.T. & Milliken, L.J. (2012). Cognitive-behavioral therapy with Vietnamese refugees and immigrant clients. In S. A. Lee, & D. M. Edget (Eds.) *Cognitive behavioral therapy: Applications, methods and outcomes* (pp. 153-172). New York: Nova Science Publishers.

See additional CBT resources on Sakai

**Class 8: EBP Core Processes: Risk Assessments, Harm Reduction and Suicide Prevention**  
**Tuesday – March 3**

**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: Guilford Press.  
Chapter 13 – Risk Assessment and Suicide Prevention, pp. 255-279.

Jobes, D.A. (2016). *Managing suicidal risk: A collaborative approach (2<sup>nd</sup> ed.)*. New York: Guilford Press.

Chapter 2 –The SSF and the evolution of CAMS pp. 13-37 (**Please skim**)

Chapter 4 – CAMS Risk Assessment: The collaborative use of the SSF pp. 56-73

Chapter 5 – CAMS Treatment Planning: Co-authoring a suicide specific treatment plan  
pp. 74-102

**Recommended Reading:**

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

**Tuesday, March 10: No Class- Happy Spring Break!**



**Class 9: Working with Families: Assessment and Common Interventions**  
**Tuesday – March 17,**

**Topics:**

- When is family work appropriate?
- Core concepts
- Ways of assessing family functioning
- Common interventions across approaches
- Demonstration, 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: Guilford Press.

Chapter 10 – Family Therapy, pp. 170-203

Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice* (3<sup>rd</sup> ed.). New York: Guilford Press.

Chapter 2: Core Concepts, pp. 15-25.

Edwards, J.T. (2011). *Working with families: Guidelines and Techniques*. Hoboken: John Wiley & Sons.

Chapter 4: Techniques, pp. 106-142.

**Optional Reading**

Edwards, J.T. (2011). *Working with families: Guidelines and Techniques*. Hoboken: John Wiley & Sons. Chapter 1: Foundation ideas, pp. 1- 57. (Note: Lots of blank space)

Sprenkle, D. H., Patterson, J., Edwards, T.M., Williams, L. Charnow, L., Grauf- Grounds, C. (2009). *Essential skills in family therapy*. New York: Guildford Press.

Chapter 4: Guidelines for conducting an assessment, pp. 42-76.

Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice* (3<sup>rd</sup> ed.). New York: Guilford Press.

Chapter 5: In the beginning: Running the sessions, pp. 75-102.

Chapter 6: The middle stage: Are we there yet? pp, 103-124

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

Chapter 2 – Psychoeducation and Family Theory, pp. 28-40.

**Class 10: Systems Interventions: Stages of Group Formation and Implication for Interventions**  
**Tuesday – March 24**

**Topics:**

- Stages of group formation
- Implications for assessment and intervention
- Practice and reflection

**Required 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 12 – Group Therapy, pp. 227-252.

Berman-Rossi, T. (1993). The tasks and skills of social worker across stages of group development, *Social Work with Groups*, 16(1-2), 69-81.

Schiller, L. Y. (2007). Not for Women Only: Applying the Relational Model of Group Development with Vulnerable Populations. *Social Work with Groups*, 30(2), 11-26.

**Recommended Readings:**

Galinsky, M. J., & Schopler, J. H. (1989). Developmental patterns in open-ended groups. *Social Work with Groups*, 12(2), 99-114.

**Class 11: EBP Core Processes: Mindfulness and Acceptance Principles and Practices, and Self-Compassion**

**Tuesday—March 31**

**Topics:**

- What is mindfulness and acceptance principles and practices
- Therapeutic use of mindfulness
- The use of self-compassion and how it relates to mindfulness
- Introduction to other theoretical models
- Practice and reflection

**Guest Speaker: Karen Bluth**

Associate Director, Program on Mindfulness-Based Stress and Pain Management  
Department of Physical Medicine and Rehabilitation, School of Medicine

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

Neff, K. D., & Dahm, K. A. (2014). Self-Compassion: What it is, what it does, and how it relates to mindfulness (pp. 121-140). In M. Robinson, B. Meier & B. Ostafin (Eds.) *Mindfulness and Self-Regulation*. New York: Springer.

Germer, C. K., & Neff, K. D. (2015). Cultivating self-compassion in trauma survivors. In V. M. Follette, J. Briere, D. Rozelle, J. W. Hopper, D. I. Rome, V. M. Follette, ... D. I. Rome (Eds.), *Mindfulness-oriented interventions for trauma: Integrating contemplative practices* (pp. 43-58). New York, NY, US: Guilford Press. PDF

Short Mindfulness exercise: Will be handed out in class

**Optional Reading:**

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](http://www.nytimes.com/2012/12/16/opinion/sunday/the-power-of-concentration.html?pagewanted=all&_r=0)

**Useful Web Resources:**

Mindful living programs: <http://www.mindfullivingprograms.com/index.php>

Mindfulness programs at UNC: <http://www.med.unc.edu/phyrehab/pim/mindfulness-program/graduate-courses-in-mindfulness-based-stress-reduction>

John Cabat Zinn's pioneering mindfulness based stress reduction program at UMASS <http://www.umassmed.edu/cfm/stress/index.aspx>

**Class 12: Crisis Intervention in Clinical Settings, Schools and Communities: Responding to Violence, Suicide, Homicide and Natural Disasters; Review  
Tuesday – April 7**

**Topics:**

- Common community and school crisis situations
- Typical reactions to trauma and loss
- Evidence informed interventions with victims and first responders
- Note – possibly a guest speaker for this class
- Review for final

**Required 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 14 – Crisis Intervention in Clinics, Schools, and Communities: Responses to Violence, Suicide and Homicide, pp. 280-304.

Kronenberg, M., PhD., Osofsky, Howard J.M.D., PhD., Osofsky, J. D., PhD., Many, M., L.C.S.W., Hardy, M., G.S.W., & Arey, James, PhD., L.P.C. (2008). First responder culture: Implications for mental health professionals providing services following a natural disaster. *Psychiatric Annals*, 38(2), 114-118.

(S) Rosen, C.S., Greene, C.J., Young, H.E. & Norris, F.H. (2010). Tailoring Disaster Mental Health Services to Diverse Needs: An Analysis of 36 Crisis Counseling Projects. *Health & Social Work*, 35(3), 211-220.

### **Optional Reading**

McBride, J. & Johnson, E.D. (2005). Crisis intervention, grief therapy and the loss of life. In A.R. Roberts (Ed.). *Crisis intervention handbook: Assessment, Treatment and Research* (3<sup>rd</sup> ed., pp. 279-290). New York: Oxford University Press.

Everly G.S., Lating, J.M., & Mitchell, J.T. (2005). Innovations in group crisis intervention. In A.R. Roberts (Ed.). *Crisis intervention handbook: Assessment, Treatment and Research* (3<sup>rd</sup> ed., pp. 221-245). New York: Oxford University Press.

## **Class 13: Self Care, Tuesday – April 14**

### **Topics:**

- The importance of self-care and self-care strategies
- Review key concepts
- Wrap up
- Final feedback

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

## **Class 14: Exam Tuesday – April 21**

## Assignment Descriptions

**A note about assignments:** I prefer to work paperless so there is no need to provide me with a paper version of any of the assignments. Please upload each assignment to Sakai under the respective Assignment section. All assignments (**except the homework**) will be due at 11:55 p.m. of the day it is due. The site where you upload each assignment will be open several days in advance of the due date. All assignments must be in Microsoft Word format. **NO PDF DOCUMENTS PLEASE.**

### Assignment 1: Screening/Assessment Measure (10 percent)

**Due at the beginning of Class 4 – 02/04/19**

Objective: The purpose of this assignment is to become more familiar with library resources; gain experience looking for a standardized measure and evaluating its appropriateness for your client (individual/family or group).

To complete this assignment:

- (1) Choose a population, problem or issue that interests you and using our library resources, seek out a standardized screening tool or measurement. Some excellent resources include:
  - HAPI – an online database to identify measurements used in health and psychosocial settings
  - *Encyclopedia of Psychological Assessment* – an extensive online guide to psychological scales and measures
  - *PsychTESTS* - an online database in the UNC library electronic database
  - [Mental Measurements Yearbook with Tests in Print](#) in the UNC library electronic databases
  - Books and journal articles on your specific topic
  
- (2) Complete the online form (on Sakai under Resources), bring to class, and be prepared to share your information. If possible, please bring the measure as well.
  
- (3) During the next week, you will upload your form to Sakai so that the rest of the class can avail themselves of your work.

Evaluation Criteria for Homework	Possible Points
Name, purpose of the measure and source where it was retrieved	2
For whom or what population is measure intended for	2
Possible limitations (e.g. cultural biases) are accurately and clearly identified	2
How the measure would be used	2
What you learned from this assignment	2
<b>Total</b>	<b>10</b>

**Assignment 2: Case Assessment and Treatment Plan (20 percent)****Due 2/25/18**

Objective: The purpose of this assignment is three-fold. The first is to gain additional experience and skill in assessing a client from your field placement. The second is to learn to do a case conceptualization (summary and impression). The third is to increase your skill level in developing a clear and specific treatment goal(s). This assignment will form the basis of assignment three so please keep that assignment in mind as you consider what case you will use.

You will be using a **modified version** of the biopsychosocial outline from SOWO 540. The outline for this assignment is on our class website under the Resources and Assignments tab. Please note that a **genogram or ecogram** is required. If for some reason you do not have a current case to use for this assignment, please see me so that we can discuss other options, such as a case that you have worked with in the past.

As this case assessment intent is to be similar to something you will be doing “on the job”, you are **not** expected to include citations or references.

<b>Evaluation Criteria – Case Assessment and Treatment Plan</b>	<b>Possible Points</b>
Organizational context and reason client is being seen is clearly delineated.	1
Underlying contextual, e.g. family, school, community issues are presented in a coherent, thoughtful manner.	2
A genogram or an ecogram is provided and helps to illustrate your client’s situation.	3
Client’s strengths, current and overall life challenges are clearly identified.	3
Case conceptualization (summary and impressions) is written in a clear, succinct way. It highlights your impressions and insights in a professional manner and it provides direction for what you believe should happen next.	4
Goal is clearly connected to client’s concerns and case conceptualization and adheres to SMART goal criteria in a logical, appropriate manner.	4
Outline is appropriately followed and provides a comprehensive picture of the client and their environment.	1
Writing is clear, professional and free from errors.	2
<b>Total</b>	<b>20</b>

**Assignment 3: Application of a Core Mediation Process to a Case (25 Percent)**

**Due Date: Any time up until 03/24/18**

Objective: The aim of this assignment is to integrate course content with some additional outside readings and apply what you have learned to an aspect of the case summarized in assignment one. In a 5-7 page paper you will apply one of the Core Mediation Processes covered in the course to the case you have summarized in assignment two. The paper will consist of the following sections:

(1) A summary of your client’s situation and your impressions and your goal from assignment two. (Note: you may copy and paste or make changes based on instructor feedback). (Approximately ¼ of a page to one page);

(2) A description of the core mediation process (such as psychoeducation or mindfulness). In this section, using appropriate citations, you will state what it is, how it works and basic underlying tenets, principles etc. Lastly, you will convey why you believe that this intervention is a good fit for the person or problem that you are working with (approximately one page);

(3) A synthesis of research that supports your use of that particular intervention with the person/issue you have chosen. You may use course readings but this section should also include at least two additional academic sources such as a book chapter or a journal article (approximately one page);

(4) A dialogue between you and your client in which you convey an understanding of what you wish you had done, or something you plan on doing. That is by showing how you would use it in practice (approximately two pages). This will consist of a back and forth conversation between you and your client. Examples include joining with a client of a different culture, 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 plan to do or something you would like to achieve.

<b>Evaluation Criteria for Assignment Three (Application of Core Mediation Process)</b>	<b>Possible Points</b>
Begin by restating your summary and impressions of this client. 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	6
Use of the intervention for the kind of issue described, supported by the literature and is appropriately cited by well-chosen sources	6
Script shows a solid understanding of the intervention and is conveyed to the client in an appropriate and accurate manner	5

Assignment is well written, free of errors, and APA formatting is correctly applied	4
Total	25

**Final Exam Date: Last day of Course: 04/21/2019**

This exam will be multiple choice. It will include information covered in your readings, lectures and other class-related materials. Most of the exam will consist of reading vignettes and answering questions related to the presented situation. **Please note that you will receive a study guide a few weeks before the exam.**