

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

Course Number: SOWO 740.004 **Tuesdays, 2:00 – 4:50**
Course Title Implementing Evidence-Informed Practice with Individuals, Families and Groups, Spring 2021
Location Zoom only
Instructor: Rachel W. Goode, PhD, MPH, LCSW
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Office Hours: Tuesdays 4-5pm, or by appointment

Course Website: Available through 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 practice that cuts 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 Texts:

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

Ivey, A.E., Ivey, M.B., & Zalaquett, C. P (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (9th edition). Cengage. *MINDTAP is not required.*

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

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

Jobes, D.A. (2016). *Managing suicidal risk: A Collaborative approach* (2nd ed.). Guilford Press.

Required Readings:

Other required readings will be on the Sakai

Other Recommended Texts:

O'Hare, T. (2021). *Evidence-based practice for social workers* (3rd ed.). Oxford University Press.

Seligman, L. & Reichenberg, L. W. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). John Wiley & Sons.

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

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

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

Willer, J. (2014). *The beginning psychotherapist's companion* (2nd ed). Oxford University Press.

Course Organization

This course builds on knowledge and skills gained in foundation classes, especially SOWO 540. This course contains two components: lectures and direct practice labs. There is a significant applied focus to this course that requires active participation during class time and the completion of a practice skills client simulation.

Lecture: This will be pre-recorded weekly. The lecture portion of the course will be divided into two areas: 1) presentation of a theoretical perspective or model, and 2) presentation of an interviewing skill. We will spend the first portion of our live class session discussing the evidence-based practice, and the skill(s) we are reviewing.

Direct Practice Lab: Interviewing skills that can be applied to your direct practice will be presented sequentially; that is, **each new skill will build on prior skills**. This course is designed to help you to develop intentional interviewing skills that can be used in a direct practice helping context. Active engagement (or practice) with the skills is an essential component of this course. The direct practice *Labs* follow the lecture portion of the class and provide you with an opportunity to practice/apply that skill in an interview context (i.e., in-class small groups). Moreover, this portion of the course provides you an opportunity to become aware of your natural helping ability as well as to develop and practice new skills. As such, **participation in the Direct Practice Labs, the applied portion of the class, is an essential and required part of the course.**

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.

Evaluation criteria

Find a Measure	10%
Case Assessment & Treatment Plan	20%
Practice Skills Client Simulation	25%
Final Exam	25%
Class Participation and attendance	20%
TOTAL	100%

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

Class Participation and Attendance Expectations

Classroom participation is a vital part of this course. Students will contribute to class discussions and engage in all the activities including student role-play interviews, counseling dyads/triads and process observation. Students' progress in applying skills and strategies and providing feedback to classmates will be monitored weekly by the instructor. Students are also

encouraged to complete weekly practice exercises from the Ivey & Ivey text. **A video recorder (can be phone) will be required by all students for practicing counseling skills throughout the course.** Specific class activities will include simulated counseling dyads and process observation as well as “real” counseling sessions with community clients.

Class participation will be evaluated according to the degree to which students participate in class discussions, exercises, direct practice skill labs, and other learning activities. Good class participation is defined as being a member of this class who is interested, engaged in discussions, sharing their opinions and observations, and asking questions. In addition, it involves keeping up with the readings 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 a 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 avoid it: <https://guides.lib.unc.edu/plagiarism>

The *APA Publication Manual* (7th edition), *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.

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 (7th edition) 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. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/academics/resources/apa-style-and-writing-resources/>

Policies on the Use of Electronic Devices in Class

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	74 – 93	Entirely Satisfactory
L	Low Pass	70 – 73	Inadequate
F	Fail	69 or below	Unacceptable
IN	Incomplete		Work Incomplete

COURSE OUTLINE

Class 1: Brief Introduction to course

Tuesday – January 12

Topics:

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

Assigned Reading:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 2 – Evidence-based practice, pp. 19-35.

Ivey et al. (2018): Chapter 1—Intentional Interviewing, Counseling, and Psychotherapy, pp. 3-25

Class 2: EBP Core Processes: Engaging and Joining – What’s Culture Got to Do with It?

Tuesday – January 19

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:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 3 – Incorporating multicultural, racial, and socioeconomic diversity, pp. 36-71
Chapter 4 – Joining and establishing the therapeutic relationship, pp. 75-94.

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). Springer.

Lee, E. (2012). A Working Model of Cross-Cultural Clinical Practice (CCCP). *Clinical Social Work Journal*, 40, 23–36. <https://doi.org/10.1007/s10615-011-0360-3>

Meyer-Bahlburg, H. F. L. (2019). 'Diagnosing' gender? Categorizing gender-identity variants in the anthropocene. *Archives of Sexual Behavior*, 48(7), 2027-2035.
<https://doi.org/10.1007/s10508-018-1349-6>

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), 218-234. <https://doi.org/10.1080/19359705.2011.55377>

Optional Readings:

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. <https://doi.org/10.1037/0735-7028.34.3.278>

Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J, Fraser, L., Green, J., Knudson, G., Meyer, W. J., Monstrey, S., Adler, R. K., Brown, G. R., Devor, A. H., Ehrbar, R., Ettner, R., Eyler, E., Garofalo, R., Karasic, D. H., . . . 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.
<https://doi.org/10.1080/15532739.2011.700873>

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). American Psychological Association.

Zeber, J. E., et al. (2017). The impact of race and ethnicity on rates of return to psychotherapy for depression. *Depression and Anxiety*, 34, 1157-1163.
<https://doi.org.10.1002/da.22696>

Class 3: Standardized Measures Used for Screening and Assessment **Tuesday – January 26**

Topics:

- When, wear, 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:

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). Lawrence Erlbaum Associates.

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

Chapter 2 - Qualitative and quantitative assessments, pp. 15-27.

Optional Readings:

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(60), 1-8. <https://doi.org/10.1186/s12939-016-0349-1>

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 1 at end of syllabus for further details.

Assignment 1 due Next Week (2/02/2021)

Class 4: EBP Core Processes: Psychoeducation – Theoretical Basis and Basic Skills; Application to Recovery in MH services

Tuesday – February 2

Topics:

- What is psychoeducation?
- Basic components of psychoeducation
- Psychoeducation used with anxiety, depression, and other life stressors
- Demonstration, practice and reflection

Assigned Readings:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 5 – Psychoeducation and recovery principles in mental health services, pp. 95-105.

Ivey et al (2018). Chapter 3—Attending and Empathy Skills, pp. 56-81

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

Optional Readings:

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). Springer.

Mumbauer, J. & Kelchner, V. (2017). Promoting mental health literacy through bibliotherapy in school-based settings, *Professional School Counseling*, 21(1), 85-94.
<https://doi.org/10.5330/1096-2409-21.1.85>

Class 5: EBP Core Processes: Motivational Interviewing
Tuesday – February 9

Topics:

- Basics principles of Motivational Interviewing
- Relationship to the Transtheoretical (Stages of Change) Model
- MI interventions to engage ambivalent clients
- Practice and reflection

Assigned Readings:

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

Ivey et al. (2018): Chapter 5—Questions: Opening Communication, pp. 109-129

Optional Readings:

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

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

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. <https://doi.org/10.1186/s12889-015-1984-y>

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*.
Chapter 4 – Motivational interviewing with parents (73-99).

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

February 16—Wellness Day No Class

Class 6: EBP Core Processes: Cognitive Behavioral Therapy and Relapse Prevention and Trigger Management
Tuesday – February 23

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, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.

Chapter 7 – Cognitive-behavioral therapy, pp. 129-139.

Chapter 9 – Relapse prevention, trigger management, and the completion of treatment, pp. 161-178.

Ivey et al. (2018): Chapter 6—Encouraging, Paraphrasing, and Summarizing, pp. 132-152

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>

Austin, A. & Craig, S. L. (2015). Transgender affirmative cognitive-behavioral therapy: Clinical considerations and applications. *Professional Psychology: Research and Practice*, 46(1), 21-29. <http://dx.doi.org/10.1037/a0038642>

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). Nova Science Publishers.

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. <https://doi.org/10.17744.mehc.37.3.02>

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). Nova Science Publishers.

Schofield C. A., Ponzini, G. T., & Becker, S. J. (2020). Evaluating approaches to marketing cognitive behavioral therapy: Does evidence matter to consumers? *Cognitive Behavior Therapy*, 49(4), 257-269. <https://doi.org/10.1080/16506073.2019.1682654>

Class 7: EBP Core Processes: Mindfulness and Acceptance Principles and Practices, and Self Compassion

Tuesday—March 2

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

Assigned Readings:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 8 – Mindfulness- and acceptance-based principles and practices, pp. 140-160.

Ivey et al. (2018): Chapter 7 & 8, pp. 154-195

Optional Reading:

Neff, K. D., & Dahm, K. A. (2014). Self-compassion: What it is, what it does, and how it relates to mindfulness. In M. Robinson, B. Meier, & B. Ostafin (Eds.) *Mindfulness and self-regulation* (pp. 121-140). 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). Guilford Press.

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>

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

Class 8: EBP Core Processes: Risk Assessments, Harm Reduction, and Suicide Prevention Tuesday – March 9

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, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 13 – Risk assessment and suicide prevention, pp. 255-279.

Jobes, D. A. (2016). *Managing suicidal risk: A collaborative approach (2nd ed.)*. 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:

Hanratty, D., Kilicaslan, J., & Wilding H. (2019). A systematic review of efficacy of Collaborative Assessment and Management of Suicidality (CAMS) in managing suicide risk and deliberate self-harm in adult populations. *Australian Psychiatry*, 27(6), 559-564.
<https://doi.org/10.1177/1039856219848832>

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

Assignment 2 due Next Week (3/16/2021)

**Class 9: Working with Families: Assessment and Common Interventions
Tuesday – March 16**

Topics:

- When is family work appropriate?
- Core concepts
- Ways of assessing family functioning
- Common interventions across approaches
- Practice and reflection

Assigned Readings:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 10 – Family therapy, pp. 179-203.

Ivey et al. (2018): Chapter 9—Focusing the Counseling Session: Contextualizing and Broadening the Story, pp. 203-226

Edwards, J. T. (2011). *Working with families: Guidelines and Techniques*. John Wiley & Son.
Chapter 4: Techniques, pp. 106-142.

Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice* (3rd ed.). Guilford Press.
Chapter 2 – Core concepts, pp. 15-25.

Recommended Readings:

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*. Guildford Press.
Chapter 4 – Guidelines for conducting an assessment, pp. 42-76.

Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice* (3rd ed.). 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

Walsh, J. (2010). *Psychoeducation in mental health*. Lyceum Books.
Chapter 2 – Psychoeducation and family theory, pp. 28-40.

Class 10: Systems Interventions: Stages of Group Formation and Implication for Interventions
Tuesday – March 23

Topics:

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

Required Readings:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 12 – Group therapy, pp. 227-252.

Ivey et al. (2018): Chapter 10—Empathic Confrontation: Identifying and Challenging Client Conflict, pp. 228-252

Recommended Reading:

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.
http://dx.doi.org/10.1300/J009v16n01_07

Mashinter, P. (2020). Is group therapy effective? *BU Journal of Graduate Studies in Education*, 12(2), 33-36.

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.
http://dx.doi.org/10.1300/J009v30n02_03

Galinsky, M. J., & Schopler, J. H. (1989). Developmental patterns in open-ended groups. *Social Work with Groups*, 12(2), 99-114. http://dx.doi.org/10.1300/J009v12n02_08

Class 11: Systems Interventions: Interdisciplinary Teams, Coordination of Care, and Assertive Community Treatment (ACT)
Tuesday – March 30

Topics:

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

Assigned Readings:

Boyd-Franklin, N., Cleek, E. N., Wofsy, M. & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 11 – The multisystems model and interdisciplinary coordination of care, pp. 204-226.

Ivey et al. (2018): Chapter 11—Reflection of Meaning and Interpretation/Reframing, pp. 257-281

Boust, S. J., Kuhns, M. C., & Studer, L. (2005). Assertive Community Treatment. In C.E. Stout & R.A. Hayes (Eds.), *The evidence-based practice: Methods, models and tools for mental health professionals* (pp. 31-55). John Wiley & Sons.

Recommended Reading:

Thorning, H. & Dixon, L. (2020). Forty-five years later: The challenge of optimizing assertive community treatment. *Current Opinion in Psychiatry* 33(4), 397-406.

<https://doi.org/10.1097/YCO.000000000000061>

Assignment 3 due Next Week (4/6/2021)

Class 12: Practice Skills Client Simulation (Assignment 3)

Tuesday – April 6

Remember to log in to Zoom room at your assigned time to complete Assignment 3

Class 13: Crisis Intervention in Clinical Settings, Schools and Communities: Responding to Violence, Suicide, Homicide, and Natural Disasters; Review

Tuesday – April 13

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, B. (2013). *Therapy in the real world: Effective treatments for challenging problems*. Guilford Press.
Chapter 14 – Crisis intervention in clinics, schools, and communities: Responses to violence, suicide, and homicide, pp. 280-304.

Ivey et al. (2018). Chapter 13—Counseling Theory and Practice: How to Integrate the Microskills with Multiple Approaches

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

Optional Readings:

Kubiak, S. J., Shamrova, D. & Comartin, E. (2019). Enhancing knowledge of adolescent mental health among law enforcement: Implementing youth-focused crisis intervention team training. *Evaluation and Program Planning*, 73, 44-52.
<https://doi.org/10.1016/j.evalprogplan.2018.11.006>

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.

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* (3rd ed., pp. 221-245). Oxford University Press.

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* (3rd ed., pp. 279-290). Oxford University Press.

Assignment 4 due 4/27/2021

Class 14: Study Day – NO CLASS
Tuesday – April 20

Class 15: Exam (Assignment 4)
Tuesday – April 27

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 assignment 1, which is due at the beginning of class**) 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: Find a Measure (10 percent) Due at the beginning of Class 4 – 2/2/2021

Objective: The purpose of this assignment is to become more familiar with library resources as well as gain experience looking for a standardized measure and evaluating its appropriateness for your client (i.e., 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:
 - Health and Psychosocial Instruments (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) and upload the form AND your measure to Forums on Sakai under Screening & Assessment Measures so the rest of the class can benefit from your research. Please also have your completed form and measure available during class and be prepared to share your information.

Rubric for Assignment 1: Find a Measure	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) accurately and clearly identified	2
How the measure would be used	2
What you learned from this assignment	2
Total	10

Assignment 2: Case Assessment & Treatment Plan (20 percent)

Due by 11:55 PM on 3/16/2021

Objective: The purpose of this 5-7 page assignment is three-fold: (1) Gain additional experience and skill in assessing a client (preferably from your field placement or from a case study if needed); (2) Learn to do a case conceptualization (summary and impressions); and (3) Increase your skill level in developing a clear and specific treatment goal or goals.

This assignment is 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 ecomap** is required. If you do not have a current case to use for this assignment, please see me so that we can discuss other options (e.g., case that you have worked with in the past or a case study that can be assigned). Since this section of the assignment is similar to something you will be doing “on the job,” you are not expected to include citations or references for this assignment.

NOTE: Although not a required element for your paper, please be prepared to discuss in class how one of the EBP core processes (e.g., cognitive behavioral therapy, mindfulness, motivational interviewing, psychoeducation, suicide risk assessment) might be applied to the selected client case.

Rubric for Assignment 2: Case Assessment, Treatment Plan, & EBP Core Process	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
A genogram or an ecomap is provided and helps illustrate the client’s situation	3
Client’s strengths, current and overall life challenges are clearly identified	3
Case conceptualization (i.e., summary and impressions) clearly, succinctly, and professionally highlights your insights and provides direction for what you believe should happen next	3
Goal is clearly connected to client’s concerns and case conceptualization and adheres to SMART goal criteria in a logical, appropriate manner	3
Writing is clear, professional, and free from errors	3
Total	20

Assignment 3: Practice Skills Client Simulation (25 Percent)
Due during Class 12 at assigned time on 4/6/2021

Objective: The aim of this assignment is to demonstrate your competency applying practice skills we have learned this semester on a simulated client experience. During class time on **Class 12** we will have a client simulation. Students will individually conduct part of a client interview. You will be graded on your effort to incorporate the direct practice skills you have learned about over the course of this semester.

You will be provided a case scenario to review in advance. During the simulation, each student will have an assigned 10-minute block of time to meet with a client to explore the client’s presenting problem, provide relevant psychoeducation, and suggest an intervention to explore in your future work together with the client. Building on the direct practice skills obtained in SOWO 540, students will be expected to demonstrate their ability to: a) conceptualize a client and their presenting concerns, and b) provide relevant psychoeducation (teaching a skill or providing information). In preparing for the client simulation, consider how an EBP core mediational process reviewed over the course of the semester may be helpful in this situation.

SOWO 740 Practice Skills Client Simulation Rubric

Social Worker/Student: _____

0= Harmful 1= Ineffective 2= Marginally effective 3= Facilitative 4= Additive

Direct Practice Skills	
CRITERIA	RATING (Least to Best)
OPENING: Was the opening appropriate, friendly, and pleasant?	0 1 2 3 4
ATTENDING BEHAVIORS: Is the social worker reflecting good attending behaviors (e.g., posture, eye contact, facial expressions, etc.)? Do the attending behaviors communicate a sense of caring and genuine interest in the client?	0 1 2 3 4
AVAILABILITY BEHAVIORS: Is the social worker communicating a sense of being available and open to the client? Is the social worker receptive, respectful, and non-interfering? Does the social worker use silence effectively?	0 1 2 3 4

JOINING/ENGAGING BEHAVIORS: Is the social worker approaching the client with dignity and respect, and using genuineness, positive regard, and authenticity to establish this relationship?	0 1 2 3 4
FACILITATIVE BEHAVIORS: Is the social worker helping the client to tell their story by using active listening skills (e.g., minimal encouragers, paraphrasing, reflection, leading, summarization, support, and approval)?	0 1 2 3 4
PSYCHOEDUCATION (1): Is the social worker providing knowledge to aid the client to externalize their symptoms, and to reduce the barriers of shame and stigma?	0 1 2 3 4
PSYCHOEDUCATION (2): Is the social worker allowing the client to be an expert on their experience, while presenting the educational information from the scientific literature (e.g., asking: "How does this compare with your experience?")	0 1 2 3 4
CLOSING: Did the social worker initiate an appropriate closing?	0 1 2 3 4

Verbal Barriers to Communication			
Is the social worker avoiding the following pitfalls?	YES	NO	2 points for each "no"
Reassuring, sympathizing, consoling or excusing			
Giving suggestions or solutions prematurely			
Judging, criticizing, or placing blame			
Giving advice			
Stacking questions			
Asking closed questions			
Self-disclosure with the consequence of taking attention from client			
Filling in every silence			
Lecturing or arguing to convince the client of the "right" point of view?			

Summary of Strengths:

Summary of Improvement Opportunities:

GRADING

Direct Practice Skills SCORE: _____

Verbal Barriers to Communication SCORE: _____

Subtotal (Direct Practice Skills + Verbal barriers to Communication): _____

FINAL GRADE (Direct Practice Skills + Verbal barriers to Communication ÷ 2): _____

Assignment 4: Final Exam on last day of course, 04/27/2021 (25 percent)

Objective: The aim of this assignment is to approximate the experience of taking the licensure exam required to become a Licensed Clinical Social Worker. 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.**