

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NUMBER:	SOWO 772
COURSE TITLE:	Integrative Bridge Course: Practice Overview
SEMESTER/YEAR:	Spring Session 2 2021
DATES/TIME:	March 15 – April 26, 6:30-8:30 pm
INSTRUCTOR:	Jamie Burgess-Flowers, MSW, LCSW
OFFICE PHONE:	919-445-2748
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OFFICE HOURS:	As needed, by request through email (in-person and zoom available)

COURSE DESCRIPTION:

This course is intended as a brief overview of direct and macro practice social work. The first half of the course will focus on the fundamentals of direct practice – including assessment, relationship building, self-care, cultural humility, and accountability. The second half of the course will focus on the fundamentals of macro social work practice – including community assessment and intervention design, and organizational structure and climate.

OBJECTIVES: *At the conclusion of this module, students will be able to:*

1. Identify the importance of self-care and self-understanding/self-awareness while meeting the needs of clients.
2. Understand the importance of the helping process and relationship building in working with clients.
3. Demonstrate the ability to identify clients' strengths while conducting assessments and developing treatment plans.
4. Demonstrate how to assess and design interventions addressing community issues.
5. Articulate how structure, culture, climate, power, and decision-making processes impact service delivery.

READINGS:

All readings are posted on the Sakai site under "Resources."

TEACHING METHODS AND EXPECTATIONS:

Teaching methods include lecture, discussion, case studies, media presentations, and small group activities. My perspective is that all of us are teachers as well as learners. You are expected to complete readings and assignments prior to class, attend the full synchronous class with your video on, and be prepared for engaged participation.

A note on "**engaged participation**": "Engaged participation" means that you have completed the readings and that your comments during discussions are thoughtful, focused and respectful. Your camera is on during the zoom class meeting and chats are utilized for questions and comments

when appropriate. Points will be deducted if you miss class without notice, are repeatedly late to log in, leave early, are unprepared, or noticeably disengaged.

USE OF ELECTRONIC DEVICES IN THE CLASSROOM:

I expect that we are all invested in creating an environment of respect and engagement. During class, cell phones should be turned off or muted. I welcome laptops or tablets for taking notes or for small group activities; however, I ask that you use them *only* for relevant activities. Your attention is an important sign of respect to your colleagues.

ASSIGNMENTS:

There are three assignments for the class, summarized below. More detailed descriptions are found under Assignments on the Sakai menu.

Assignment 1: Article Review
Due: March 29 by 6:30pm

You can see in the schedule of topics and readings below that, for class sessions two and three, you are asked to find a scholarly article (research or theory) in which you apply the broad topic for the day (for example, the social work relationship, cultural humility, assessment, etc.) to a population or issue of particular interest to you. These articles will be woven into our discussions for that day.

This assignment asks you to choose ONE of these articles, and to write a brief (1-2 page; no more than two pages) reflection that (a) briefly summarizes the focus and major points in the article, and (b) articulates how the article helps you to apply the broad content for the day to your chosen population or issue.

Assignment 2: Interview Analysis
Due: April 12 by 6:30pm

This assignment will give you the opportunity to reflect in some detail on the processes of listening and responding that are integral to social work practice. You will link to an online, brief interview between a social worker and client, and then will complete a brief worksheet in which you analyze selected interactions of your choice.

Assignment 3: Community Assessment
Due: April 26 by 6:30pm

For this assignment, you will work in small groups to select a community-level issue and conduct a preliminary assessment focusing on needs, assets, existing resources, and possible “leverage points” or recommendations for action. Your research will include use of scholarly literature and local data, as well as the perspectives of the individuals/communities most directly affected by the issue. The final product will consist of a power point presentation.

Assignments, Grading, and Point Distribution:

Points will be assigned as follows:

Attendance & engaged participation	10
Article review	20
Interview analysis	25
Community assessment	<u>45</u>
Total	100

Grades will be assigned as follows:

- H: 100-94
- P: 93-74
- L: 73-70
- F: 69 and below

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

You are expected to adhere to scholarly writing guidelines and to use APA formatting in all of your written work. Please use the resources available to you to ensure your success in this area. The web sites listed below provide additional information:

- <http://sww.unc.edu/students/writing> (resources from the School of Social Work, including an APA quick reference guide)
- <http://www.apastyle.org/apa-style-help.aspx> (APA Style basics)
- http://owl.english.purdue.edu/handouts/research/r_apa.html (general information about APA style). You are also encouraged to review the section on plagiarism, as it constitutes academic dishonesty and will have significant consequences.

WRITING SUPPORT:

Clear, cogent writing is an essential skill for all social workers. Writing support is available to all students through the SSW 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. You are expected to follow APA style in all papers; points will be deducted for noncompliance with APA style guidelines. Writing support services are a learning opportunity for students. In keeping with University's Honor Code, the team does not copy edit student papers.

- Writing support is available in-person, by e-mail, or by phone. Request an appointment by sending a desired day and time to SOSWwritingsupport@gmail.com. Additional information about best practices for writing can be found at <https://sww.unc.edu/students/writing>

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

Assignments are due at the **beginning** of class on the day noted. I try to be as flexible as possible, within reason. If you request an extension in advance of the assignment's due date, no points will be deducted. Late assignments will lose 10% of the assignment's points per day (including weekends and including the date on which the assignment was due, if you submit it after the beginning of class).

POLICY ON ACADEMIC HONESTY:

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

ACCESSIBILITY AND RESOURCES SERVICES:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

GENDER-BASED VIOLENCE AND RELEVANT RESOURCES:

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the *Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services* (confidential), or the *Gender Violence Services Coordinators* (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

SCHEDULE & COURSE OUTLINE

<i>Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
Monday March 15	Overview of the history of social work development	Readings located on Sakai	
Monday March 22	Overview of the helping process <ul style="list-style-type: none"> • Listening & responding • Self-care 	Readings located on Sakai	Please identify, read, & be prepared to discuss an article addressing self-care for the helping professional.
Monday March 29	Multidimensional assessment <ul style="list-style-type: none"> • Incorporating strengths Cultural humility	Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education, 34</i> (2), 165–181. Grady, M. D., & Dombo, E. A. (2016). <i>Moving beyond assessment : A practical guide for beginning helping professionals</i> . New York, NY: Oxford University Press. Ch. 6: Assessment Ch. 7: Asking the Difficult Questions	Please identify, read, & be prepared to discuss an article addressing EITHER assessment OR cultural humility relative to a population or issue of interest to you. <i>Article Reflection Due</i>
Monday April 5	Assessing client safety Treatment planning & documentation <ul style="list-style-type: none"> • Guidelines & practice 	Grady, M. D., & Dombo, E. A. (2016). <i>Moving beyond assessment : A practical guide for beginning helping professionals</i> . New York, NY: Oxford University Press. Ch. 8: Assessing the Safety of the Client	

<i>Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
		<p>Ch. 9: Assessing the Safety of Others in Relation to the Client</p> <p>Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work, 50</i> (4), 325-334.</p>	
<p>Monday April 12</p>	<p>Overview of macro practice</p> <p>Community assessment: Assets & needs</p>	<p>Center for Community Health & Development, University of Kansas (2018). <i>The community tool box</i>. Retrieved from https://ctb.ku.edu/en</p> <p>Read the following sections from <i>Chapter 3: Assessing community needs and resources</i>.</p> <p>Section 2: Understanding and describing the community</p> <p>Section 4: Collecting information about the problem</p> <p>Section 5: Analyzing community problems</p>	<p><i>Interview Analysis Due</i></p>
<p>Monday April 19</p>	<p>Choosing & adapting community-level interventions</p>	<p>Center for Community Health & Development, University of Kansas (2018). <i>The community toolbox</i>. Retrieved from https://ctb.ku.edu/en.</p> <p>Read the following sections from <i>Chapter 19: Choosing and adapting community interventions</i>:</p> <p>Section 1: Criteria for choosing and adapting</p>	

<i>Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments Due</i>
		<p>community interventions</p> <p>Section 2: Understanding risk and protective factors: Their use in selecting potential targets and promising strategies for intervention</p> <p>Section 3: Identifying strategies and tactics for reducing risks:</p> <p>Section 4: Adapting community interventions for different cultures and communities:</p> <p>Section 5: Ethical issues in community interventions</p>	
<p>Monday April 26</p>	<p>Understanding organizations with a focus on climate, leadership, & equity</p>	<p>Spath, R., Strand, V. C., & Bosco-Ruggiero, S. (2013). What child welfare staff say about organizational culture. <i>Child Welfare, 92</i>(1), 9-31.</p>	<p><i>Community Assessment Assignment Due</i></p>