SOW 4341.0002 - Micro-Level Roles and Interventions in Social Work

Instructor: Julie Barrett, MSW        Term: Fall, 2004
Office:               Class Day:  Thursday
Phone: (407) 673-0430         Class Hour:  1:30-4:20 p.m
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Office Hours: By appointment

Course Description: Study and simulated practice of roles and tasks in systemic problem solving with individuals, families and supportive and remedial groups (Credit: 3 semester hours).

Course Objectives: By the end of the term, students should be able to:
1. Describe micro practice.
2. Apply a generalist model of social work practice to micro problem situations.
3. Describe the role of the change agent in micro practice.
4. Articulate ethical issues and considerations in relation to micro practice interventions with individuals, families and small groups.
5. Demonstrate an ability to effectively apply knowledge about cultural diversity, in given case situations.
6. Plan interventions with micro systems to combat social inequities, particularly racism, sexism, ageism and heterosexism, and to minimize their negative effects on clients.
7. Identify public issues in cases of private troubles.
8. Demonstrate professional attitudes of micro practice, such as altruism, accountability, self-awareness and self-discipline, within given course assignments.
9. Compare and contrast psychosocial, sociobehavioral and crisis intervention with individuals, families and small groups.
10. Show competence in using critical thinking strategies, the strengths perspective, and selected procedures, strategies and techniques of the strengths perspective, psychosocial, sociobehavioral and crisis intervention models, within given course assignments.


Evaluation of Learning and Grading: Achievement of objectives will be measured as follows:
1. Quizzes (30%)
   Four quizzes will be given during the course of the semester. Quizzes may contain multiple choice, short answer, or matching questions. The top 3 quizzes will count toward the student's final grade; the lowest of the four quiz grades will be dropped. All make-up quizzes will be in an essay format.

2. Final Examination (20%)
   A final examination will be given at the end of the semester, covering the content of all of the four units. The examination may contain multiple choice, short answer, matching, or essay questions.
3. **Case studies (40%)**

Students will complete written responses to two micro practice cases. Each student will be required to apply psychosocial intervention in case #1 and sociobehavioral intervention in case #2. The instructor will provide guidelines and expectations for the case studies. Each case study is worth 20% of the final grade.

4. **Attendance and participation (10%)**

Students are expected to attend each class, arrive on time, and remain for the duration of the class. They are also expected to actively and appropriately participate in all in-class activities. In-class activities will require that students come to class prepared to discuss the topic of the day. Class attendance and participation will determine 10% of the student’s final grade.

**Grading:** Students’ grades will be determined by their achievement on the following assignments:

A **final course grade** will be based upon the total number of points accumulated by a student on the above evaluations.

A = 95-100 (4.0)  
A- = 90-94 (3.75)  
B+ = 87-89 (3.25)  
B = 84-86 (3.00)  
B- = 80-83 (2.75)  
C+ = 77-79 (2.25)  
C = 74-76 (2.00)  
C- = 70-73 (1.75)  
D+ = 67-69 (1.25)  
D = 64-66 (1.00)  
D- = 60-63 (0.75)  
F = 59 or less (0.00)

**Tentative Due Dates for Course Assignments:**

- First day of class: August 26
- Quiz #1: September 16
- Quiz #2: October 7
- Case #1 due: October 14
- Quiz #3: November 4
- No class (Veteran’s Day): November 11
- Case #2 due: November 18
- No Class (Thanksgiving): November 25
- Quiz #4: December 2
- Final Examination: As scheduled during final examination week

**Important Academic Dates:** see website for dates.

**Fall 2004 Holidays**

- Labor Day: Sept. 6 (Mon)
- Veteran’s Day: Nov. 11 (Thurs)
- Thanksgiving: Nov. 25-29 (R-Sun)

**Course and Classroom Policies and Procedures:**

See the BSW Student Handbook for a detailed discussion of the School of Social Work’s course policies and procedures and UCF’s Golden Rule for a description of the University’s class policies and procedures. Please note below general guidelines concerning the shared responsibilities of the instructor and students in this course:

1. Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken during the first half hour of class and repeated immediately following any breaks during class. Any student who is not present during the taking of attendance will be categorized as absent that day. Any student with more than 3 absences during the semester will receive a grade of Zero (0%) for attendance and participation. Students who experience chronic medical or
personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

2. Written assignments are due during class on the date listed in the syllabus. Any student unable to attend class on the date an assignment is due may turn their assignment in directly to the social work office on or before the due date. It is the student’s responsibility to see to it that their assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. Late assignments will be docked 10% for each calendar day that they are late. Assignments will not be accepted by email or fax. Because there will be no exceptions to this policy, students are encouraged to turn in assignments early, or exchange contact information with their classmates so that assignments can be turned in on time in the event of an emergency.

3. It is important that the social worker be able to demonstrate effectiveness and competence through the written word. For this reason, each paper will be graded for both clarity and content. All written work must follow the APA format. All written assignments must be typed in a professional font style and size. Margins must be one inch. The cover page of a paper is not considered to be a page of text.

4. The syllabus is not considered to be a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to adjust reading requirements, assignment due dates, and other expectations at her discretion. Any changes in the syllabus will be announced in class.

Written Assignments:
1. Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation and spelling are to be correct in all written materials submitted, and will be considered in grading written assignments. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. All assignments are to be typed, double-spaced, and on clean bond paper.

2. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached Monday-Thursday 9am-4pm, Friday 8am-3 pm and Sunday 2-6pm at (407) 823-2197 or http://reach.ucf.edu/-uwc.

Special Accommodations: Students registered with UCF’s Office of Student Disability Services and having special needs which require accommodation for the successful completion of this course should see the instructor no later than the end of the first week of class. Failure to do so may result in accommodation(s) not being made.
Course Outline and Schedule

Unit 1 - Foundations of Micro Practice

Unit Learning Objectives:
1. Explain the relationship of micro intervention to generalist social work practice.
2. Discuss the relationship between "private troubles" and "public issues" and between micro and macro interventions.
3. Trace the history and background of micro practice.
4. Describe micro related worker roles and activities, specifically as they relate to culturally sensitive micro practice and use of a strengths perspective.
5. Discuss micro practice with diverse client populations, particularly when there are differences in the worker and client's race, gender, sexual orientation and/or age.
6. Delineate criteria for selection of an intervention approach.
7. Compare and contrast individual counseling with group and family treatment.
8. Explain use of an eclectic approach in developing micro practice competence.
10. Discuss selected client defense mechanisms that may influence micro intervention.
11. Describe the rationale for selection of three models of micro practice emphasized in course as approaches for working with individuals, families, and small groups.

Content:
1. Micro intervention and generalist social work practice.
   a. Introduction to course-review of syllabus.
   b. Relationship of course to macro practice.
   c. Focus of micro practice.
2. "Private troubles" and "public issues".
3. Historical context of micro practice.
4. Micro practitioner as change agent.
   a. Worker roles (i.e., caregiver, counselor, therapist, etc.).
   c. Problem solving: a review applied to micro practice.
   d. Working effectively with people of color, gay and lesbian clients, older adults, children and women.
      a. Use of a strengths perspective.
5. Culturally sensitive micro intervention with minority clients (e.g., African-Americans, Hispanics, gays and lesbians, etc.) and women.
   a. Establishing conditions for micro intervention: exploration, assessment, and planning (a review) and use of DSM IV.
   b. Counseling strategies: insight (verbal) vs. resolution (action) approaches.
8. Worker competency, eclecticism and ethical considerations.
9. Selected defense mechanisms and intervention: adaptive or maladaptive client uses.
   a. Repression  g. Rationalization  m. Intellectualization
   b. Avoidance   h. Identification  n. Insulation
   c. Denial      i. Displacement  o. Fixation
   d. Regression  j. Reaction Formation p. Fantasy Formation
   e. Undoing     k. Sublimation  q. Distortion
   f. Projection  l. Isolation    r. Compensation
10. Relationship of psychosocial, sociobehavioral, and crisis intervention models to practice.
Readings:

Learning Methods:
1. Lecture - discussion.
2. Guest speaker(s) - optional.
3. Videotape presentations: "Psychological Defenses."

Unit 2 - Psychosocial Intervention with Individuals, Families and Groups

Unit Learning Objectives:
1. Describe psychosocial treatment.
2. Use selected data collection tools, assessment methods and contracting approaches associated with the psychosocial model in given case situations.
3. Apply selected procedures, strategies and techniques of the psychosocial model, in given course assignments.
4. Identify methods for effectively increasing client efficacy during the intervention phase.
5. Describe cultural and gender differences that may affect use of psychosocial interventions.

Content:
1. Psychosocial intervention.
   a. Knowledge base and orientation of model.
   b. Major assumptions, principles, strengths and limitations of approach.
   c. Relationship to problem solving steps.
2. Worker activities associated with psychosocial approach.
3. Psychosocial intervention techniques.
   a. Sustainment.
   b. Direct influence.
   c. Ventilation.
   d. Confrontation.
   e. Exploration-description.
   f. Person-situation reflection.
   g. Pattern-dynamic reflection.
   h. Developmental reflection.
   i. Environmental work.
4. Applications to individuals, families, and groups.
5. Psychosocial intervention with diverse client populations.

Readings:

Learning Methods:
1. Lecture-Discussion.
2. Case examples and role plays of psychosocial intervention.
3. Guest speaker(s) - optional.
Unit 3 - Sociobehavioral Intervention with Individuals, Families and Groups

Unit Learning Objectives:
2. Use selected data collection tools, assessment methods and contracting approaches associated with the sociobehavioral model in given case situations.
3. Apply selected procedures, strategies and techniques of the sociobehavioral model, in given course assignments.
4. Identify methods for effectively increasing client efficacy during the intervention phase.
5. Describe cultural and gender differences that may affect sociobehavioral intervention.

Content:
1. Sociobehavioral intervention.
   a. Knowledge base and orientation of model.
   b. General strengths and limitations of model.
   c. Major assumptions and principles of approach.
   d. Relationship to problem solving steps.
2. Worker activities associated with the sociobehavioral approach.
   a. Modeling and observational learning procedures.
   b. Operant and respondent conditioning.
   c. Environmental work.
   d. Other techniques.
4. Sociobehavioral intervention techniques.
   a. Positive reinforcement.
   b. Negative reinforcement.
   c. Extinction.
   d. Differential reinforcement.
   e. Response shaping.
   f. Punishment.
   g. Systematic desensitization.
   h. Flooding.
   i. Negative practice.
   j. Satiation.
   k. Stimulus shaping (fading).
   l. Verbal instructions.
   m. Behavioral rehearsal (role play).
   n. Rule making.
   o. Model presentation.
   p. Time out.
   q. Overcorrection.
   r. Token economy.
   s. Other selected techniques.
5. Applications to individuals, families, and groups.
6. Sociobehavioral intervention with diverse client populations.

Readings:

Learning Methods:
1. Lecture - discussion
2. Role plays demonstrating approach.
3. Case examples of sociobehavioral approach.
4. Optional videotapes
5. Guest speaker(s) - optional.
Unit Learning Objectives:
1. Distinguish between an emergency and a crisis.
2. Compare and contrast crisis intervention with psychosocial and sociobehavioral treatment.
3. Use selected data collection tools, assessment methods and contracting approaches associated with crisis intervention, in given course assignments.
4. Apply selected procedures, strategies and techniques of crisis intervention, in given case situations.
5. Identify methods for dealing with barriers to crisis resolution.
6. Discuss crisis work with ethnic minority clients, women and selected at-risk populations.

Content:
1. Emergency vs. crisis situations.
   a. Characteristics, worker responses, worker and client activities.
   b. Use of supervision and other resources.
2. Crisis intervention.
   a. Knowledge base, orientation, major assumptions and principles of crisis work.
   b. General strengths and limitations of approach and similarities/differences with other approaches.
   c. Treatment procedures, strategies and steps in problem solving process.
3. Worker activities associated with crisis work that precedes the intervention phase.
4. Intervention approaches and techniques: psychological support, cognitive restoration and environmental work.
5. Crisis intervention with vulnerable client groups, particularly people of color and women.
6. Obstacles and reactions to change.

Readings:

Crisis intervention strategies (custom reader or reserve)

Learning Methods:
1. Lecture - Discussion
2. Case examples of crisis intervention and role plays demonstrating approach.
3. Optional guest speaker(s).
4. Videotape (optional) - "Suicide: Warning Signs."

Final Exam)
References


