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, classism, 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. Examinations (70%) - Three (3) examinations will be given during the term. The exams may contain multiple choice, matching, short answer and/or essay questions. Exam #1, which is worth 20% of the final grade, will occur during week 5. Exam #2 (scheduled week 12) and exam #3 (during final exam week) will each be worth 25% of the final grade. Note: A make-up exam will only be provided to a student who has an appropriate reason for missing the exam (e.g. verified illness, death in family). All make-up exams will be in essay format and must be taken by the last day of class. (See schedule on the next page for a listing of tentative exam dates.)

2. Cases (30%) - Students may work alone or in small groups (maximum of three people) to complete written responses for two (2) micro practice cases. Each student will be required to apply psychosocial intervention in case #1 and sociobehavioral intervention in case #2. Specifically, the student will be responsible for:
   a. Assessing case material, identifying the problem(s) for work, and formulating goals for the change effort.
   b. Discussing intervention procedures, strategies and techniques that would be used and why, giving examples of how change might be produced.
   c. Describing worker activities that should occur during each phase of the problem solving process.
   d. Evaluating anticipated outcomes of the change effort.
e. Describing ethical issues associated with the change effort.

f. Identifying appropriate referrals that could be made during phases of the helping process.

g. Supporting responses with citations from course readings.

The case assignments, which are worth 15 points each, are due week 8 (psychosocial intervention) and week 11 (sociobehavioral intervention); tentative due dates for completed cases are identified below. All responses to the case exercises must be typed on white bond paper, double-spaced and referenced using the APA documentation style. Evaluation material, information about APA citations and references, and additional guidelines for completing each case exercise will be furnished by the instructor.

In written assignments, students are expected to present their ideas clearly and to adhere to professional standards of writing (e.g., use correct grammar, punctuation, sentence structure, spelling, etc.) Work not conforming to these standards, or demonstrating serious deficiencies in common English usage, will be returned ungraded, and the student must meet with the instructor concerning revisions required for resubmission. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. For information on the UWC, phone (407) 823-2197 or http://reach.ucf.edu/uwc.

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

1. Exam #1 20%
2. Exam #2 25%
3. Exam #3 25%
4. Case #1 15%
5. Case #2 15%

100%

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall Points</th>
<th>Grade Point Value</th>
<th>Grade</th>
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<td>F</td>
<td>59 or below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Tentative Due Dates for Assignments

1. Exam #1-Week 5.......................................................... 9/21
2. Exam #2-Week 12.......................................................... 11/9
3. Exam #3-Final exam week.............................................. Date to be announced
4. Case #1-Week 8............................................................ 10/12
5. Case #2-Week 11............................................................ 11/2

Course and Classroom Policies and Procedures:

See the BSW Student Handbook for information on the School of Social Work's course policies and procedures. The Golden Rule contains a description of UCF’s class policies and procedures. Noted below are general guidelines concerning the shared responsibilities of the instructor and students in this course.

A. Completion of Assignments:

1. All examinations and case assignments must be completed in order to pass the course. Students may NOT elect to skip any of the exams or assignments and accept a lower grade.
2. Students should submit assignments at the beginning of the class period on the identified due date. Five (5) points will be deducted from the student's final grade for each assignment submitted late. No assignment will be accepted after the last day of class.
3. The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Whenever possible, such changes will include student input.

B. Final grades:
1. Final grades are available on the internet. However, grades can be mailed to those students who provide the instructor with a stamped, self-addressed envelope. The instructor cannot provide a student with his/her final grade by phone nor can final grades be posted in the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up by students in the School of Social Work Office.
2. If the student believes the instructor has made an error in grading or marking an assignment, the error should be brought to the instructor’s attention within the week following the return of the graded assignment. Otherwise, the grade assigned will be considered correct and final.

C. Attendance:
1. Student participation is an integral part of this course. Students will be expected to assume responsibility for their own learning and to actively involve themselves in class discussions, small group exercises, role-plays, and other activities in order to develop necessary practice skills. Therefore, attendance is required. Class sessions will combine didactic, discussion and experiential components. Students must be prepared for class (e.g., complete readings and other assignments prior to class); students will also be expected to be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves, etc.)
2. A class roll will be circulated during each class meeting. Students are responsible for documenting their attendance by signing the roll. Any student who must miss a class meeting (or a part of a class session) is responsible for the material and should arrange to get notes, handouts, etc. from a course peer. More than three (3) unexcused absences during the term may result in a lowering of the grade; more than four unexcused absences can result in a failing grade for the course.

D. Classroom Behavior: Students are expected to contribute to class discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. Social workers must be able to accept diversity of ideas and differences of opinion. Therefore, students should feel free to express their personal opinions and to refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.

E. Academic Integrity: Social workers must demonstrate high standards of integrity and are expected to adhere to the Social Work Code of Ethics. Students are expected to do their own work on all material submitted for a grade. Cheating, plagiarism or academic dishonesty in any form will not be tolerated and may place a student’s enrollment at the University at risk. A student who has assisted another student in breaching academic honesty standards shall be considered equally culpable. A student (or students) who observes others violate the academic integrity policy is expected to report this to the instructor. Cheating is considered non-permissible written, visual or oral assistance, including that obtained from another student, on exams, course assignments or projects. The unauthorized possession or use of examination or course material shall also constitute cheating. Plagiarism is seen as the deliberate use or appropriation of another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own. Any student failing to properly credit ideas or materials taken from another has plagiarized. UCF has recently started an account with an automated system, turnitin.com, which instructors can use to quickly and easily compare each student’s report to billions of web sites, as well as an enormous database of student papers that grows with each submission. After submission of the paper, instructors receive a report that states if and how another author’s work was used.

Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. In addition, the Office of Student Conduct may conduct a review of the action taken by the instructor and take one or more of the following actions: 1) warn the student, 2) place the student on probation, 3) suspend the student, 4) expel the student, and/or 5) file a permanent conduct record at UCF that is accessible by other institutions upon request. Please see your academic advisor if you have any questions or concerns about this policy or contact the Office of Student Conduct at (407) 823-2851.

School of Social Work and University policies on academic integrity will be strictly enforced. Violations of student academic behavior standards are outlined in the School’s BSW Handbook and UCF’s Student Handbook, The Golden Rule. (See http://www.ucf.edu/goldenrule/ for more details on UCF’s polices.)
F. **Incomplete Grades:** In exceptional circumstances, an incomplete grade may be given per School/University policies. Individual arrangements must be made with the instructor to complete course requirements. In no case will the date set to complete the requirements extend beyond the end of the next term.

G. **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. For information on the UWC, phone (407) 823-2197 or [http://reach.ucf.edu/~uwc](http://reach.ucf.edu/~uwc).

H. **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.

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**Course Outline and Schedule**

**Unit 1 - Foundations of Micro Practice (Weeks 1-4)**
August 24-September 14, 2004

**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".
   a. Social treatment vs. social reform.
   b. Prevention vs. restoration and rehabilitation.
3. Historical context of micro practice.
   a. Origin of contemporary approaches to helping individuals, families and small groups.
   b. Development and regulation of clinical social work.
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.
   e. 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
   b. Avoidance
   c. Denial
   d. Regression
   e. Undoing
   f. Projection
   g. Rationalization
   h. Identification
   i. Displacement
   j. Reaction Formation
   k. Sublimation
   l. Isolation
   m. Intellectualization
   n. Insulation
   o. Fixation
   p. Fantasy Formation
   q. Distortion
   r. Compensation
10. Relationship of psychosocial, sociobehavioral, and crisis intervention models to practice.

Readings:

Learning Methods:
1. Lecture - discussion.
2. Videotape presentations: "Psychological Defenses."

Unit 2 - Psychosocial Intervention with Individuals, Families and Groups (Weeks 5-7)
September 21-October 5, 2004

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. Client resistance, ambivalence, and transference and worker countertransference.
4. 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.  

5. Applications to individuals, families, and groups.  
6. Psychosocial intervention with diverse client populations.  

Readings:  
2. Hollis (2000), Chapter 5, Sustainment, influence, and ventilation, pp. 89-108; Chapter 6, Reflective discussion of the person-situation configuration; Chapter 7, Reflective consideration of dynamic and developmental factors, pp. 125-138; and, Chapter 8, Environmental work, pp. 139-163 in *Casework: A psychosocial therapy* (required-reserve).  

Learning Methods:  
1. Lecture-Discussion.  
2. Case examples and role plays of psychosocial intervention.  
3. Guest speaker(s) - optional.  
4. Exam #1 occurs week 5 (covers unit 1).  

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Unit 3 - Sociobehavioral Intervention with Individuals, Families and Groups (Weeks 8-12)  
October 12-November 9, 2004  

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:
Spiegler and Guevremont, Chapter 1, What is behavior therapy?, pp. 3-14; Chapter 3, The behavioral model, pp. 29-44; Chapter 4, The process of behavior therapy, pp. 45-74; Chapter 6, Stimulus control and reinforcement therapy, pp. 113-139; Chapter 7, Deceleration behavior therapy, pp. 141-175; Chapter 8, Token economy, contingency contract, and behavioral child management training, pp. 176-201; Chapter 9, Brief/graduated exposure therapy, pp. 202-235; and, Chapter 10, Prolonged/intense exposure therapy, pp. 236-259 in Custom reader (required-text).

Learning Methods:
1. Lecture - discussion
2. Role plays demonstrating approach.
3. Case examples of sociobehavioral approach.
4. Optional videotapes:
   a. Behavior Treatment ("Childhood Aggression").
   c. "Behavioral Techniques."
   d. "B.F. Skinner and Behavior Change: Research, Practice and Promise."
   e. "Catch Them Being Good" (Reinforcement in the Classroom).
   f. "Behavioral Interviewing with Couples."
   g. "Behavioral Principles (for Parents): A Discrimination Program."
5. Guest speaker(s) - optional.
6. Case assignment #1 due week 8 (psychosocial intervention).
7. Case assignment #2 due week 11 (sociobehavioral intervention).
8. Exam #2 given week 12 (covers psychosocial and sociobehavioral intervention).

Unit 4 - Crisis Intervention with Individuals, Families and Groups (Weeks 13-15)
November 16- November 30, 2004

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 precede the intervention phase.
4. Intervention approaches and techniques: psychological support, cognitive restoration and environmental work.
5. Crisis intervention with vulnerable clients, particularly people of color and women.
6. Obstacles and reactions to change.
Readings:
Gilliland and James, Chapter 1, Approaching crisis intervention, pp. 3-30; Chapter 2, Basic crisis intervention skills, pp. 31-80; Chapter 3, Crisis case handling, pp. 81-126; Chapter 5, Crisis of lethality, pp. 195-228; Chapter 9, Personal loss: Bereavement and grief, pp. 420-468 in Custom reader (required-text).

Learning Methods:
1. Lecture - Discussion
2. Case examples of crisis intervention and role plays demonstrating approach.
3. Optional guest speaker(s).
4. Videotape: "Crisis Intervention."
5. Videotape (optional) - "Suicide: Warning Signs."
6. Exam #3 given during final exam week (covers crisis intervention).

Selected Bibliography


