



**University of Central Florida
School of Social Work**

SOW 5306 – 0M80 Social Work Practice II: Intervention Approaches

Instructor Contact

Instructor	Rebekah Hazlett-Knudsen, PhDc, MSW		
Office	HPA I Office 254 -Orlando Campus		
Office Hours	<ul style="list-style-type: none"> • Main campus: Mondays 2-5 pm, Tuesdays 11 am -1 pm • Daytona campus: Wednesday afternoons by appointment • Online office hours: Tuesdays 11 am to 1 pm and by appointment 		
Phone	(407) 823-6342	E-mail	rhazlett@ucf.edu

Course Information

Course Name	Social Work Practice II: Interventions
Course ID & Section	SOW 5306 OM80
Credit Hours	3.0
Semester/Year	Fall 2011
Location	Wednesdays, 6:00 - 8:50 PM, Bldg 140, Room 313

Course Description

The overall objective of this course is to enable students to study social work theories, strategies, and techniques for helping people and to improve social service system responsiveness to human needs. This course strengthens student understanding of social work generalist community based micro practice by extending mezzo and macro interventions while emphasizing on-going reciprocal relationships between the individual client and his/her community (family, community, and society).

Students will continue in their development of critical thinking skills by applying these skills to the analysis and selection of current evidenced-based practice strategies and interventions. Throughout the course, students will be expected to integrate research findings applicable to the mezzo and macro levels of social work with client groups and populations at risk, maintaining the social work commitment to economic and social justice, ethical practice and professionalism, the strengths perspective, the planned change process, and cultural/diversity differences presented by various groups of clients.

Course Learning Objectives

By the end of the term, students will be able to:

1. Describe micro, mezzo, and macro practice.
2. Apply a generalist model of practice to micro, mezzo, and macro situations, within given course assignments.
3. Discuss the relationship between "private troubles" and "public issues" and micro, mezzo, and macro interventions.
4. Describe the role of the social worker as a provider of preventive, developmental, supportive, and remedial services in micro, mezzo and macro practice situations.
5. Demonstrate professional attitudes, behaviors, and value orientations associated with ethical social work practice, such as altruism, respect, self-awareness, self-discipline, and accountability, within given course assignments.
6. Utilize knowledge about diversity to effectively work with and on behalf of at-risk and vulnerable populations in given micro, mezzo, and macro practice situations.
7. Demonstrate competence in using selected interventions to reduce the stress experienced by clients and to improve their social functioning; specifically procedures, strategies, and techniques associated with psychological, sociobehavioral and crisis intervention, within given course assignments.
8. Demonstrate competence in using selected interventions to promote social and economic justice to empower clients, and to improve the ability of systems to provide appropriate and effective services, specifically, the procedures, strategies, and techniques associated with community organizing, community education, internal and legislative advocacy.
9. Describe selected procedures, strategies and techniques of grant writing to improve the social and economic supports and resources that are available to client systems.
10. Identify ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of micro, mezzo, and macro intervention.
11. Demonstrate an ability to improve, within given course assignments, one's own practice, and service delivery in general, by: (a) identifying service inequities (e.g., inhumane or unethical practices related to racism, sexism, classism or ageism; unmet or undermet client needs, etc.), and (b) using micro, mezzo, and macro interventions to combat these service inequities, minimize the negative effects of such inequities on client systems, and to maximize the responsiveness of service systems.
12. Apply a planned change process to develop critical thinking skills within course assignments.

13. Describe exemplary evidence-based practice approaches.
14. Demonstrate knowledge of the history of social work methods.

Required Texts

- Spiegler, Guevremont, James, Long, Tice & Morrison. (2008). *Reader for social work practice* (UCF School of Social Work). Pacific Grove, CA: Cengage Publishing.
- *American Psychological Association publication manual* (6th ed.). (2010). Washington, DC: Author.

Supplemental/Recommended Texts

- Strunk, W., Jr., & White, E. B. (2000). *Elements of style* (4th ed.). New York: Longman Publishers.

Assessment of Learning

1. Examinations (40 points)

One examination will be given during the course. The exam may contain multiple choice, matching, short answer, and/or essay questions. The exam covers Units 1 & 2 and counts for **40 points** of the final grade. The exam will occur during **Week 7**.

2. Discussion Boards (35 points)

A total of **7** modules & discussion boards, each worth **5 points**, will be completed on assigned online weeks (when the class does not meet).

3. Macro Project Assignment (25 points)

Students will be assigned by the instructor to work collaboratively in small groups (4-6 persons). This group macro project includes the development of an **in-class presentation** (during **Week 15**), and the development of a group packet describing, in summary form, the use of selected macro practice interventions to improve and/or develop resources for a client system/population. Each group must choose as the focus of this assignment a client system or potential client population that is (or will be) served by its field agencies. Then, using selected procedures, strategies, and techniques of an identified macro practice approach (community organization, community education, legislative advocacy or internal advocacy), each group will develop a comprehensive plan for macro-level intervention in response to the need(s) of the selected client system/population. Group packets, due no later than the last week of regular classes (Week 15), should present a detailed summary of the plan, including any modifications made based on the group's review of its plan in class.

Each group's plan for macro-level intervention should include at least a description of:

- a. Tasks involved in planning and conducting the change effort, including identification and analysis of the problem(s) being addressed, target(s) of change, goals, and objectives, etc.
- b. Intervention strategies and tactics that would be utilized for conducting the
- c. change effort, including anticipated obstacles and resources required.
- d. Ethical issues and worker responsibilities related to the change effort.
- e. Anticipated outcomes of intervention.

Students are encouraged to consult with the instructor for clarification of mutual expectations about this assignment and to obtain resources (e.g., handouts, readings, examples of earlier student presentations) for planning presentations and developing packets. (Groups are also encouraged to utilize material on the intervention approaches that are identified as optional readings in weeks 14 and 15). The instructor will provide additional guidelines for this assignment, including the description of the criteria to be used for evaluating presentations/packets.

Tentative Due Dates for Assignments

1. **Exam: Week 7**
2. **Web-based Module Discussion Boards:** Due Dates/Times for the online module discussion boards (scheduled for the even-numbered weeks of the semester) are due no later than 8:00 AM on the Monday following the release of the module.

Week	Module Assignment	Module Opens	Module Discussion Posting Due
2	1	August 29th	September 5th
4	2	September 12th	September 19th
6	3	September 26th	October 3rd
8	4	October 10th	October 17th
10	5	October 24th	October 31st
12	6	November 7th	November 14th
14	7	November 21st	November 28th

3. **Macro Project Packets: Week 15**
4. **Macro Project Presentations: Week 15 & 16**

Missed Assignments/Make-Ups/Extra Credit

Completing and Submitting Assignments: All assignments are due on the scheduled date unless the student has extenuating circumstances that prevent the student from meeting the deadline. In those cases the student **MUST** speak directly with the Instructor and must make arrangements directly with the Instructor. Please note that documentation of the **extraordinary circumstances** must be provided to the Instructor. Extraordinary circumstances include documented student hospitalization or serious illness; death in the family; car accident. Graduate students are asked to manage their time appropriately in order to complete all assignments in a timely manner.

All late assignments not due to extraordinary circumstances and/or those assignments where the student has not provided documentation for the extraordinary circumstance will receive a letter grade **deduction** for every week that the assignment is late.

Evaluation and Grading

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

Letter Grade	Points
A	95 - 100
A-	90 - 94
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69

D	64 - 66
D-	60 - 63
F	59 and below

Assignment	Total Points	Grade Percentage
Exam	40	40
Module 1	5	5
Module 2	5	5
Module 3	5	5
Module 4	5	5
Module 5	5	5
Module 6	5	5
Module 7	5	5
Group Macro Project	25	25%
Total	100	100%

Attendance Policy

This mixed-mode course (M-course) emphasizes acquisition and demonstration of clinical practice skills and techniques. Students are expected to attend all face-to-face classes and complete and participate in all online activities, as participation in online discussions is considered similar to attendance in face-to-face classes. Participation in discussions is an **absolute** requirement. Once a discussion opportunity is missed, it is difficult to make up and will be considered to be an absence from class. Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must come to class prepared (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that

require that the student bring in medical documentation), and the make-up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who **miss three (3) or more absences** regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Please see additional School of Social Work policies on attendance in the MSW handbook.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students **WILL NOT** engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Participation includes class discussion, participation in group activities, attendance, and professional behavior. **Unprofessional behavior will not be tolerated;** this includes disruptions like: side conversations, use of cell phones during class (other than emergency calls), disrespectful verbal or nonverbal interactions with classmates or the instructor (colleagues). Should a student exhibit unprofessional behavior, during the class period the instructor will deduct a point from their overall course grade (per class period). Should a disruption continue past the instructor addressing it the first time the student will be asked to leave class, this will count as an absence. Please note that you are considered burgeoning professionals and are expected to treat your colleagues with respect.

Written Assignments

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.* All written assignments must adhere to APA 6th edition. Assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper does not count towards page number requirements, nor do reference pages. References should be included in the APA 6th edition citation and reference style.

Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded.

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 at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited in appropriate APA (6th edition) format.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late assignments will lose a full letter grade (this means equivalent of A to a B) for each week that they are late. No assignment will be accepted after week 15 of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments. Keep in mind that if a discussion board is late, this also counts as an absence.

Turnitin.com

The instructor uses turnitin.com; an online system that can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. You will be submitting all written work to turnitin.com. To submit a document to turnitin.com you will save your word processing file (word pad, etc.) into a Microsoft word document or a pdf document (watch formatting!!!).

For a more detailed look at this process, please visit <http://www.turnitin.com>

NOTE: To access this class, you will need both the Class ID: 4193875 and the enrollment password: socialwork (case sensitive). Register and become familiar with the turnitin.com system as early as possible.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. 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.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" (or zero points) for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. The student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work (some group work will be allowed- you will receive instructions on these assignments) and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Professional Behavior

Unprofessional behavior will not be tolerated; this includes rude or disrespectful comments via webcourse tools, or interactions with classmates or the instructor; biased or prejudiced language towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will deduct a point from their overall course grade

(per module unit week). Should a disruption continue past the instructor addressing it the first time the student will be referred to the MSW Coordinator and the Office of Student Conduct. Please note that you are considered burgeoning professionals and are expected to treat your colleagues with respect.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Student Instructor Communication

The instructor is available to meet with students during the office hours listed on this syllabus and by appointment. The instructor can be contacted by phone or email with the contacts listed at the top of the syllabus. Email should in most cases be directed through the webcourse section.

- It is expected that all email will have a subject line, appropriate greeting, grammar and tone. Please adhere to email etiquette (<http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx>). Do not send me a text via email!!!
- In most cases email will be answered within 24 hours (M-F), however allow up to 48 hours for a response.
- If you send an email on Friday afternoon, Saturday or Sunday please be aware that you may not receive a response until Monday.
- If sending an email to rhazlett@ucf.edu include SOW5306 in the subject line of your email.
- It is your responsibility to initiate contact with the instructor about due date extensions or other concerns related to emergencies.
- The instructor will communicate any changes to the syllabus via the webcourse email or announcements; therefore it is your responsibility to regularly check the webcourse.

E-mail

E-mail will be an integral part of this course. Make sure:

1. **All email** should be sent through the webcourse email function.

2. Check your webcourse e-mail at least twice per week (more often is better).
3. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages.
9. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Note: Review the Netiquette and Viruses section below

Discussion Topics

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Use the appropriate Discussion Topic; don't post everything on the "Main" Discussion Topic.
4. Be patient. Don't expect an immediate response when you send a message.
5. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar --- then copy and paste your composition into e-mail or the discussion. This also saves online time.
6. Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.

7. Respect each other's ideas, feelings and experience.
8. Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
9. Explore disagreements and support assertions with data and evidence.
10. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
11. Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
12. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
13. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
14. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Note: Review the Netiquette, Viruses and Technical Resources sections below.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

:-) = happy, pleased

:-(= sad, displeased

:-O = surprised

>:-| = angry

Abbreviate when possible. Examples:

LOL = laugh out loud, "I find this funny"

ROFL = rolling on floor laughing, really funny

BTW = by the way

grin = smiling

IMHO = in my humble opinion

FYI = for your info

Flame = antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

Viruses

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

2 BEFORE ME RULE:

I will expect you to check with resources to attempt to solve technical issues with webcourses prior to contacting me for assistance. I will often have to refer you to one of these resources anyway so it is best to start with them.

- [UCF Home Page](#) will help find UCF resources
- [UCF Computer Service Desk](#) – You can also call the Service Desk at 407-823-5117.
- [Learning Online](#) This site provides information on study skills for distance learners, the library and the writing center.
- Buying a new computer or upgrading your current equipment – <http://www.cstore.ucf.edu/>
- [Hardware/Software Requirements](#)
- Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates.
- If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Course Schedule: SOW 5306.0M80 (Fall 2011)

Please note that discussion board postings are due **NO LATER** than 8:00 AM on the Monday following that week's material release. Online modules will open on Mondays @ 8:00 AM.

Week/Dates	Format	Topics & Activities	Items Due
Unit 1			
Foundations of Practice			
<i>Week/Dates</i>	<i>Format</i>	<i>Topics & Activities</i>	<i>Items Due</i>
Week 1 August 24th	Face to Face class	<ul style="list-style-type: none"> • Introductions • Course Overview: Expectations: Syllabus and Protocol Highlights • Foundations of Practice 	<ul style="list-style-type: none"> • Come to class ready to get going! :)
Week 2 Opens August 29th @ 8:00 AM	Online Module #1	<ul style="list-style-type: none"> • Introduction to Macro Practice • Introduction to your role as a Macro Social Worker • Relationship between micro, mezzo, and macro practice. <p><u>Readings:</u> Course Text: Long, Tice, & Morrison, <u>Macro social work</u> practice: A strengths perspective, Chapters 1, 2, & 12. "Defining macro practice", Adopting a strengths perspective in <u>macro social work</u>", and "Promoting a social justice and ideological outlook".</p>	<ul style="list-style-type: none"> • Discussion board due Monday, September 5th by 8:00 AM
Week 3 September 7th	Face to Face class	<ul style="list-style-type: none"> • Generalist Practice Functions • Defining Social Problems • Intervention overview: micro, mezzo, macro • Planned change process 	<ul style="list-style-type: none"> • Come to class having completed reading and prepared to discuss the overlap between levels of practice and the importance of macro

		<p><u>Readings:</u> Hepworth, Rooney, & Larsen (2002). Chapter 3 "An overview of the helping process" in <i>Direct Social Work Practice: Theory and Skills</i>. Available in the media library.</p> <p>Review readings from Week 2</p>	<p>practice and a social justice perspective.</p> <ul style="list-style-type: none"> • Come to class prepared to select a group to work in for the macro group project.
<p>Unit 2 Psychosocial Intervention</p>			
<p>Week 4 Opens September 12th @ 8:00 AM</p>	<p>Online Module #2</p>	<ul style="list-style-type: none"> • Overview of Psychosocial treatment • Strengths and Problem Centered Approaches <p><u>Readings:</u> Goldstein, E., "The Psychosocial Approach" in Encyclopedia of social work (19 th ed.).</p>	<ul style="list-style-type: none"> • Discussion board due Monday, September 19th by 8:00 AM
<p>Week 5 September 21st</p>	<p>Face to Face class</p>	<ul style="list-style-type: none"> • Psychosocial intervention techniques • Psychosocial Defense Mechanisms • Application of Psychosocial intervention <p><u>Readings:</u> Woods & Hollis, "Sustainment, influence, and ventilation", "Reflective discussion of the person-situation configuration", "Reflective consideration of dynamic and development factors", and "Environmental work", in <i>Casework: A psychosocial therapy</i> (pps. 131-184.)</p>	<ul style="list-style-type: none"> • Come to class having completed reading and prepared to discuss the main tenants of psychosocial intervention
<p>Unit 3 Crisis Intervention</p>			

<p>Week 6 Opens September 26th @ 8:00 AM</p>	<p>Online Module #3</p>	<ul style="list-style-type: none"> • Domains of crisis • Crisis intervention skills • Emergency vs. crisis situations: Crisis defined • Knowledge base, orientation, major assumptions and principles of crisis work • Crisis of lethality <p><u>Readings:</u> Course Text: James, Crisis Intervention Strategies: Chapters 1, 2, 3, & 4</p>	<ul style="list-style-type: none"> • Discussion board due by Monday, October 3rd by 8:00 AM
<p>Week 7 October 5th</p>	<p>Midterm Exam in class on Units 1 & 2</p>		
<p>Week 8 Opens October 10th @ 8:00 AM</p>	<p>Online Module #4</p>	<ul style="list-style-type: none"> • Bereavement and grief • Professional crisis: burnout, compassion fatigue, vicarious traumatization <p><u>Readings:</u> Course Text: James, Crisis Intervention Strategies: Chapters 5 & 6</p>	<ul style="list-style-type: none"> • Discussion board due Monday, October 17th by 8:00 AM
<p>Unit 4 Sociobehavioral Intervention</p>			
<p><u>Week 9</u> October 19th</p>	<p>Face to Face class</p>	<ul style="list-style-type: none"> • Behavioral intervention <ul style="list-style-type: none"> ○ Knowledge base and orientation of model ○ General strengths and limitations of model ○ Major assumptions and principles of approach ○ Relationship to the 	<ul style="list-style-type: none"> • Come to class having completed reading and prepared to discuss techniques associated with behavioral intervention

		<p>planned change process</p> <ul style="list-style-type: none"> • Worker activities associated with the behavioral approach • Behavioral intervention techniques: overview <ul style="list-style-type: none"> ○ Modeling and observational learning procedures ○ Operant and respondent conditioning ○ Environmental work <p><u>Readings:</u> Course Text: Spiegler & Guevremont, Contemporary behavior therapy, Chapters 1 & 3</p>	
<p>Week 10 Opens October 24th @ 8:00 AM</p>	<p>Online Module #5</p>	<ul style="list-style-type: none"> • Behavioral assessment • Behavioral intervention • Four major goals of behavioral interview <p><u>Readings:</u> Course Text: Spiegler & Guevremont, Contemporary behavior therapy, Chapter 5</p>	<ul style="list-style-type: none"> • Discussion board due Monday, October 31st by 8:00 AM
<p>Week 11 November 2nd</p>	<p>Face to Face class</p>	<ul style="list-style-type: none"> • Behavioral intervention techniques • Positive reinforcement • Negative reinforcement • Extinction • Differential reinforcement • Response shaping • Punishment 	<ul style="list-style-type: none"> • Come to class having completed reading and prepared to discuss and practice select techniques.

		<ul style="list-style-type: none"> • Systematic desensitization • Flooding • Satiation • Stimulus shaping (fading) • Behavioral rehearsal (role play) • Time out • Overcorrection • Token economy • Cognitive Behavioral Therapy <p><u>Readings:</u> Course Text: Spiegler & Guevremont, Contemporary behavior therapy, Chapters 6, 12, & 13</p>	
Unit 5 Improving and Developing Resources & Access: A Social Justice Perspective			
Week 12 Opens November 7th	Online Module #6	<ul style="list-style-type: none"> • Grant writing • Finding grant funding • Writing the proposal • Proposal accepted: now what? <p><u>Readings:</u> Course module materials (within module)</p>	<ul style="list-style-type: none"> • Discussion board due Monday, November 14th by 8:00 AM
Week 13 November 16th	Face to Face class	<ul style="list-style-type: none"> • Review of social problems vs. personal problems • Strengths based capacity building • Development of community resources: <ul style="list-style-type: none"> ○ Community organizing & 	<ul style="list-style-type: none"> • Come to class having completed reading and prepared to apply strengths and a social justice perspective to the development of resources (community & organizational)

		<p>planning</p> <ul style="list-style-type: none"> ○ Community development ○ Organizational development and planning <p><u>Readings:</u></p> <p>Course Text: Long, Tice, & Morrison, <u>Macro social work practice: A strengths perspective</u>, Chapters 3, 5, & 6. "Considerations for the practitioner", "Enriching organizational life", and "Developing community resources & capacities".</p> <p><i>Review: Long, Tice, & Morrison, <u>Macro social work practice: A strengths perspective</u>, Chapters 1, 2, & 12.</i></p>	
<p>Week 14 Opens November 21st</p>	<p>Online Module #7</p>	<ul style="list-style-type: none"> • Role of policy practitioner • Policy advocacy vs. policy analysis: Policy practitioner • Policy analysis <p><u>Readings:</u></p> <p>Course Text: Long, Tice, & Morrison, <u>Macro social work practice: A strengths perspective</u>, Chapter 9. "Policy practice and political persuasion".</p> <p><i>Review: Long, Tice, & Morrison, <u>Macro social work practice: A strengths perspective</u>, Chapters 1, 2, 3, 5, 6, & 12.</i></p>	<ul style="list-style-type: none"> • Discussion board due Monday, November 28th by 8:00 AM
<p>Week 15 November 30th</p>	<p>Face to Face class</p>	<p>Group Macro Project Packet & Presentations</p> <p>*All Group Packets due!!</p>	
<p>Week 16 December 7th</p>	<p>Face to Face class</p>	<p>Group Macro Project Presentations</p>	

Note: All dates and times are subject to change by the course professor. Be informed and routinely check the announcements, schedule, and class discussion topics for any changes or updates.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email through the webcourse. It is the student's responsibility to check the webcourse section frequently for communication.