



University of Central Florida  
School of Social Work

**SOW 4341.0003 Micro-Level Roles and Interventions in Social Work**

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Office Hours: Mon. 10-1:00; Tues. 2-4 p.m.

Term: Fall, 2008  
Class Day: Tuesday  
Class Hour: 10:30-1:20p.m.  
Class Location: HPA 272

**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 using the planned change process of social work practice to micro and mezzo problem situations.
3. Describe the role of the change agent in micro practice.
4. Articulate ethical issues and considerations in relation to micro and mezzo 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 and mezzo 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, behavioral 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, behavioral and crisis intervention models, within given course assignments.
11. Utilize the strengths perspective when working with clients.

**Learning methods:**

1. Lecture – discussion.
2. Guest speaker(s) - optional.
3. Videotape presentations: "Psychological Defenses", "Suicide: Warning Signs", and other videos or DVD's.
4. Case examples and role plays of psychosocial intervention, sociobehavioral and crisis intervention.

**Required Course Text:** Custom Reader (2008). *Micro-level roles and interventions in social work*. (2<sup>nd</sup> Ed.). Pacific Grove, CA: Cengage Publishing Company.

**Supplemental Readings:** throughout the syllabus there are articles either from books or journals that have been identified to assist in supplementing the textbook readings. It will be the student's responsibility to access these articles independently. For assistance, please contact the library.

## LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

## ONLINE RESOURCES

Assignment guidelines and other course handouts are available through [www.webct.ucf.edu](http://www.webct.ucf.edu)

**ASSIGNMENTS AND POINTS: 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 25% of the final grade, will occur during week 4. Exam #2, worth 25% is scheduled during week 11 and Exam #3 is scheduled during final exam week. **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. **Case (30%)** - Students may work alone or in small groups (maximum of four people) to complete written responses for one (1) micro practice case. Each student will be required to apply the psychosocial model of intervention. 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 assignment is due **week 8** (psychosocial intervention, worth 30%); tentative due date for completed case is identified below. All responses to the case exercise must be typed on bond paper, double-spaced and referenced using the APA (5<sup>th</sup> Ed) documentation style. Students are expected to present their ideas clearly and to adhere to professional standards of writing. Grammar, punctuation and spelling are to be correct in all work submitted. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned not graded. Evaluation material, information about APA citations and references, and additional guidelines for completing each case exercise will be furnished by the instructor.

**ASSIGNMENTS AND POINTS**

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

Exam #1 .....	25%
Exam #2 .....	25%
Exam #3 .....	20%
Case .....	30%
.....	100%

**Tentative Due Dates for Course Assignments:**

1. Exam #1 –Week 4.....Sept. 16
2. Exam #2 - Week 11.....Nov. 4
3. Exam #3 – Final Exam Week (Week 16).....Dec. 9
4. Case #1 – Week 8..... Oct. 14

**GRADING SCALE**

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

**POLICIES**

In addition to the information below, 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.

**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. It is the student’s responsibility to ensure that the student’s email address is current in eCommunity.

## 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.

## 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.

## Attendance and Participation

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 be prepared for class (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.

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

## 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 be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. 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. 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.
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**

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor*. No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

### **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 Integrity/Plagiarism**

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work 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.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive 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.) It is assumed for this course that students will adhere to the academic creed of the 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. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

### **Turnitin.com**

The instructor reserves the option to use turnitin.com; an online system which 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. For a more detailed look at this process, please visit <http://www.turnitin.com>.

### **Disability Access 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 instructor 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.

### **THE UCF CREED**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity:** I will practice and defend academic and personal honesty.

**Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity:** I will use my talents to enrich the human experience.

**Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

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

### **Fall 2008 Holidays**

Labor Day.....Sept. 1 (Mon)  
Veteran's Day.....Nov. 11 (Tues.)  
Thanksgiving.....Nov.27-29 (Thurs. & Fri.)

## **Course Outline and Schedule**

### **Unit 1 - Foundations of Micro Practice (Weeks 1-3, Aug. 25-Sept. 9) (No Class Sept. 1 Labor Day)**

#### **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" – impact of social and economic justice (or injustice)
3. Historical context of micro practice.
4. Micro practitioner as change agent.
  - a. Worker roles (i.e., caregiver, counselor, therapist, etc.).
  - b. Helping modalities: individual, family and group treatment.
  - c. Planned Change Process: a review applied to micro and mezzo 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.
6. Selecting and implementing a treatment approach.
  - 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.
7. Individual, group and family treatment: indications and contraindications.
8. Worker competency, eclecticism and ethical considerations.
9. Selected defense mechanisms and intervention: adaptive or maladaptive client uses.
10. Relationship of psychosocial, behavioral, and crisis intervention models to practice.

**Readings:**

1. Hepworth and Larsen (2002). Chapter 3, "An overview of the helping process," in *Direct social work practice: Theory and skills*, pp. 35-55 (available through class notes).

**Week 4 (9/16) Exam #1 – Unit 1**

**Unit 2 - Psychosocial Intervention with  
Individuals, Families and Groups (Weeks 5- 7, Sept. 23-Oct. 7)**

**Content:**

1. Psychosocial intervention.
  - a. Knowledge base and orientation of model.
  - b. Major assumptions, principles, strengths and limitations of approach.
  - c. Relationship to the planned change process.
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:**

1. Goldstein, "Psychosocial approach" in *The encyclopedia of social work* (1995), pp. 1948-1954
2. Hollis (2000). *Casework: A psychosocial therapy*, Chapter 5, "Sustainment, direct influence, and exploration-description-ventilation,"

pp.131-146;

Chapter 6, "Reflective discussion of the person-situation configuration," pp.153-166;

Chapter 7, "Reflective consideration of pattern-dynamic and developmental factors," pp.167-184;

Chapter 8, "Psychosocial therapy and the environment," pp. 185-229

**Case assignment due week 8 (10/14) (psychosocial intervention).**

**Unit 3 - Behavioral Intervention with  
Individuals, Families and Groups (Weeks 9-10, Oct. 21 –Oct. 28)**

**Note: One of these weeks may be combined with the Monday Night class – if so, there  
wouldn't be class on that Tuesday**

**Content:**

1. Behavioral 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 the planned change process.
2. Worker activities associated with the behavioral approach.
3. Behavioral intervention techniques: overview.
  - a. Modeling and observational learning procedures.
  - b. Operant and respondent conditioning.
  - c. Environmental work.
  - d. Other techniques.
4. Behavioral intervention techniques.
  - a. Positive reinforcement.
  - b. Negative reinforcement.
  - c. Extinction.
  - d. Differential reinforcement.
  - e. Response shaping.
  - f. Punishment.
  - g. Systematic desensitization.
  - h. Flooding.
  - i. Satiation.
  - j. Stimulus shaping (fading).
  - k. Behavioral rehearsal (role play).
  - l. Time out.
  - m. Overcorrection.
  - n. Token economy.
  - o. Other selected techniques.
5. Applications to individuals, families, and groups.
6. Behavioral intervention with diverse client populations.

**Readings:**

1. Spiegler and Guevremont (2003). *Contemporary behavior therapy* (custom reader)
  - Chapter 3, "The behavioral model," pp. 29-44;
  - Chapter 4, "The process of behavior therapy," pp. 45-60;
2. Miltenberger, Raymond (2008). *Behavior modification: Principles & procedures*. (4<sup>th</sup> Ed.) (custom reader)
  - Chapter 4, "Reinforcement"
  - Chapter 8, "Respondent conditioning"
  - Chapter 15, "Differential reinforcement"
  - Chapter 22, "Token economy"
  - Chapter 25, "Cognitive behavior modification"

## **Week 11 Exam #2 (Nov. 3) Unit 3 Sociobehavioral Intervention**

### **Unit 4 - Crisis Intervention with Individuals, Families and Groups (Weeks 12-15, Nov. 11-Dec. 2) (Week 12, November 11 No Class Veteran's Day)**

#### **Content:**

1. Emergency vs. crisis situations.
  - a. Characteristics, worker responses, worker and client activities.
  - b. Use of supervision and other resources.
3. 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.
4. Worker activities associated with crisis work that precedes the intervention phase.
5. Intervention approaches and techniques: psychological support, cognitive restoration and environmental work.
6. Crisis intervention with vulnerable client groups, particularly people of color and women.
7. Obstacles and reactions to change.
8. Stages of disaster recovery
9. Transforming disaster from negative to potentially positive outcomes

#### **Readings:**

1. James, R. (2008). *Crisis intervention strategies* (custom reader)
  - Chapter 1, "Approaching crisis intervention"
  - Chapter 3, "Basic crisis intervention skills"
  - Chapter 4, "Crisis case handling"
  - Chapter 7 "Crisis of lethality"
  - Chapter 11, "Personal loss: bereavement and grief"
  - Chapter 16, "Disaster response"

## Week 16 (12/9) - Final Exam (Unit #4)

### Bibliography

- Carleton-LaNey, I., (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-321.
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- Encyclopedia of social work* (19th Edition -1995). Washington, DC: National Association of Social Workers.
- Goldstein, E.G. & Noonan, (1999). Crisis oriented integrative short-term treatment (ISTT), in *Short-term treatment and social work practice*, pp. 169-195. NY, NY: The Free Press.
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- Reamer, Frederic G. (2001) *Tangled relationships: Managing boundary issues in the human services*. New York: Columbia University Press.
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- Roberts, A.R., (1995) *Crisis intervention and time-limited cognitive treatment*. Thousand Oaks, CA: Sage Publications.
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ed.)New York, Oxford University Press.

Rosenfeld, L., Caye, J., Ayalon, O., & Mooli, L. (2005). When their world falls apart: Helping families and children manage the effects of disasters. Washington, D.C.: NASW Press.

Scurfield, R.M. (2002, January/February). The normal abnormal. (Coping in the aftermath of the terrorist acts of September 11<sup>th</sup>). *Psychology Today*, Vol. 35 (1), p. 50.

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Shulman, R., (1999) *The skills of helping individuals, families, groups and communities*. Itasca, IL: F.E. Peacock Publishers, Inc.

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Sundel, M. & Sundel, M., (1999) *Behavior change in the human services: An introduction to principles and applications*. Thousand Oaks, CA: Sage Publications.