

*The University of Texas at Austin
The School of Social Work*

**SW 330K
INTERVENTION II
SUMMER 1992**

**UNIQUE #: 93150
M, T, W, TH, F: 8:30A.M.–10:00 A.M.
SWB 2.106A**

INSTRUCTOR

Cynthia Franklin, Ph.D., CSW-ACP-PR

Office Hours: T & TH 10:00–11:00 a.m.

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COURSE INTRODUCTION:

GSC approved Course description: This course builds extensively on content introduced in SW 312 (Intervention I). This second course in the practice sequence focuses on the integration of theory, methods and skills. The course provides an in-depth examination of the helping process from the perspective of systems/ecological and psychosocial theories. Various methodological approaches relevant for Social Work Practice with individuals, families and groups are presented — problem solving, crisis intervention, cognitive restructuring, and case management. The development of skills in data collection, assessment, and problem identification is also emphasized.

COURSE OBJECTIVES:

By the end of the semester the student should:

- 1) Achieve an awareness of the relationship between theory, knowledge, and Social Work Practice.
- 2) Apply major social Work theories in the helping process.
- 3) Develop skill in data collection, problem identification, and assessment which are sensitive to gender issues, and human diversity of culture, age, ethnicity, and sexual preference.
- 4) To select appropriate methods of intervention for specific case situations.
- 5) To utilize research both as a means for acquiring knowledge and for evaluating self in practice.
- 6) To demonstrate an understanding of social work values and their implications for Social Work Practice.

PREREQUISITES: SW 310, SW 312, SW 313, SW 327

REQUIRED TEXTS:

Hepworth, D.H., & Larsen, J.A. (1989). Direct social work practice: Theory and skills (3rd ed.). Belmont, CA: Wadsworth Publishing Co.

Lum, D. (1992). Social work practice and people of color (2nd ed.). Monterey, CA: Brooks Cole Publishing.

Shulman, L. (1984). The skills of helping individuals and groups (2nd ed.). Itasca, IL: Peacock Publishing.

SUPPLEMENTAL READINGS (ON RESERVE):

- Bloom, M., & Fischer, J. (1982). Evaluating practice: Guidelines for the accountable professional. Englewood Cliffs, NJ: Prentice Hall.
— Chapter 3, Specifying Problems and Goals
— Chapter 4, Developing a Measurement and Recording Plan
- Egan, G. (1990). The skilled helper: A systematic approach to effective helping. Pacific Grove, CA: Brooks Cole Publishers.
— Chapter 5, Communication skills I: Attending and Listening
— Chapter 6, Communication skills II: Empathy and Probing
— Chapter 7, STEP 1A — Helping Clients Tell their Stories
- Middleman, R. R., & Wood, G. G. (1990). Skills for direct practice in social work. New York: Columbia Press.
— Chapter 7, Continuous Group Skills
— Chapter 8, Skills for Building Groups
— Chapter 9, Skills for Facilitating the Work of the Group
— Chapter 10, Skills for Non-Talking Groups and Non-Talking Times in Groups
- Sheafor, B. W., Horejsi, C. R., & Horejsi, G. A. (1988). Techniques and guidelines for social work practice. Newton, MA: Allyn and Bacon.
— Chapter 11, Planning and Contracting
- Whittaker, J. K., & Tracy, E. M. (1989). Social treatment: An introduction to interpersonal helping in social work practice (2nd ed.). New York: Aldine de Gruyter.
— Chapter 6, Working with Ethnically and Culturally Diverse Clients
- Zastrow, C. (1990). Social work with groups. Chicago: Nelson Hall.
— Chapter 6, Working with Minority Groups
— Chapter 17, Group Counseling Principles

COURSE REQUIREMENT AND GRADING:

The grade for the course will be based on the student’s ability to demonstrate knowledge and skills in assessment and intervention methods. Class participation which includes regular attendance and promptness in completing assignments will be considered in assigning the final grade. Attendance and participation are essential to this class. Attendance may be taken periodically throughout the semester. Students not present and unexcused will be assessed a **5 point penalty** against their final grade. Students will be evaluated using the following grading system:

Social History	50%		90–100 points=A
<u>1 Case Vignette Intervention Plan</u>	<u>50%</u>		80–89 points=B
Total	100%		70–79 points=C
			60–69 points=D
			Below 60 points=F

Grading of all written assignments will take into account the quality of the writing as well as the content. Written material should be carefully proof-read and corrected for errors in punctuation,

typographical errors, and spelling errors. No late papers or assignments will be accepted except in emergencies, and then only with the permission of the instructor. Should late papers be permitted in an emergency circumstance, point penalties will be assessed at a rate of 5 points per day. Student scholastic dishonesty will be dealt with in accordance with the procedures of The University.

IMPORTANT DATES TO REMEMBER:

Receive Case Vignette	June 23
Social History	June 26
Case Vignette due	July 7

SOCIAL HISTORY:

Each student will complete a social history interview and write up (approximately 5–8 pages, typed). The student may interview a friend, relative, classmate or client if available. Students are encouraged to interview women, minorities of color, those of low social economic class and/or individuals with varying sexual preferences. A format for the Social History will be given in class. Consult class schedule for due date.

CASE VIGNETTE:

A case vignette will serve as a final evaluation. The vignette is a take home essay and will require the student to integrate the readings and classroom lectures, and apply them to a case situation. Students will respond to the case in a written essay format. Answers are to be typed, double spaced and references are to follow a standardized format, such as the one set forth by the American Psychological Association (APA). Answers are not to exceed 8 pages in length. The more concise the answer the better. Consult class schedule for due dates.

CLASS FORMAT: Classes will be a combination of lecture, skills demonstrations and skills building exercises. The focus for this class will be experiential, with the goal of building social work practice skills in interviewing assessment, treatment planning, and group facilitation. This is a fun class and the professor and social work practitioners from the community will be demonstrating the social work practice skills taught.

COURSE OUTLINE

Date	Topics/Readings
Week #1 June 3-5	INTRODUCTION TO PROFESSIONAL SOCIAL WORK PRACTICE: REQUIRED READINGS: The Course Syllabus; Hepworth & Larsen, Ch. 1, 2 RECOMMENDED READINGS: Lum, Ch. 1 Ethnic-Minority Perspectives on Social Work Practice

AN OVERVIEW OF THE SOCIAL WORK HELPING PROCESS

Required Readings: Hepworth & Larsen, Ch. 3; Shulman, Ch. 1

Recommended Readings: Lum, Ch. 2 Ethnic-Minority Values and Knowledge Base

Week #2
June 8-12

GETTING STARTED: SKILLS FOR EFFECTIVE COMMUNICATION AND RELATIONSHIP BUILDING

REQUIRED READINGS: Shulman, Ch. 2, 3; Hepworth & Larsen, Ch. 5

RECOMMENDED READINGS: Egan, Ch. 5; Lum, Ch. 3 A Framework for Social Work Practice with People of Color

SKILLS FOR EFFECTIVE COMMUNICATION AND RELATIONSHIP BUILDING

REQUIRED READINGS: Hepworth & Larsen, Ch. 6, 7; Egan, Ch. 6

RECOMMENDED READINGS: Lum, Ch. 4 Contact

INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY

REQUIRED READINGS: Hepworth & Larsen, Ch. 8; Egan, Chapter 7

RECOMMENDED READINGS: Lum, Ch. 5 Problem Identification

INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY

REQUIRED READINGS: Hepworth & Larsen, Ch. 9

RECOMMENDED READINGS: Lum, Ch. 6 Assessment

Week #3
June 15-19

INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY

REQUIRED READINGS: Bloom & Fischer, Ch. 3 Specifying Problems and Goals

WRAPPING UP THE SOCIAL HISTORY AND FORMULATING A CONTRACT TO WORK ON TARGET PROBLEMS

REQUIRED READINGS: Sheafor, Horejsi, & Horejsi, Ch. 11 Planning and Contracting; Hepworth & Larsen, Ch. 13

RECOMMENDED READINGS: Bloom & Fischer, Ch. 4 Developing a Measurement and Recording Plan

SETTING UP AN INTERVENTION PLAN FROM THE ASSESSMENT INFORMATION

REQUIRED READINGS: Finish all readings through this date.

RECOMMENDED READINGS: Lum, Ch. 7 Intervention

Week #4
June 22-26

INTERVENTION SKILLS FOR WORKING WITH GROUPS

REQUIRED READINGS: Shulman, Ch. 7; Hepworth & Larsen, Ch. 11
RECOMMENDED READINGS: Zastrow, Ch. 17

INTERVENTION SKILLS FOR WORKING WITH GROUPS

REQUIRED READINGS: Shulman, Ch. 8; Middleman & Wood, Ch. 7, 8

INTERVENTION SKILLS FOR WORKING WITH GROUPS

REQUIRED READINGS: Shulman, Ch. 9, 10
RECOMMENDED READINGS: Middleman & Wood, Ch. 9, 10

Receive Case Vignette on June 23

Social History due June 26

Week #5
June 29-July 3

INTERVENTION SKILLS FOR WORKING WITH GROUPS

REQUIRED READINGS: Whittaker & Tracy, Ch. 6 Working with Ethnically
& Culturally Diverse Clients; Zastrow, Ch. 6 Working with Minority
Groups.

RECOMMENDED READINGS: Shulman, Ch. 13

INTERVENTION SKILLS FOR WORKING WITH GROUPS

REQUIRED READINGS: Shulman, Ch. 11
RECOMMENDED READINGS: Shulman, Ch. 12

Week #6
July 6-7

TERMINATION ISSUES AND SKILLS

REQUIRED READINGS: Hepworth & Larsen, Ch. 21; Shulman, Ch. 5
RECOMMENDED READINGS: Lum, Ch. 8 Termination; Shulman, Ch. 15

Endings and Transitions in Groups

Case Vignette due on Tuesday, July 7

CSF/ng
6/1/92