

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

**SW 330K
INTERVENTION II
SPRING 1992**

**UNIQUE #: 54675
T & TH : 9:30 - 11:00
PHR 2.116**

INSTRUCTOR

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

Office Hours: T & TH 11:00-12:00

Office Room: 3.116D

Phone: 471-0533 (O)
990-0829 (H)

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:

Class participation	10%		90 - 100 points = A
Social History	35%		80 - 89 points = B
<u>1 Case Vignette Intervention Plan</u>	<u>55%</u>		70 - 79 points = C
			60 - 69 points = D
Total	100		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:

Social History due	October 15
Receive Case Vignette	November 19
Case Vignette due	December 3
Extra-credit	December 3

EXTRA-CREDIT ON ETHNIC-MINORITY READING:

Students may receive up to 3 points extra-credit for reading and submitting an intervention plan for an ethnic minority client using Lum, D. (1992). Social work practice and people of color.(2nd ed.). Monterey, CA: Brooks Cole Publishing.

Points will be added to the final grade.

TWO LAB PRACTICES:

The class will be divided into Practice Skills groups (approximately 6 - 8 in each group). Each group will be responsible for scheduling and attending the two lab practice sessions in the Learning Resource Center. Each group will also be responsible for providing their own video cassette tapes for the practice sessions. Tapes will be used in a class presentation of the skills group experience. Allow approximately 1-2 hours for each lab practice session. Average time for a session will probably be 1 1/2 hours. The lab practice sessions will be videotaped practice sessions of the intervention skills discussed in class. The lab practice sessions will be supervised by a graduate student who will also confirm attendance and participation at the sessions. The graduate student will be available for

coaching and feedback and will facilitate the student's learning. Students will bring the videos to class for further discussion and feedback.

Each student in a practice skills group will role play the Social Work Intervention skills for that practice session while being videotaped for approximately 10 - 15 minutes. Other students in the practice session will either observe or act as a client in the role play. A client role and problem will be assigned to the student role playing the client in advance. Part or all of the taped interviews will be played back and the group will have an opportunity to react to the mastery of skills by the interviewers. The Group will be encouraged to offer both positive and negative feedback. **Students will be bringing the videos from the lab to class sessions for further analysis, feedback and discussion.**

To summarize the steps of the lab practice sessions are as follows:

- 1) Taped interviews
- 2) Tape playback
- 3) Group discussion of mastery of skills
 - a) positive feedback
 - b) negative feedback
- 4) Bringing tape to class for further review and feedback.

LAB PRACTICE LOGS:

Each member of a practice skills group will complete a session log summarizing their individual experience at the lab practice session. Logs should be 1 to 2 pages in length (may be handwritten). Logs should contain a reflection on the skills practiced and a critique of the student's effectiveness in mastering the skills. Critiques should contain both positive and negative aspects of functioning. In other words, tell me some areas you did well and some areas you need improvement. The needed improvement areas should be followed by specific suggestions for improvement.

THE SCHEDULE OF SKILLS TO BE PRACTICED:

Lab Practice #1 (Consult class schedule for due dates)	Communication and Relationship skills: Role induction, Tuning in, Physical Attending skills, reflective listening, summarization, warmth, empathy, genuineness trust and commitment. Psychosocial History Interview: problem identification, exploration and history taking. Allow extra time for this practice session.
Lab Practice #2	First group meeting: starting a group, developing cohesion, obtaining commitment, etc.

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
January 21 & 23	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
January 28 & 30	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
February 4 & 6	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
February 11 & 13	SKILLS FOR EFFECTIVE COMMUNICATION AND RELATIONSHIP BUILDING REQUIRED READINGS: Hepworth & Larsen, Ch. 6, 7; Egan, Ch. 6 RECOMMENDED READINGS: Lum, Ch. 4 Contact
February 18 & 20	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
February 25 & 27	INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY REQUIRED READINGS: Hepworth & Larsen, Ch. 9 RECOMMENDED READINGS: Lum, Ch. 6 Assessment <i>Lab practice #1 due February 25. Turn in log.</i>
March 3 & 5	INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY REQUIRED READINGS: Bloom & Fischer, Ch. 3 Specifying Problems and Goals
March 10 & 12	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 <i>Social History due March 10</i>
March 16-21	SPRING BREAK

- March 24 & 26 **SETTING UP AN INTERVENTION PLAN FROM THE ASSESSMENT INFORMATION**
 REQUIRED READINGS: Finish all readings through this date.
 RECOMMENDED READINGS: Lum, Ch. 7 Intervention
- March 31 & April 2 **INTERVENTION SKILLS FOR WORKING WITH GROUPS**
 REQUIRED READINGS: Shulman, Ch. 7; Hepworth & Larsen, Ch. 11
 RECOMMENDED READINGS: Zastrow, Ch. 17
Reading Reaction notes due on March 31 on all readings through this date
- April 7 & 9 **INTERVENTION SKILLS FOR WORKING WITH GROUPS**
 REQUIRED READINGS: Shulman, Ch. 8; Middleman & Wood, Ch. 7, 8
- April 14 & 16 **INTERVENTION SKILLS FOR WORKING WITH GROUPS**
 REQUIRED READINGS: Shulman, Ch. 9, 10
 RECOMMENDED READINGS: Middleman & Wood, Ch. 9, 10
Receive Case Vignette and Lab practice #2 due on April 14. Turn in log
- April 21 & 23 **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
- April 28 & 30 **INTERVENTION SKILLS FOR WORKING WITH GROUPS**
 REQUIRED READINGS: Shulman, Ch. 11
 RECOMMENDED READINGS: Shulman, Ch. 12
Case Vignette due on Thursday, April 30
- May 5 & 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
Reading Reaction Notes due on Tuesday, May 5, on rest of readings starting with March 31

CSF/ng
 1/20/92