

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

**SW 330K  
INTERVENTION II  
SPRING 1994**

**UNIQUE #: 54685  
T & TH : 9:30 - 11:00 A.M.  
SWB 2.120A**

INSTRUCTOR

**Cynthia Franklin, Ph.D., LMSW-ACP, LMFT**

Office Hours: T 11:00-12:00 or by appointment

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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. (1993). Direct social work practice: Theory and skills (4th ed.). Belmont, CA: Wadsworth Publishing Co.

Shulman, L. (1992). The skills of helping individuals and groups (2nd ed.). Itasca, IL: Peacock Publishing.

Penderson, P. B., & Ivey, A. (1993). Culture centered counseling and interviewing skills. Westport, CT: Praeger.

**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. Students will be evaluated using the following grading system:

Class participation	10%		90 - 100 points = A
Social Assessment	30%		80 - 89 points = B
Culture Centered Counseling Treatment Plan	25%		70 - 79 points = C
<u>1 Case Vignette Intervention Plan</u>	<u>35%</u>		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 Assessment due	March 22
Culture Centered Treatment Plan	April 12
Receive Case Vignette	April 21
Case Intervention due	May 5

**SOCIAL ASSESSMENT ASSIGNMENT:**

Each student will complete a social assessment interview and write up (approximately 5 - 7 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 Assessment will be given in class. Examples of social assessments are in the LRC **Due: March 22**.

**CULTURE CENTERED INTERVENTION PLAN:**

Student must submit an intervention plan for an ethnic minority client demonstrating knowledge and skills obtained in Penderson & Ivey. *Instructions:* 1) Read Penderson & Ivey; 2) Professor will provide case vignette; 3) Develop an intervention plan (approximately 3-5 pages) for the case integrating information from Penderson & Ivey. **Due: April 12.**

**CASE INTERVENTION ASSIGNMENT:**

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 develop an intervention for 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. Examples of the assignment are in the LRC. **Due: May 5.**

**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**

<b>Date</b>	<b>Topics/Readings</b>
January 20	<b>INTRODUCTION TO PROFESSIONAL SOCIAL WORK PRACTICE:</b> REQUIRED READINGS: Course Syllabus; Penderson & Ivey, Ch. 1
January 25 & 27	<b>AN OVERVIEW OF THE SOCIAL WORK HELPING PROCESS</b> Required Readings: Hepworth & Larsen, Ch. 1 & Ch. 3; Shulman, Ch. 1; Penderson & Ivey, Ch 2 & 3
February 1 & 3	<b>GETTING STARTED: SKILLS FOR EFFECTIVE COMMUNICATION AND RELATIONSHIP BUILDING</b> REQUIRED READINGS: Shulman, Ch. 2, 3; Hepworth & Larsen, Chapter 5; Penderson & Ivey, Ch. 4 & 5 RECOMMENDED READINGS: Egan, Ch. 5;
February 8 & 10	<b>SKILLS FOR EFFECTIVE COMMUNICATION AND RELATIONSHIP BUILDING</b> REQUIRED READINGS: Hepworth & Larsen, Ch. 6 & 7; Egan, Ch. 6; Penderson & Ivey, Ch. 6
February 15 & 17	<b>INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY</b> REQUIRED READINGS: Hepworth & Larsen, Ch. 8; Egan, Chapter 7; Penderson & Ivey, Ch. 7 & 8
February 22 & 24	<b>INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY</b> REQUIRED READINGS: Hepworth & Larsen, Ch. 9 & 10; Penderson & Ivey, Ch. 9
March 1 & 3	<b>INTERVIEWING SKILLS, PROBLEM IDENTIFICATION AND ASSESSMENT: THE SOCIAL HISTORY</b> REQUIRED READINGS: Bloom & Fischer, Ch. 3 Specifying Problems and Goals; Penderson & Ivey, Ch. 10
March 8 & 10	<b>WRAPPING UP THE SOCIAL ASSESSMENT AND FORMULATING A CONTRACT TO WORK ON TARGET PROBLEMS</b> 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
March 15 & 17	<b>SPRING BREAK</b>

- March 22 & 24      **SETTING UP AN INTERVENTION PLAN FROM THE ASSESSMENT INFORMATION**  
 REQUIRED READINGS: Finish all readings through this date  
*Social Assessment due March 22*
- March 29 & 31      **SETTING UP AND INTERVENTION PLAN FROM ASSESSMENT INFORMATION (CONTINUED)**  
 REQUIRED READINGS: Finish all readings through this date  
 RECOMMENDED READINGS: Zastrow, Ch. 17
- April 5 & 7      **INTERVENTION SKILLS FOR WORKING WITH GROUPS**  
 REQUIRED READINGS: Shulman, Ch. 8; Middleman & Wood, Ch. 7 & 8
- April 12 & 14      **INTERVENTION SKILLS FOR WORKING WITH GROUPS**  
 REQUIRED READINGS: Shulman, Ch. 7, 9, & 10; Hepworth & Larsen, Ch. 11 & 12;  
 Zastrow, Ch. 17  
 RECOMMENDED READINGS: Middleman & Wood, Ch. 9, 10  
*Culture Centered Treatment Plan due April 12*
- April 19 & 21      **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  
*Handout case vignette to class on April 21*
- April 26 & 28      **INTERVENTION SKILLS FOR WORKING WITH GROUPS**  
 REQUIRED READINGS: Shulman, Ch. 11  
 RECOMMENDED READINGS: Shulman, Ch. 12
- May 3 & 5      **TERMINATION ISSUES AND SKILLS**  
**CLASS WRAPUP & EVALUATION**  
 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 May 5.*