Course Syllabus

SWKG 553
Social Work Intervention and
Evaluation with Ind & Families
4 Credits, Summer, 2007

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Office Hours: Before/after
class, Wed by appt.

Course Description

Intervention and Evaluation with Individuals and Families is the third of a three-course sequence
devoted to generalist social work practice knowledge and skill development with individuals and
families. The first course (Foundations) focused on the generalist practice framework, ethics, and
collaborative helping. The second course (Assessment) focused on communication skills and
assessment. This course focuses on intervention and ongoing assessment as well as the
evaluation phases of generalist social work practice. It provides didactic and experiential
learning experiences relative to communication strategies, counseling/therapy skills, practice
evaluation strategies and supervision/consultation. At the completion of the course, students will
have the ability to engage in generalist social work practice with individuals and families.

Course Rationale

Individuals and families have been the focus of social work practice since the
profession’s beginnings. Mary Richmond emphasized individualizing people and understanding
families in their environmental contexts. Subsequently, Jane Addams focused on strengthening
individuals and families through enhancing communities and society. In recent years, social
work practice has embraced the ecological-systems approach, focused on client strengths, a
collaborative helping model, and emphasized self-determination in work with individuals and
families. Building on knowledge and skills developed in the previous two courses of this
sequence, this course provides a foundation for social work practice with individuals and
families. It helps students develop counseling and therapy skills within the generalist practice
framework. In addition, it facilitates skill development in the evaluation of practice and in
supervision/consultation. Because of the prevalence of acute crisis situations in our society
today, and because so much of social work practice takes place under crisis conditions, this
course will focus on an application of evidence-based practice in crisis interventions.

Course Objectives

Students will have successfully completed this course when they have demonstrated knowledge
and skills to:

1. Utilize a comprehensive generalist practice approach in working with individuals and
families, with a particular focus on effective and professional crisis intervention.
2. Collaborate and therapeutically intervene with individuals and families focusing on their strengths and capabilities, capacities and resources.
3. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
4. Practice intervention and evaluation skills without discrimination, and with persons of diverse backgrounds.
5. Apply research findings to practice.
7. Use effective communication skills in working with individuals, families, and all levels of generalist practice.
8. Develop appropriate client-worker relationships for intervention and evaluation stages of working with individuals and families.
9. Develop appropriate supervisory skills grounded in social work values.

Content Areas

1. Generalist practice in the intervention and evaluation stages of working with individuals and families.
2. Content on strengths, capacities and resources of client systems.
5. Building and maintaining relationships with clients/client systems.
6. Social work values and ethics in the implementation and evaluation stage of social work practice with individuals and families.
7. Critical thinking, analysis of empirically based interventions.
8. Communication skills practice.
9. Supervision skills.

Course Methodology

The class experience is co-constructed and graduate students are expected to contribute to their own and others learning experience, and to participate in an interactive environment with the professor. This can be demonstrated by basically “bringing yourself with you” when you come to class, and honoring the dignity of others. Specifically, the following behaviors are indicative of your participation in this kind of classroom environment:

- Attending classes as scheduled, and on time (6pm). Late arrivals are disruptive to the professor and other students.
- Submitting assignments on time. Late assignments will accrue point penalties.
- Completing the reading assignments as scheduled in the syllabus.
- Joining in class discussions.
- Actively participating in case simulations.
- Asking relevant questions to clarify understanding.
- Participating in discussions that are self-reflective.
• Providing thoughtful, appropriate strengths based feedback to others during practice sessions
• Listening to and considering the viewpoints and ideas of others
• Refraining from side conversations. Please turn cell phones off during class.

In turn, the professor will also “bring herself with her” to class, be on time, and honor the dignity of students. Current, evidence-based material will be presented, and a variety of learning methodologies will be utilized such as video, role-play, small group discussions, fish-bowl demonstrations, etc. Papers will be graded and returned within one week of submission. Student feedback is welcome, before or after class, by phone or email. If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material or the assignments prior to the end of the quarter.

Students and the professor are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients or the experiences of other students, as required by Section 1.07 of the NASW Code of Ethics, unless “disclosure is necessary to prevent serious, foreseeable, and imminent harm.”

**Required Readings**


Designated articles in the syllabus.

**Supplemental Readings**


**Note on Academic Integrity**

“Plagiarism (from the Latin word for “kidnapper”) is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or articles and pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s
idea because you are unaware of the need to acknowledge the idea. Whether deliberate or accidental, plagiarism is a serious and often punishable offense (H. Ramsey Fowler, Little, Brown Handbook, 3rd edition, Boston: Little, 1986, p. 570).” Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

Violations of academic integrity with respect to examinations include but are not limited to copying from the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

**Note on Student Appeal Process**

If you experience problems with the class, grades, or expectations, etc., you should first discuss the situation with the instructor. If you are not satisfied with the result of this conference, you should appeal to the Graduate Director of the MSW Program. From there, the appeal follows the process outlined in the Graduate Handbook.

**Assignments**

1. **Response paper to “Not Knowing Stance” (10%).** Using a “not-knowing stance,” which is based on the idea that therapists have knowledge of the therapeutic process, but not the content and meaning and peoples' lives, students will experiment by employing this stance in their real world (with friends, children, partners, co-workers, clients) on at least two occasions. Assume a “not knowing stance” by asking questions such as “tell me more about that…” “how does that work for you…” “what is that like for you…” etc. The reaction paper (3 pages) will describe the setting, what the student said differently than “normal” that was “not-knowing,” what the response was from the person, and how/if that was different from their “normal” discourse. Due July 10 (Tues class) or July 11 (Wed class). Papers will not be accepted through email, and late papers will incur penalty.

2. **Video Tape Assignment** (40%) Due Aug 24 (Tues) or Aug 25 (Wed). The purpose of this video is to provide an avenue for assessment of communication and intervention skills, the use of a crisis intervention framework, and awareness of ethical or social justice issues. Working in triads, students will conduct a simulated client interview and feedback discussion on videotape. Record at least 25 minutes of the assessment and intervention process. VHS tape is preferred in order for the instructor to be able to view selected portions. Students may develop their own client scenario from the many examples in the crisis intervention text. The tape will be used to identify your strengths in communication skills, applying an intervention based on the crisis intervention model, and areas to develop and improve. After you have taped, ask each member of your group to fill out the Feedback Form and discuss with you your areas of strengths and
areas to improve. After receiving group feedback on the questions below, write a six-page paper addressing the following areas.

- Brief orientation to the presenting problem, context of the interview. Note any ethical or social justice issues that may relate to your assessment and intervention.
- What specific behaviors did you use to demonstrate a “supportive presence” to the clients? Refer to the Murphy & Dillon text, chapter 5 for supportive behaviors. Use at least four. *Provide verbatim examples*
- What specific communication skills did you use to explore and elaborate the presenting situation or the goals. Refer to Murphy & Dillon text, Chapter 6, for exploring behaviors. Use at least four. *Provide verbatim examples*.
- What did you do or say that is congruent with the crisis intervention model? *Be specific with verbatim examples. Refer to Robert’s Seven-Stage Crisis Intervention Model to reference your strategies.*
- What could you specifically have done more effectively to implement this framework? *Provide verbatim examples of one area of strength and one area to improve in your tape.* Explain why these examples are strength or an area to improve.
- Hand in your video tape with your paper on the due date. The (2) Feedback forms from your group partners about your performance needs to accompany the paper.
- Papers will not be accepted through email and late papers will incur penalty.
- Approximately 6 tapes will be randomly selected by the instructor to show the class, in order to practice constructive feedback.

3. A comprehensive final take home examination (40%) on material covered in the assigned readings and in class discussions through Aug 7, 8. The exam is due Aug 14 (Tues) or Aug 15 (Wed) and should be typed, double-spaced. Students will be given the exam two weeks before the due date (July 31, Tues., or Aug 1, Wed) and are honor bound to do the work on their own. The exam will consist of the application of learning (in the areas of social justice issues, value issues, crisis intervention, supervision, evaluation and the strengths perspective) to case studies as well as essay questions. Exams will not be accepted late or through email.

4. Participation. (10%). Participation will be assessed by evaluating the students willingness to attend class, read the assignments and participate in the behaviors specified under Course Requirements.

**Class Schedule**

**June 26, 27**

Course overview and introduction to assignments  
Review of 533 communication skills  
Film: The Smith Family, Part 1

**July 3, 4 No class, Happy Fourth of July!**
**July 10, 11**

Robert’s Seven Step Crisis Intervention Model  
Application of strength based interventions  
Skills practice in Solution-Focused techniques  
Film: The Smith Family, Part 2

Homework due:  
- Response paper to “not knowing stance”  
- Sign up for Blackboard and review assignments  
- Roberts text: Chapter 1, 3, 24

**July 17, 18**

Crisis assessment and lethality assessment  
Holmes-Rahe Social Readjustment Ratings Scale  
Adolescent and adult intervention with persons presenting with suicidal ideation  
Skills practice  
Film: The Smith Family, Part 3  
Interviewing in Action video

Homework due:  
- Roberts text: Chapter 2, 17  
- Murphy and Dillon, Ch. 9 “Working with People in Crisis”

**July 24, 25**

Crisis intervention, ethical dilemmas, and social justice issues with different populations:  
Women who are battered and their children  
Schools  
Caregivers  
Persons in grief

Homework due:  
- Video tape assignment due (paper, video, and Feedback forms from your group)  
- Roberts text: Chapter 12, 19, 21, 30

**July 31, Aug 1**

Supervision  
Practicing Feedback: Review of selected tapes

Homework due:  
- Murphy & Dillon, Ch. 13 “Professional issues: ongoing education and self-care”


**Saturday, Aug 4  8:30 am to 4:30 pm**

Disaster mental health
Psychological First Aid – Presenter: Lyle O’Neel, Spokane Red Cross Mental Health
Assessment and Evaluation tools and strategies

Homework due:
- Roberts text, Chapter 6, 7, 8, 10, 32
- LeCroy, Case Studies 9.1, 9.3 (Handout)

**Aug 7, 8**

Assessment and Evaluation, continued
Evidence-Based Practice

Homework due:
- Saleeby, Chapt 15 “The Strengths Perspective: Possibilities and Problems”


**Aug 14**

Evaluation, Endings and Transitions

Homework Due:
- Final Exam

**Internet Addresses**

NASW Published Journals: http://www.naswpress.org
Social Work Student Magazine: http://www.xmission.com/~gastown/newsocwk
Natl. Fed. of Societies for Clinical SW: http://www.webcom.com/nfscsw
Alcoholism and Drug Abuse Info: http://www.health.org
Kids Count: Casey Foundation: http://www.aecf.org/kidscount/

Journals and Publications in Family-Centered Practice

The Family Therapy Networker (bi-monthly)
AAMFT Journal Business Office
1717 K Street NW
Washington, DC 20006

Family Process (quarterly)
The Nathan W. Ackerman Family Institute
149 East 78th Street
New York, NY 10021

Focus on Chemically Dependent Families (6 times a year)
1721 Blount Road
Suite #1
Pompano Beach, Florida 33069

International Journal of Family Counseling (quarterly)
Transaction, Inc.
Rutgers University
New Brunswick, NJ 08903

Journal of Family Issues (quarterly)
Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, CA 90212

Journal of Marriage and the Family (quarterly)
National Council on Family Relations
1219 University Avenue, SE
Minneapolis, MN 55414

Journal of Marital and Family Therapy (quarterly)
Family Therapy Networker
7703 13th Street, NW
Washington, DC 20012