SOW 5306.81 - Social Work Practice II: Interventions

Professor: David Shoots, LCSW, CAPP.
Office:               Class Day: Tuesday
Phone: (407) 823-2114 (main office)
e-mail dshoots@cfl.rr.com          Class Hours: 6:00 – 8:50 pm
Office Hours: by appointment          Class Location: D150 208

Course Description: Study of selected social work theories, strategies, and techniques for helping people and for improving system responsiveness to human needs.

Course Learning Objectives: By the end of the term, students should be able to:
1. Describe micro, mezzo and macro practice.
2. Apply a generalist model of practice to micro, mezzo and macro situations, within given course assignments.
3. Discuss the relationship between "private troubles" and "public issues" and micro, mezzo and macro intervention.
4. Describe the role of the social worker as a provider of preventive, developmental, supportive and remedial services in micro, mezzo and macro practice situations.
5. Demonstrate professional attitudes, behaviors and value orientations associated with ethical social work practice, such as altruism, respect, self-awareness, self-discipline, and accountability, within given course assignments.
6. Utilize knowledge about diversity to effectively work with and on behalf of at-risk and vulnerable populations in given micro, mezzo and macro practice situations.
7. Demonstrate competence in using selected interventions to reduce the stress experienced by clients and to improve their social functioning, specifically procedures, strategies and techniques associated with psychological, sociobehavioral and crisis intervention, within given course assignments.
8. Demonstrate competence in using selected interventions to promote social and economic justice, to empower clients and to improve the ability of systems to provide appropriate and effective services, specifically procedures, strategies and techniques associated with community organizing, community education, internal advocacy and legislative advocacy.
9. Describe selected procedures, strategies and techniques of grant writing to improve the social and economic supports and resources that are available to client systems.
10. Identify ways in which the worker and client system share responsibility for ensuring the effectiveness and appropriateness of micro, mezzo and macro intervention.
11. Demonstrate an ability to improve, within given course assignments, one's own practice, and service delivery in general, by: (a) identifying service inequities (e.g., inhumane or unethical practices related to racism, sexism, classism or ageism; unmet or under met client needs, etc.) and (b) using micro, mezzo and macro interventions to combat these service inequities, minimize the negative effects of such inequities on client systems, and to maximize the responsiveness of service systems.

Evaluation of Learning and Grading: Achievement of learning objectives will be measured as follows:
1. Examinations (55%)
Two (2) examinations will be given during the course. Exams may contain multiple choice, matching, short answer and/or essay questions. Exam #1, which covers units 1 and 2 and counts for 25% of the final grade, will occur during week 6. Units 3 and 4 will be covered in exam #2 (30% of grade) and is scheduled week 12.

2. **Case Assignments (30%)**
The instructor will assign students to work alone, or in small groups (of 2-3 persons), to answer questions about two (2) cases that require application of selected procedures, strategies and techniques of micro and mezzo intervention in working with ethnic minority families. Cases will be provided by the instructor. These assignments will require students to apply psychosocial intervention in a case on an African-American family and sociobehavioral intervention in a case on a Latin/ Hispanic family. Students will be responsible for:

a. Assessing case material, identifying problem(s) for work, and formulating goals and objectives for change.
b. Preparing a preliminary contract for work with the client system.
c. Identifying ethical considerations and worker responsibilities related to the use of interventions.
d. Discussing intervention strategies and techniques that would be used and why, giving examples of how the strategies and techniques might produce change.
e. Describing worker activities that should occur during each phase of the problem solving process.
f. Identifying the macro change implications of the micro and mezzo practice with the client system.
g. Evaluating anticipated outcomes of the change effort.
h. Identifying appropriate referrals that could be made during phases of the helping process.
i. Supporting responses with citations from course readings and lectures.

The case assignments, which are worth 15 points each, focus on all course learning objectives. The psychosocial intervention case is due week 9; the case on sociobehavioral intervention is due during week 13. Additional written guidelines for the case assignments will be furnished by the instructor.

3. **Macro Project Assignment (15%)**
Students will be assigned by the instructor to four or five small groups (of 4-6 persons) to work collaboratively on making in-class presentations and developing a group packet describing, in summary form, the use of selected macro practice interventions to improve and/or develop resources for a client system/population. Each group must choose as the focus of this assignment a client system or potential client population that is (or will be) served by its field agencies. Then, using selected procedures, strategies, and techniques of a macro practice approach identified by the instructor (either community organization, community education, legislative advocacy or internal advocacy), each group will develop a comprehensive plan for macro-level intervention in response to the need(s) of the selected client system/population. Group packets, due no later than the last day of class, should present a detailed summary of the plan, including any modifications made based on the group’s review of its plan in class. Each group’s plan for macro-level intervention should include at least a description of:

a. Tasks involved in planning and conducting the change effort, including identification and analysis of the problem(s) being addressed, target(s) of change, goals and objectives, etc.
b. Intervention strategy and tactics that would be utilized for conducting the change effort, including anticipated obstacles and resources required.
c. Ethical issues and worker responsibilities related to the change effort.
d. Anticipated outcomes of intervention.
Students are encouraged to consult with the instructor for clarification of mutual expectations about this assignment and to obtain resources (e.g., handouts, readings, examples of earlier student presentations) for planning presentations and developing packets. (Group are also encouraged to utilize material on the intervention approaches that are identified as optional readings in weeks 14 and 15; these readings are available from the instructor.) The instructor will provide additional guidelines for this assignment, including a description of the criteria that will be used for evaluating presentations/packets.

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

A = 95-100  (4.0)  B- =  80-83  (2.75)  D+ =  67-69  (1.25)
A- =  90-94  (3.75)  C+ =  77-79  (2.25)  D =  64-66  (1.00)
B+ =  87-89  (3.25)  C =  74-76  (2.00)  D- =  60-63  (0.75)
B =  84-86  (3.00)  C- =  70-73  (1.75)  F =  59 or less  (0.00)

TENTATIVE DUE DATES for ASSIGNMENTS
Exam #1 - week 6  Case #1 - week 9
Exam #2 - week 12  Case #2 - week 13

Macro Project Presentations:
 Week 14 - Community Organization and Community Education
 Week 15 - Legislative Advocacy and Internal Advocacy

Texts Required:

Reserve readings, where indicated on the Course Outline and Schedule that follows, are required reading for all students unless identified as optional selections, particularly those suggested as resources for macro project group presentations. (Copies of required reserve readings are available at the UCF library circulation desk or via Electronic Reserve. Please see the instructor about the location of optional reserve material.)

Course Policies: The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Since this is a practice course, learning methodology will stress classroom role-play, simulation and interpersonal process. Students are expected to attend class, including the class held during exam week, and to also actively participate in classroom exercises and/or discussions. **Unexcused absences from class may result in lowering of a student's final grade.** For a description of classroom and course policies of the School of Social Work, see the MSW Student Handbook.
Unit Learning Objectives
1. Explain the relationship of micro, mezzo and macro intervention to generalist social work practice.
2. Discuss the relationship between "private troubles" and "public issues" and micro, mezzo and macro interventions.
3. Describe macro related worker roles, especially as they relate to promoting social and economic justice for vulnerable and at-risk populations (e.g., people of color, gay men and lesbians, the age, disabled, women, etc.)
4. Describe micro and mezzo roles and activities that support, serve and empower client systems.
5. Examine ethical issues associated with macro, mezzo and micro practice.
6. Describe the major functions of generalist practice, especially as related to interventions that reduce stress and improve social functioning of clients.
7. Discuss shared worker and client system roles and responsibilities for ensuring the effectiveness and appropriateness of micro, mezzo and macro intervention.
8. Delineate criteria for the appropriate selection of an intervention approach.
9. Explain use of an eclectic approach in developing practice competence.
10. Discuss selected client defense mechanisms that may influence intervention.
11. Describe the rationale for selection of interventions emphasized in the course as approaches for providing preventive, developmental, supportive and remedial services to and on behalf of individuals, families, and small groups.

Content
1. Orientation to course.
2. Relationship of micro, mezzo and macro intervention to generalist practice.
3. "Private troubles" and "public issues."
   a. Social treatment vs. social reform.
   b. Prevention vs. restoration and rehabilitation.
4. Historical context of social work intervention, particularly as related to the status of vulnerable and at-risk populations.
   a. Origin of contemporary approaches to helping client systems.
   b. Development and regulation of (clinical) social work practice.
5. Micro, mezzo and macro roles and activities of practitioners as change agents.
   a. Worker roles (i.e., caregiver, counselor, activist, teacher, supporter, advocate, etc.)
   b. Helping modalities: procedures, strategies and techniques for working with and on behalf of individuals, families and groups.
   c. Problem solving: a review applied to micro, mezzo and macro practice.
   d. Working effectively with vulnerable and at-risk populations (e.g., ethnic minorities, color, gay and lesbian clients, older adults, children, women. disabled persons, etc).
6. Ethical issues associated with micro, mezzo and macro practice.
   a. Assessing social work resources.
   b. Providing resources.
   c. Obtaining resources.
   d. Improving and/or developing resources.
8. Shared roles and responsibilities: establishing and maintaining a collaborative worker and client partnership.
10. Worker competency, eclecticism and ethical practice with diverse clients.
11. Selected defense mechanisms and intervention: adaptive and maladaptive client uses.
   a. Repression.  
   b. Avoidance.  
   c. Denial.  
   d. Regression.  
   e. Undoing.  
   f. Projection.  
   g. Rationalization.  
   h. Identification.  
   i. Displacement.  
   j. Reaction Formation.  
   k. Sublimation.  
   l. Isolation.  
   m. Intellectualization.  
   n. Insulation.  
   o. Fixation.  
   p. Fantasy  
   q. Distortion.  
   r. Compensation.  

12. Relationship of micro and mezzo intervention models and macro activities to competent and ethical generalist social work practice.

Readings

Learning Methods
1. Lecture-discussion.
2. Videotape presentations: "Psychological Defenses."
3. Optional videotapes:
   a. "What Do You Want Me to Say?" (Individual therapy).
   b. "Family Therapy with Gus Napier and a Role Play Family."

Unit 2 - Providing and Obtaining Resources:
**Psychosocial Intervention with Individuals, Families and Small Groups**
(Weeks 4 and 5)

Unit Learning Objectives
1. Describe psychosocial treatment.
2. Use selected data collection tools, assessment methods and contracting approaches associated with the psychosocial model, in given cases.
3. Apply selected procedures, strategies and techniques of the psychosocial model, in given course assignments.
4. Identify methods for effectively reducing client stress and increasing client efficacy during the intervention phase.
5. Describe cultural, gender and other differences that may affect use of psychosocial interventions with diverse client systems.

Content
1. Psychosocial 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 problem solving steps.
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. Application to individuals, families and small groups.
5. Psychosocial intervention with diverse client populations.
Readings

Learning Methods
1. Lecture-discussion.
2. Role plays demonstrating approach.
3. Optional videotapes.
4. Optional speaker(s).

Unit 3 - Providing and Obtaining Resources:
Crisis Intervention with Individuals, Families and Small Groups
(Weeks 6 through 8)

Unit Learning Objectives
1. Distinguish between an emergency and a crisis.
2. Use selected data collection tools, assessment methods and contracting associated with crisis intervention, in given course assignments.
3. Apply selected procedures, strategies and techniques of crisis intervention, in given case situations.
4. Identify methods for effectively reducing client stress and increasing client efficacy during the intervention phase of crisis work.
5. Discuss crisis intervention with ethnic minority clients, persons with disabilities, gay men and lesbians, women and other at-risk or vulnerable populations.
6. Identify methods for minimizing and dealing with obstacles to crisis resolution.

Content
1. Emergency vs. crisis situations.
   a. Stress and crisis.
   b. Characteristics and worker responses.
   c. Worker and client activities.
   d. Use of supervision and other resources.
2. Crisis intervention.
   a. Knowledge base and orientation of crisis work.
   b. General strengths and limitations of approach.
   c. Similarities/differences with the psychosocial approach.
   d. Major assumptions, principles and steps in problem solving process.
   e. Treatment procedures and strategies.
3. Intervention techniques.
   a. Psychological support.
   c. Environmental work.
4. Crisis work with vulnerable or at-risk client groups (e.g., people of color, gay men and lesbians, disabled persons, women, etc.)
5. Client system barriers and reactions to change.

Readings: James and Gilliland, Crisis intervention strategies, Chapters 1-3, 5, 9 and 13 (course text).

Learning Methods
1. Lecture-discussion.
2. Role-plays demonstrating approach.
3. Case examples of crisis interventions.
4. Optional guest speaker(s).
5. Videotape: "Crisis Intervention."
6. Exam #1 (covers units 1 and 2) scheduled during week 6.

**Unit 4 - Providing and Obtaining Resources:**
Sociobehavioral Intervention with Individuals, Families and Small Groups
(Weeks 9 through 12)

**Unit Learning Objectives**
3. Use selected data collection tools, assessment methods and contracting approaches associated with the sociobehavioral model, in given case situations.
4. Apply selected procedures, strategies and techniques of the sociobehavioral model, in given course assignments.
5. Identify methods for effectively reducing client stress and increasing client efficacy during the intervention phase.
6. Describe cultural, gender and other differences that may affect use of sociobehavioral intervention with diverse client systems.

**Content**
1. Sociobehavioral 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 problem solving steps, psychosocial intervention and crisis intervention.
2. Worker activities associated with the sociobehavioral approach.
   a. Modeling and observational learning procedures.
   b. Operant and respondent conditioning.
   c. Environmental work.
4. Selected sociobehavioral intervention techniques.
   a. Positive reinforcement.
   b. Negative reinforcement.
   c. Extinction.
   d. Differential reinforcement.
   e. Response shaping.
   f. Punishment.
   g. Systematic desensitization.
   h. Flooding.
   i. Negative practice.
   j. Satiation.
   k. Stimulus shaping (fading).
   l. Verbal instructions.
   m. Behavioral rehearsal.
   n. Rule making.
   o. Model presentation.
   p. Time out.
   q. Overcorrection.
   r. Token economy.
5. Applications to individuals, families, and small groups.
6. Sociobehavioral intervention with diverse client populations.

**Readings:** Spiegler and Guevremont, *Contemporary behavior therapy*, Chapters 3-11 (course text).

**Learning Methods**
1. Lecture-discussion.
2. Role plays demonstrating approach.
3. Optional videotapes:
   a. Behavior Treatment ("Childhood Aggression").
   c. "Behavioral Techniques."
d. “Behavior Modifications with Psychotic Children.”
4. Optional guest speaker(s).
5. Case assignment #1 on psychosocial intervention with an African-American family due week 9.
6. Exam #2 (covers units 3 and 4) scheduled in week 12.

Unit 5 - Improving and/or Developing Resources:
Grant Writing (Week 13)

1. Discuss grant writing as a strategy for effecting organizational change and increasing social and economic resources available to clients.
2. Identify types of proposals (i.e., training, research, program, etc).
3. Identify the essential components of a grant proposal.
4. Describe the major steps in grant preparation.

Content
1. Grant writing as a strategy for improving delivery system and client system resources.
2. Types of proposals: training, research, program, planning, etc.
3. Essential components of a proposal.
5. Identifying viable funding sources.

Readings

Learning Methods
1. Lecture-discussion.
2. Presentation on grant writing by guest speaker(s).
3. Case assignment #2 on sociobehavioral intervention with an Hispanic family due week 13.

Unit 6 - Improving and/or Developing Resources:
Community Organizing and Community Education (Week 14)

Unit Learning Objectives
1. Define community organizing and community education as approaches for improving and/or developing resources.
2. Compare three (3) models of community organizing (i.e., locality development, social planning and social action).
3. Describe the role of the worker in effecting change through community organization and community education.
4. Discuss community organizing as a strategy for empowering oppressed groups.
5. Describe selected technical skills of community education (e.g., use of the media, flyers, newsletters, public hearings, posters, press releases, etc.)
6. Discuss the relationship between community education and community organizing.

Content
1. Community organizing and community education defined.
2. Models of community organizing: locality development, social planning and social action.
3. Organizing as a tool for empowering oppressed groups.
4. Technical skills of community education.
   a. Use of media (e.g., press releases, coverage, etc.)
   b. Flyers, newsletters, letters, etc.
   c. Public hearings.
5. Relationship of community education to community organizing.
6. Role of the worker as a change agent using community organizing and community educational techniques.

Readings
1. Kahn, Organizing in Organizing: A guide for grassroots leaders (reserve-optional).
7. Sherry and Lipschultz, Consumer education as community activator in Cox et al., Tactics and techniques of community practice, pp. 209-221 (reserve-optional).

Learning Methods
1. Lecture-discussion.
2. Presentations on community organizing and community education by macro project groups.

Unit 7 - Improving and/or Developing Resources: Legislative Advocacy and Internal Advocacy (Week 15)

Unit Learning Objectives
1. Define legislative advocacy and internal advocacy.
2. Describe legislative advocacy and internal advocacy as methods of effective macro change.
3. Identify selected technical skills of legislative advocacy (e.g., litigation, public and consumer education, monitoring and enforcement, etc.)
4. Identify reasons for attempting internal advocacy.
5. Describe internal advocacy approaches.
6. Identify selected considerations for workers involved in internal advocacy (i.e., bureaucratic constraints/rules, external influences, dismissal, burn-out, co-optation, professionalism, etc).
7. Describe the limitations and potential of legislative and internal advocacy.

Content
1. Legislative advocacy and internal advocacy defined.
2. Legislative and internal advocacy as methods for effective macro change.
3. Technical skills of legislative advocacy.
4. Rationale for and methods of internal advocacy.
5. Considerations related to internal advocacy.

Readings
3. Dear and Patti, Legislative advocacy: Seven effective tactics in Cox, et al., Tactics and techniques of community practice, pp. 185-197 (reserve-optional).
5. Pawlak, Organizational tinkering Social work, pp. 376-380 (reserve-optional).

Learning Methods
1. Lecture - discussion.
2. Presentations on legislative advocacy and internal advocacy by macro project groups.

Selected References