

Social Interventions II - SWK 352
Spring 2010
Dr. James Piers
Van Zoeren 261
395-7553

This course is the second in a series of three practice courses in the social work major curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the worker; and ethnic, racial and gender sensitive practice.

METHODS OF THE COURSE

Lecture, discussion, demonstration, student treatment groups, role play and guest speakers will be used. Students will be expected to complete all readings as assigned and participate in class discussion and demonstration. This is a professional social work practice class and your attendance will be expected. A student with over two absences in class and the group will be penalized by a reduction in grade.

REQUIRED TEXTS

Toseland, Ronald W. and Robert F. Rivas. An Introduction to Group Work Practice. New York: Macmillan, 2009.

Kilpatrick, Allie C. and Thomas P. Holland. Working with Families: An Integrative Model by Level of Functioning. Boston: Allyn and Bacon, 2009.

COURSE OBJECTIVES

- 1) Apply critical thinking skills within the context of professional social work practice. (Outcome measure: all graded course assignments).
- 2) Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Outcome measure: group and family paper).
- 3) Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Outcome measure: Group and family papers).

- 4) Understand the forms and mechanisms of oppression and discrimination and apply the strategies and skills of change that advance social and economic justice. (Outcome measure: family paper).
- 5) Apply the knowledge and skills of generalist social work to practice with groups and families. (Outcome measures: all papers).
- 6) Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Outcome measures: Group papers and family paper).
- 7) Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Outcome measure: group papers and family paper).
- 8) Integrate Christian perspectives with the knowledge, skills and values of the social work profession. (Outcome measure: Class discussion).

LIBERAL ARTS FOUNDATION

In this course, you will be expected to utilize the theoretical knowledge you have gleaned from several of your core and cognate courses. Biology and the social sciences will help you understand various client systems. Several courses will help you to understand diversity and populations at risk. Natural and social science research methodology will help you evaluate intervention effectiveness. Your liberal arts study of religion and philosophy will help you understand the values, ethics and ethical dilemmas encountered in generalist practice. Your written, verbal and critical thinking skills, honed by all the Hope College courses, will aid you in analyzing and facilitating solutions and interventive strategies in the cases to be presented during the semester. In this course, you will continue your study of intervention strategies for generalist practice. You will utilize information on each stage of the problem-solving model from Social Interventions I to aid you in developing intervention strategies including those that will promote social and economic justice for client systems.

HUMAN DIVERSITY

Your studies of foreign languages, the arts, sociology, political science, economics, psychology, and history offer insights into diverse populations, their cultural beginnings, how needs of diverse groups are or are not met, and how diverse individuals and groups may behave and function.

SOCIAL WORK VALUES AND ETHICS AND THE CHRISTIAN PERSPECTIVE

It is specifically in the practice of social work where your professional and personal values and ethics and your Christian perspectives are integrated and converge or battle one another and

cause personal strife.

PROMOTION OF SOCIAL AND ECONOMIC JUSTICE AND AT-RISK POPULATIONS

In this course, at-risk populations will be discussed and examined with a focus on defining at-risk populations, understanding and assessing the system dynamics and institutions that encourage or perpetuate the risk and those that may reduce risk.

Essential to social work practice is the promotion of social and economic justice. Examination of organizations, services and resources that empower at-risk groups and promote social and economic justice will also be undertaken.

Finally, interventions that may empower at-risk populations and the impact of these interventions will be considered throughout the course.

ABSENCES

The course is a part of the learning community and each participant has a responsibility to herself or himself to engage in the learning, and each participant has a responsibility to others engaged in the process and to treat other learners with respect. An absence may be an indication of disrespect for others and/or an unwillingness to recognize the communitarian nature of the process.

I am making the assumption that you are moving into a professional career path. Showing up on time and ready to do the work are part of the job. Your behavior in the class tells me what you have learned about professionalism and what you will do on the job.

Each absence will result in deducting one percent from your cumulative class grade.

EVALUATION

The following is the value of each evaluation tool in the course if you have no absences. Each absence is a reduction of one percent of your final grade.

The group interventions paper (which has 3 parts)	45%
The family interventions paper	45%
The in-class Quizzes	5%
Class participation	<u>5%</u>
Total grade for the course	100%

ASSESSMENT

Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, you will be asked to assess how well this course met its stated goals. Your responses will be kept anonymous, but I will take the collective results seriously in thinking about how to provide Hope students the best possible education. Your responses matter. You are urged to participate in this important process.

AMERICANS WITH DISABILITIES ACT

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

COURSE OUTLINE

GENERALIST PRACTICE WITH SMALL GROUPS

Chapters

Topics

Jan.12-21

Chap. 6-7

1. Formation
 - A. establishing group purpose
 - B. agency and practitioner perspectives
 - C. client perspectives
 - D. establishing individual and group goals
 - E. group composition
 - F. open vs. closed groups
 - G. group size
 - H. frequency and duration of meetings
 - I. voluntary vs. involuntary membership
 - J. specific skills and techniques
 - K. client-worker-system practice issues in contact and problem identification with diverse client groups

Jan. 21-28

Chap. 8

2. Assessment
 - A. a systems framework
 - B. assessing patterned behaviors of individuals
 - C. assessing cognitive patterns of individuals
 - D. identifying patterned group behavior
 - E. identifying group alliances
 - F. identifying power and decision-making styles

- G. group norms, values and cohesion
 - H. specific skills and techniques
 - I. practice issues in assessment of minority clients
- Feb 2-11
- Chap. 9-10
- 3. Intervention
 - A. stages of group development
 - B. group leader roles
 - C. interventions into group structural elements
 - D. intervention across stages of group development
 - E. specific skills and techniques
 - F. mezzo intervention with minority clients
 - liberation, empowerment, parity, cultural maintenance, and unique personhood
- Feb 18-25
- Chap. 13-14
- 4. Evaluation and Termination
 - A. group monitoring and types of research and evaluation measures sociograms, interaction frequency, SYMLOG, single system research design
 - B. individual member monitoring, and research and evaluation measures
 - C. selecting evaluation measures
 - D. termination
 - E. practice issues around termination with minority clients
 - F. specific skills and techniques
- Mar. 2-4
- Chap. 1-2
- 5. Introductory issues
 - A. generalist practice with small groups and families
 - B. values and ethics in group work practice
 - C. types of groups
 - D. theories of group functioning
 - psychoanalytic theory
 - learning theory
 - field theory
 - social exchange theory
 - systems theory
- March 9-18
- Chap. 3-4
- 6. Group dynamics and leadership
 - A. concepts of group dynamics
 - B. concepts of group leadership
 - C. group leadership and diversity

The following Group Work videos will be used in conjunction with the above topics: *Groups in*

Action: Evolution and Challenges and Basic Counseling Responses in Groups.

GENERALIST PRACTICE WITH FAMILIES

Chapter Topic

March 30-April 29	1. PLANNING AND ASSESSMENT
Chap. 1	A. Four levels of functioning
	B. Intervention criteria
Chap. 2	C. An ecological perspective for work with families
	D. A social constructionist perspective for work with families
	E. Practice applications
Chap. 13	F. Community ecosystems
	G. Assessment of the family in the community
Chap. 3	H. Helping relationship principals
	I. Recognizing diversity multiculturalism, gender, oppression, poverty, family structure
Chap. 4	J. Spiritual belief systems of clients
April 2-23	2. INTERVENTIONS
	A. Basic Survival Skills: Intervention skills for <u>level one</u> family functioning
Chap. 5	1. Family Preservation
Chap. 6	2. Case management
	B. Structure, Limits and Safety Issues: Intervention skills for <u>level two</u> family functioning
Chap. 7	1. Structural Family Interventions: Video: “Structural Family Therapy”
Chap. 8	2. Social Learning Family Interventions: Video: “Behavioral Couple Therapy”
	C. Problem Focused Issues: Interventions for <u>level three</u>
Chap. 9	1. Solution focused interventions: Video: “Solution-Oriented Family Therapy”
Chap. 10	2. Family systems interventions: Video “Going home: A family systems view of change”
April 23	3. TERMINATION

GROUP PAPER

SWK 352
Spring 2009
Dr. Piers
GROUP PAPER 1
(20% of total group paper grade)
Due January 26, 2010

1. A) list the group purpose
B) list group procedures and rules
C) list your individual objective (include frequency, duration, when achieved and how long maintained).
D) give your baseline of the behavior you wish to modify
E) indicate the contract you have with the group stating your responsibilities and their responsibilities
Chapter 7

GROUP PAPER 2
Due February 11, 2009
(25 % of total group paper grade)

1. Examine your ambivalence and resistance towards participating in the group by answering the following question: How does the group
a) enhance and b) inhibit you achieving your goal? Chapter 7
2. Examine factors that increase and decrease your motivation to reach your goal
A) give at least 2 examples each of
1) psychological, 2) social, and 3) environmental factors that increase your motivation to achieve your goal.

B) give at least 2 examples each of
1) psychological, 2) social, and 3) environmental factors that decrease motivation to achieve your goal.

GROUP PAPER 3
Due February 25, 2010
(37% of total group paper grade)

1. Using methods demonstrated in fig. 8-2, 8-3, 8-4 and 8-5, assess group functioning. (Chapter 8) (20%)
2. Articulate the specialized intervention methods you are employing to carry out your goal at an intrapersonal, interpersonal and environmental level (2 interventions for each level). (Chap. 10) (12%)

3. Indicate 1 specific example (for each of the following) of how you have intervened with your group or a member at:
- a) an intrapersonal level,
 - b) an interpersonal level,
 - c) at an environmental level,
 - d) either intervening in the group as a whole or changing the group environment.
- (PP. 307-318, CHAP. 10) (5%)

GROUP PAPER 4
Due March 11, 2010
(18% of total group paper grade)

1. Visually represent (chart/graph/matrix etc.) objective performance from the baseline through full intervention period. (6%)
2. As you review the process of meeting your objective, list and briefly explain the one most important intrapersonal, the one most important interpersonal and the one most important environmental factor, strategy or contribution from another that aided or inhibited you meeting your objective? (6%)
3. Provide attendance form for each group meeting indicating members present and absent. (6%)

FAMILY PAPER
Due April 22
(100% of family paper grade)

SWK 352 CASE
THE HERNANDEZ FAMILY
SPRING 2010

John VanderBerg and his family have been referred to the social work department of a large mid-west children and family social service agency. The family came to the attention of professional through the activities of two of John's children. John's wife deserted her family two years ago and has had no contact with the family since then. John has had a succession of live-in girl friends since her departure. For the past year, he has had an on-going relationship with Sashanna his current live-in girl friend who is African-American.

Mary, who is age 11, has been acting physically aggressive towards her classmates in school.

She has also been oppositional to her teachers--stating she does not have to do the school work, disrupting the classroom, and making comments about her female teachers' sexual attributes and prowess. Mary is becoming a safety problem in the school and certainly has been a source of annoyance and embarrassment for the teachers. She has not been involved with the juvenile court.

Charlie is fourteen son and is in the middle school. While much less aggressive and verbally abusive than his younger sister, his teachers are still rather concerned about him. In class, he is often inattentive, seemingly daydreaming. Sometimes, he does actually fall asleep in class. He does not do any homework and seldom completes assigned work while in school. He mainly draws and reads comic books, which he attempts to hide under his textbook when the teachers aren't looking. It is not clear if he is actually reading the comic books or only looking at the pictures because the school is uncertain of the his intellectual potential and his current level of academic functioning. Charlie has not completed the standardized academic tests that have been administered to him over the past year. While not aggressive, Charlie clearly is not doing any activity or academic task that he chooses not to do.

The principal recently called the father in for a conference on both of his children (since the father can not ever find time to attend the parent-teacher conferences). The father confessed that he thought his children might be exhibiting these behaviors at school but though he would wait. He figured if their behavior were a big enough concern, the school would get in touch with him. John had seen similar occurrences of the children's behavior at home. He had no particular insights into the behaviors or why they had been occurring and increasing over the previous two years.

John has worked two jobs to keep the kids in an apartment and to pay for food and transportation. He had no money saved and explained his existence as "hand-to-mouth." He stated that he had told his kids "a thousand times" that an education was important, but it seemed to him like "it didn't take." While he usually gets home from work by 9:00 PM, he said the kids usually stayed up till between 11:00 PM and 2:00 AM because they liked watching TV and talking to their friends on the phone. He mentioned that he had tried to get them to bed earlier but they didn't want to go and that their friends could stay up that late. Often, over the last year, his live-in girl friend would side with the kids saying "they needed their space" and if he was too strict the kids would just disobey him anyway. Typically, his girl friend, though living in his apartment, does not take any interest in talking to the children, disciplining the children, keeping the house up or going to work. "My woman is there to be my lover and that's all I want," he stated to the school social worker who also attended the meeting. It was not clear what level of emotional intimacy between John and his girl friends his children had observed.

While there seems to be no evidence of sexual abuse between the adults and children, the children have been exposed to the naked girl friend on several occasions (if the children's reports are to be believed). Usually the girl friend is still asleep on the pull-out sofa in the living room when the kids get up and get ready for school (often two hours after John has to be at work). Sometimes she is under the covers, sometimes fully exposed. Mary finds her nakedness and her behavior with her father "absolutely disgusting," while Charlie seems to find it "kinda awesome." John has not been confronted about his behavior with his lover or about the possible

impact her physical exposure might have on pre-adolescent and early adolescent children.

When the children were asked how they get along with his most recent lover, Sashanna, Charlie answered that "I don't bother her, she doesn't bother me." Mary stated that she would like to get to know Sashanna and have Sashanna act as a big sister to her. But, whenever she tried to get in a conversation with Sashanna, Sashanna would say, "What do you want kid, can't you tell I'm busy here" or "Listen kid I'd love to talk to you, just some other time." Mary feels there is no one at home for her since her mother left. Charlie agrees but states that he likes having no one to bug him or interrogate him.

Remember to include Sashanna as a family member

Paper Outline:

If you are using structural, systems, or social learning approaches:

1. Give the name and the central principals of the therapeutic model you are using. (5%)
2. Assess the family and each member using the model. (10%)
3. Suggest two terminal behaviorally specific objectives for each family member based on that therapeutic model. (15%)

Using lecture, the video-tape presentations and the text, suggest an intervention plan based on the model. (60%) Use the intervention process outlined in the text.

5. Discuss the possible impact of diversity on the family dynamics. (10%)

If you are using solution focused:

1. Give the name and the central principals of the therapeutic model you are using. (5%)
2. Suggest two terminal behaviorally specific objectives for each family member based on that therapeutic model. (15%)
3. Using lecture, the video-tape presentations and the text, suggest an intervention plan for each family member based on the model. (70%) Use the intervention process outlined in the text.
4. Discuss the possible impact of diversity on the family dynamics. (10%)

NEW BIBLIOGRAPHY

Adams, P., & Nelson, K. (Ed.). (1995). Reinventing human services: community- and family-centered practice. New York: Aldine de Gruyter.

Alissi, A. S., & Corto Mergins, C. G. (Ed.). (1997). Voices from the field: group work responds. New York: Haworth Press.

Amato, P.R. & Booth, A. (1997). A generation at risk: growing up in an era of family upheaval. Cambridge, Massachusetts: Harvard University Press.

Appleby, G. A. (1998). Not just a passing phase: social work with gay, lesbian, and bisexual

people. New York: Columbia University Press.

Beevar, D. S. (Ed.). (1998). The family, spirituality, and social work. New York: Haworth Press.

Bertcher, H.J. (1994). Group participation techniques for leaders and members. Thousand Oaks, California: Published in cooperation with the Continuing Education Program in the Human Services of the University of Michigan School of Social Work [by] Sage Publications.

Booth, A., & Crouter, A. C. (Ed.). (1998). Men in families: when do they get involved?: what difference does it make? Mahwah, NJ: Lawrence Erlbaum Associates.

Canada, E. R. (Ed.). (1998). Spirituality in social work: new directions. New York: Haworth Pastoral Press.

Comas-Diaz, L., & Greene, B. (Ed.). (1994). Women of color: integrating ethnic and gender identities in psychotherapy. New York: Guilford Press.

Dehavenon, A. L. (Ed.). (1996). There's no place like home: anthropological perspectives on housing and homelessness in the United States. Westport, CT: Bergin & Garvey.

Firestein, B. A. (Ed.). (1996). Bisexuality: the psychology and politics of an invisible minority. Thousand Oaks, CA: Sage.

Galinsky, M. J., & Schopler, J. H. (Ed.). (1995). Support groups: current perspectives on theory and practice. New York: Haworth Press.

Henderson, G. (1994). Social work interventions: helping people of color. Westport, CT: Bergin & Garvey.

Holden, G. W., Geffner, R. A., & Jouriles, E. N. (Ed.). (1998). Children exposed to marital violence: theory, research, and applied issues. Washington, D.C.: American Psychological Association.

Kurland, R., & Salmon, R. (Ed.). (1995). Group work practice in a troubled society: problems and opportunities. New York: Haworth Press.

Parry, J. (1997). From prevention to wellness through group work. New York: Haworth Press.

Petr, C. G. (1998). Social work with children and their families: pragmatic foundations. New York: Oxford University Press.

Pitt-Catsoughes, M. & Googins, B.K. (1999). The evolving world of work and family: new stakeholders, new voices. Thousand Oaks, California: Sage Publications.

Pullman, W. E. (1995). African American men in crisis: proactive strategies for urban youth. New York: Garland.

Shernoff, M. (Ed.). (1996). Human services for gay people: clinical and community practice. New York: Haworth Press.