Course Title and Number:  SW 720: Intervention Approaches with Individuals

Instructor:

Location:

Day and Time:

Contact Information:

Office Hours:

Credits:  2

Prerequisites:  SW 724 / SW 780
MSS242

Course Description:

Integration of theories of human behavior and various treatment models at the micro level of practice. This is the first in a series of three direct practice courses with a focus on integrating advanced theory and evidence-informed knowledge with social work practice skills. Students will learn to implement three approaches that are used widely to help individuals cope with obstacles and achieve their goals – psychodynamic; experiential and relationship-oriented; and cognitive-behavioral. These frameworks incorporate the group of practice techniques that students learned at the foundational / undergraduate level, support social work’s emphasis on resilience and strengths, and can be used with individuals across practice fields. This course provides students with opportunities for experiential learning and skill building in carrying out these intervention approaches. Ethnicity, culture, gender, and family life courses are central in this regard, as students learn to tailor individual interventions to the needs of clients. Professional responsibility for ongoing learning and self-development as a reflective practitioner is woven throughout the course.

Linkages with Other Courses:

This course builds on knowledge, skills, and values introduced either in the BSW program or in the foundation year of the MSW program. In particular, this class builds on the knowledge of human functioning and behavior attained in SW 310/610 (HBSE I and II). SW 720 also builds on the generalist practice behaviors mastered in SW 420/620 (SW Methods with Individuals), as well as evidence-informed theories and approaches presented in SW 440-441/640-641 (Elements of Evidence Informed Practice I and II).

Relevant Competencies and Associated Concentration Practice Behaviors:
2.1.1 Identify as a professional social worker and conduct oneself accordingly.
• C2 Provide social work leadership within practice contexts and as a member of the profession.
• C3 Cultivate and apply leadership qualities of self-awareness and other-awareness.

2.1.2 Apply social work ethical principles to guide professional practice.
• C4 Is able to critique ethical issues within complex environments to formulate innovative responses and approaches.
• C5 Employ strategies of ethical reasoning in practice settings where policies or values conflict with the delivery of social work services, personal values, or professional ethics.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
• C6 Question, evaluate, synthesize and apply information from multiple sources in framing ill-defined, ever changing, multifaceted practice issues.
• C7 Question, evaluate, select and implement appropriate assessment, intervention, and evaluation strategies in complex, fluid, multidimensional practice situations.

2.1.4 Engage diversity and difference in practice.
• C10 Effectively navigate conflicts between diverse identities within and among individuals, families, groups and organizations.

2.1.7 Apply knowledge of human behavior and the social environment.
• C16 Integrate understandings from a variety of theoretical perspectives in formulating comprehensive, multidimensional assessments and interventions.
• C17 Identify and question underlying theoretical and ontological assumptions about human behavior guiding agency practices, programs and policies.

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

2.1.10a Engagement
• C23 Attend to the interpersonal dynamics, cultural & contextual factors that support or threaten client-worker relationships.
• C24 Establish a relationally based process that encourages clients to be equal participants in the establishment of intervention goals & expected outcomes.

2.1.10b Assessment
• C25 Adapt, modify & use multidimensional tools in conducting comprehensive, culturally effective, integrative case assessments.
• C26 Identify client system strengths and coping capacities.
• C27 Assess client system readiness for change.
• C28 Select and modify intervention strategies based on continuous evaluation & assessment.

2.1.10c Intervention
• C29 Critically evaluate, select and apply best practices and evidence-informed interventions.
• C30 Capable of autonomous practice, in competently applying appropriate intervention techniques for a range of presenting issues, problems, or questions.
• C31 Develop and implement collaborative multidisciplinary interventions.

2.1.10d Evaluation
• C32 Use process and outcome evaluation findings to inform and shape the ongoing development of social work interventions.

Course Objectives / Learning Outcomes:
Upon completion of this course students will be able to:

720.1 Provide a strengths-based, person-in-environment social work perspective as a member of a multidisciplinary team (assessment, treatment planning, documentation, team staffings, referrals) (C2 & C31).

720.2 Students will demonstrate professional use of self as evidenced by an understanding of the core conditions required for change, an understanding of transference and countertransference and the ability to seek and use feedback, supervision and consultation (C3).

720.3 Apply strategies of ethical reasoning to explore and resolve dilemmas (C4 & C5).

720.4 Incorporate life-long learning into their practice—through a professional development plan delineating strategies for reflective learning, consultation and supervision, and keeping updated on current theory and research about interventions with individuals (C2).

720.5 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations (C6 & C29).

720.6 Integrate understandings from a range of theoretical perspectives in assessing and applying intervention plans for individuals (C7, C16, C29).

720.7 Develop skills in building a therapeutic relationship including developing self-awareness, affect management, cultural humility and effective relationship building techniques with individuals (C10, C23, C24).

720.8 Students will incorporate information from a comprehensive assessment into specific interventions including strengths as well as weaknesses, risks as well as protective factors, inter-cultural factors, and include an assessment of the individual’s readiness for change (C25, C26, C27).

720.9 Students will autonomously navigate diverse ambiguous and changing practice contexts through ongoing assessment of their work with individuals (C28).

720.10 Students learn how to apply a range of intervention models in working with individuals (C29-C30).

720.11 Students are expected to learn the evidence behind a range of intervention models and to understand the pro and con positions on the empirically supported intervention movement (C17).

720.12 Students will evaluate the impact of interventions on an individual (C32).

**Instructional Methods:**
In addition to in class lectures and readings, this course will implement a variety of experiential/collaborative learning techniques. A sampling of these techniques includes: in-class and online discussions, role playing, small group activities, and videos.

Standard Course Policies:

- **Disabilities**: Students who have documented disabilities that may affect their learning or performance in this class should contact the UNR Disability Services Office (Thompson Student Services Building, Suite 100; (775) 784-6000; mzabel@unr.edu). The instructor will make those accommodations that are requested in writing by the aforementioned office.

- **Academic Success Services**: Your student fees cover usage of the Math Center (784-4433) or [www.unr.edu/mathcenter](http://www.unr.edu/mathcenter/), Tutoring Center (784-6801 or [www.unr.edu/tutoring](http://www.unr.edu/tutoring/)), and University Writing Center (784-6030 or [www.unr.edu/writing_center](http://www.unr.edu/writing_center)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

- **UNR Counseling Services**: helps students make the most of their university experience, both personally and academically. It is the primary facility on campus for addressing personal, psychological, and mental health and substance abuse treatment needs of both undergraduate and graduate students. The goal in counseling is to help students overcome difficulties they may encounter during their educational experience. For more information visit: [http://www.unr.edu/stsv/cs/](http://www.unr.edu/stsv/cs/) or call (775) 784-4648.

- **Academic Dishonesty**: “Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course, or giving an F for the assignment. For more details, see the [UNR General Catalog](http://www.unr.edu/).

- **Audio or Video Recordings**: Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents’ policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Additional Course Policies:

- **Cell Phone and Electronic Equipment**: You are expected to turn your cell phone, and other electronic devices, off during class. If you use a computer to take notes, discovery that you are using this computer to engage in activities not specifically associated with this class will impact your grade. Unauthorized use or misuse of cell phones and other electronic devices will result in consequences that may include a reduction in participation points, public confrontation by faculty, a request that you leave the classroom, and/or a failing grade on a test or other assignment.
As much of the learning in this class is dependent upon class member contributions, you will be expected to come prepared and ready to actively participate in every class meeting. Each class will be a combination of lecture and experiential learning so active involvement will be a pivotal part of your learning and your final grade. Active participation will include: involvement in class activities and discussions, timeliness to class, and collegial conduct. Finally, you are expected to conduct yourself with the professionalism befitting the field of social work.

Absences from class will be excused only due to extreme personal or family emergencies. If you are experiencing such an emergency, please contact the instructor by telephone or e-mail prior to or immediately following the missed class meeting. Each missed class will result in a deduction from your total points. Missing more than two (2) classes may result in a failing grade for the course.

Course Texts:

- Required Text

- Recommended Text

- Library Reserve Materials
  - In addition to the assigned text reading, students will be expected to complete additional readings as listed below. Articles will be identified in the proposed schedule of classes.


Assignments:

You are expected to participate in experiential activities during class. These exercises are designed to enhance your knowledge, skills and self-awareness as related to therapeutic individual interventions with clients.

- **Written Assessment**
  - Using the assessment tool provided, you will complete a psychosocial history on a client for use during the experiential portions of this class. This assessment will provide your treating professional with comprehensive information about the “client”

- **Experiential Related Assignments**
  - You will be part of a triad in which you will play three roles, as a client, as a treating provider and as an observer. You will have documentation associated with these roles that will be turned in regularly throughout the class.

- **Videotape Assignment**
  - You will be videotaping a session with your “client” and engaging in a critical analysis of your skills. More details to follow.

Grading:

- Final grades will be based on the following –
  - Attendance and participation: 25 %
  - Psychosocial Assessment: 15 %
  - Assorted documentation and self-assessment regarding skills as a treatment provider: 30 %
  - Case Study: 30 %

- Letter grades will be based on the following cumulative percentages –
  - “A” 100 – 95
  - “A-” 94 – 90
  - “B” 89 – 85
  - “B-” 84 – 80
  - “C” 79 – 75
  - “C-” 74 – 70
  - Less than 69% is considered failing

Sample Proposed Schedule of Classes:
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Text</th>
<th>Other Readings / Documentaries</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29th</td>
<td>One</td>
<td>Syllabus overview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 5th</td>
<td>Two</td>
<td>Introduction to psychotherapy Cultural diversity</td>
<td>Chapter One Chapter Two</td>
<td>Article One and Two DSM 5 – Multiaxial System – page 16</td>
<td></td>
</tr>
<tr>
<td>September 12th</td>
<td>Three</td>
<td>Population and theory based considerations – Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 19th</td>
<td>Four</td>
<td>Population and theory based considerations – Adults</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 26th</td>
<td>Five</td>
<td>Psychodynamic frameworks</td>
<td>Chapter Four</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 3rd</td>
<td>Six</td>
<td>Psychodynamic frameworks</td>
<td>Chapter Five</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 10th</td>
<td>Seven</td>
<td>Psychodynamic frameworks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 17th</td>
<td>Eight</td>
<td>Cognitive behavioral frameworks</td>
<td>Chapter Ten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 24th</td>
<td>Nine</td>
<td>Cognitive behavioral frameworks</td>
<td></td>
<td>Article Ten, eleven, twelve and thirteen DSM 5 - Schizophrenia</td>
<td></td>
</tr>
<tr>
<td>October 31st</td>
<td>Ten</td>
<td>Cognitive behavioral frameworks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 7th</td>
<td>Eleven</td>
<td>Experiential-relationship oriented frameworks</td>
<td>Chapter Six</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 14th</td>
<td>Twelve</td>
<td>Experiential-relationship oriented frameworks</td>
<td>Chapter Eight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 21st</td>
<td>Thirteen</td>
<td>Experiential-relationship oriented frameworks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 28th</td>
<td>Fourteen</td>
<td>Thanksgiving Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 5th</td>
<td>Fifteen</td>
<td>Integrating individual interventions</td>
<td>Chapter Fifteen</td>
<td></td>
<td>Video Tape Assignment</td>
</tr>
<tr>
<td>December 12th</td>
<td>Final exam</td>
<td>Class review and evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References


