I. LOCATOR INFORMATION:

Semester:  
Instructor:  
Office:  
Course Number and Name: SWRK 540-01 Social Work Intervention with Individuals and Families  
Semester Hours of Credit: 3  
Day/Time Class Meets:  
Room/Bldg. Where Class Meets:  
Email Address:  
Office Hours:  

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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.  
Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION:

This course will introduce students to specific, social work-related content on theories of assessment, intervention, diversity, evaluation, and termination. Specific attention is given to the development of context-relevance and evidence-based intervention skills regarding communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns especially unique to vulnerable families, oppressed families, at-risk families, military families, low-income families, families of color, and nontraditional families are reviewed within an individual and family framework. The dynamics of small groups are emphasized. Students will also develop an understanding of how values and ethics impact social work practice.

II. REQUIRED TEXTS:

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS:

SUPPLEMENTARY TEXT:


Additional supplementary readings are on reserve and electronically in the Chestnut Library under the instructor’s name. Some readings and handouts will be provided by the instructor and other readings will be provided on-line through Blackboard.

V. COURSE COMPETENCIES:

Upon completion of the course, students are expected to be able to:

1. Understand and demonstrate the social work problem solving process and the relationship to resolving ethical dilemmas in working with individuals and families.

2. Understand and apply theories of individuals, families, and small group process in assessment and intervention with individuals and families.

3. Explain and understand multigenerational family life cycle and challenges and concerns encountered by vulnerable families, low-income families, ethnic families, and nontraditional families in rural and urban communities.

4. Understand and analyze family problems, the field of family social work practice and its relationship to contemporary families and family problems including reference to culturally and socially diverse families.

5. Demonstrate the ability to apply individual, family, and group practice skills and techniques.

6. Understand and critically analyze the impact of problems of substance abuse, racism, sexism, ageism, poverty, rural economic depression, divorce, disability, and child abuse on individual and family functioning.

7. Demonstrate skills in thinking critically, recognizing implications, identifying assumptions, analyzing, and evaluating questions fundamental to the assessment of individual and family problems.

8. Develop skills in interpreting and applying findings of research studies and professional literature in
work with individual, families, groups, organizations, and communities.

VI. COURSE REQUIREMENTS AND EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>Assessment/Intervention Paper = 25%</th>
<th>90-100 = A</th>
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<tbody>
<tr>
<td>Mid Term Exam = 25%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Final Exam = 25%</td>
<td>79-70 = C</td>
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<tr>
<td>Observation Project = 10%</td>
<td>69 &amp; below = F</td>
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<tr>
<td>Group Oral Presentation = 15%</td>
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GRADING CRITERIA:

A: Exceeded expectations. Superior quality on all assignments.
B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.
C: Meets minimum course requirements.
F: Did not meet minimum course requirements.

A grade of A represents work which is of superior quality, well-researched, or unusually insightful and exceeded expectations; B work meets expectations according to the syllabus and is that which is thoughtful, commendable, and above the group average; C work meets minimum but does not exceed expectations; F work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

A brief note about grades: it is important to realize that you are not your grade, nor does the grade you earn reflect the totality of the talents you bring to the social work profession. Students come to their professional social work education with different skill sets and levels of academic preparedness. Some students are juggling a variety of roles and responsibilities as they go through their social work education. All of these life circumstances understandably may have an impact on the grade that you earn. Additionally, in spite of the trends of grad inflation, it is important to remember that a grade of A truly represents outstanding work and a grade of B reflects solid achievement of the course requirements. Therefore, if you earn a grade of B or better, and are satisfied with the energy and effort you have put into the class, you should feel very good about your performance. A grade of C indicates you either have a minimal grasp of the material, are poorly organized and serious deficiencies are present. A grade of F indicates serious issues around your performance as a graduate student.

CLASS FORMAT: This is an interactive and lecture/discussion class. Students are expected to have completed required readings before class and are expected to participate in class activities and to bring relevant information and questions to class for discussion.

VII. ACADEMIC SUPPORT RESOURCE

Students can use Smart Thinking and the University Writing Center in the Chick Building for assistance with writing and are strongly encouraged to do so, if needed.

VIII. COURSE OUTLINE WITH ASSIGNMENT SHEET: See attached schedule

COURSE OUTLINE

NOTE: The content of this syllabus is subject to change depending on the scheduling demands of the instructor and other circumstances. All changes will be announced in class or forwarded to students thru Black Board/email. Assigned reading is required.
IX. TEACHING METHODS/STRATEGIES:

A variety of teaching methods will be used. The class will provide opportunities for both theory and skills development. Teaching strategies and methods will consist of lectures, class discussions, video analyses, group oral student presentations, and in class experiential activities. Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate. This is a web enhanced course with some information posted on Blackboard.

Course Expectations:

This is a foundation social work practice class. Students will be expected to maintain a graduate level of reading and complete assigned reading prior to class. Students must be prepared to provide an Opening Statement at the start of each class based on required readings.

CLASS POLICIES:

Attendance/Participation Policy

Each student is expected to be on time, attend and be prepared for each class, as all social work courses are preparation for professional practice. Thus, excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Preparation for class is interpreted as the student's completion of assigned readings and readiness to engage in class discussions and activities. Graduate education is viewed as an interactive process. Therefore, it is expected that students actively engage in all class discussions and activities. Active participation includes discussion that demonstrate a reflective knowledge of the material and weekly readings, as well as thoughtful efforts to integrate and apply the theories to actual practice. If there is reading material you do not understand or have questions about, please raise your concerns at the beginning of class.

Participation also involves active listening to your colleagues and professional behavior at all times. Behave in class as if you were at an agency working as a master's level social worker. This means that you must be able to modulate your affect appropriately, use appropriate vocal tones and body language, and engage in disagreements on the basis of ideas, not personal characteristics.

Participation pre-supposes attendance. You are responsible for materials presented in the readings, lectures, and discussions, whether you were in class or not. This means that you must get notes from a colleague in the case of your absence. Everyone has life events that comes up and may need to miss class...once. If you are absent more than once your grade may be affected or an additional writing assignment may be given.

Academic Integrity

The Student Honor Code is in effect in this course. Students who cheat on exams and/or assignments, or commit plagiarism, will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession. It is also unfair to other students, and will not be tolerated in any form (see MSW Handbook).

Class Behavior

Telephones and/or beepers are to be turned off during class. Please refrain from eating or any behavior that distracts from the learning process. Additionally, it is important for social workers to be aware of group dynamics, including those of peer groups in which they participate. It is important to contribute to the
group and class process. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute.

FSU Policy on Disruptive Behavior in the Classroom (Optional) The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

Confidentiality

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality

Written Work

The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. All work should be carefully proofread and corrected. This includes first writing, reviewing, editing and then rewriting. Papers should be free of errors in spelling, grammar and punctuation as there will not be an opportunity to resubmit written work except in extreme academic circumstance. If necessary, use Smart Thinking and the writing center in the Chick Building as resources. Failure to use the APA style may result in points being taken off any papers written in this social work course.

All papers must also meet the following standards:

**Structure:** identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.

**Content:** significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.

**Presentation or style:** correct voice, person, and variety in sentence structure as appropriate.

**Mechanics:** correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.
Format: All papers must be double-spaced. Font size should be 12. Papers should have a cover sheet with name, title of paper, course number and name, date and instructor’s name. If a paper is poor enough to require a rewrite, then the grading for the rewrite will start at a B (89) for the rewritten paper.

Course Assignments:

1. **Waiting Room Observation Project and Paper:** 10%
   Visit a social work agency and conduct an observation of the services provided, agency setting, how, social worker’s interaction and other employees, and other pertinent information concerning the process and content of social work services. More information will be provided in class. Required length of paper 5-7 typewritten pages. **Competencies 1, 7, 8.**

2. **Assessment and Treatment Paper:** 25%
   Students will submit an assessment and theoretical paper. It is expected that you will utilize a prior field or employment case or a movie of a family or individual with problems/issues in which you applied assessment and intervention with as part of social work practice or given the chance would have applied theory, assessment and intervention. The paper will be a minimum of 6 to 10 pages in length and will follow the APA style of writing described in the syllabus. The student will utilize a minimum of ten (10) primary references (books and journal articles) in the body of the paper. An application paper is an exercise in analyzing and evaluating applicable theories and information about human development and applying this information to actual people and situations. Assessment skills are a vital part of social work practice. These are the concepts that we base our intervention strategies upon. Once you explore a client’s intrapersonal, interpersonal and environmental factors, a treatment plan is formulated. Identify a “client” from a prior field, employment or the following movie/book list:
   - The Great Santini
   - Terms of Endearment
   - When a Man Loves a Woman
   - Ordinary People
   - Soul Food
   - Boys in the Hood
   - The Color Purple
   - A Raisin in the Sun
   Explore your client through a multidimensional assessment. You may choose to utilize number of models from your text, particularly chapters 8, 9, &10. This would also be a good place to utilize the knowledge you are gaining in SWRK 520. Once the assessment is in place, you enter the change phase of practice. Select an intervention strategy, write goals and apply an appropriate model of practice to your client’s situation. This assignment will be 6-10 pages in length and will count as 25% of your final grade. **Competencies 1,2,3.**

3. **Evaluative Examinations** 25% each exam
   Mid Term Exam Final Exam
   There will be two examinations: Mid- term and final exams will evaluate mastery of required content of the readings, class exercises, Black Board lecture notes and class lecture. Each exam will consist of four essay questions, with the expectation that you organize your thoughts clearly, use critical thinking skills, apply theory when appropriate, and utilize your professional writing skills. Each exam is worth 25% of your final grade. No make-up exams will be given. **Competencies 1-8.**
4. Oral Group /Individual/Family Assessment/Intervention Presentation (3/4 persons per group) 15%:

a) Select an individual or family population that is perceived to be vulnerable or oppressed. For this project, do not choose a family population to which you belong or to which someone close to you belongs. Seek and read a history of the experience of the family structure, dynamics, health seeking sources, group strengths, and other pertinent information pertaining to differences, empowerment.

b) Select and read at least three recent scholarly journal articles and three or more chapters in books about this population (each group member). The information must address the target population and have implications or information relating to individual/family social work practice with particular attention to assessment and intervention.

c) You may interview and or engage members of the (individual/family) population you have selected in a meaningful conversation about their experiences in terms of service delivery or other aspect that may address social work issues.

d) Give at least a 30 minute or more oral Power Point presentation on this experience and address how you would intervene with this individual or family from a cultural perspective. You may also include some scholarly information from the journal articles or book chapters. Turn in copies of the journal articles or book chapters or place copies in the dialogue box of Blackboard before the oral presentation.

**Competencies 1, 4, 6, 7**

VI. Course Outline and Assignment Schedule

**NOTE:** The content of this syllabus is subject to change depending on the scheduling demands of the instructor and other circumstances. All changes will be announced in class or forwarded to students thru Black Board/email. Assigned reading is required before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Syllabus, Course Expectations and Introductions; The Challenges of Social Work, Introduction to the Direct Practice: Domain, Philosophy and Roles</td>
<td>Hepworth et.al, Chapter 1</td>
</tr>
<tr>
<td></td>
<td>The Challenges of Social Work Introduction to the Direct Practice: Domain Philosophy, Roles; and Overview of the Helping Process Small Group Value Exercise</td>
<td>Hepworth et.al, Chapter 1 &amp; Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Overview of the Helping Process Operationalizing the Cardinal Social Work Values; Building Blocks of Communication: Communicating with Empathy and Authenticity</td>
<td>Hepworth et.al, Chapter 3 &amp; Chapters 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>Verbal Following, Exploring, and Focusing</td>
<td>Hepworth et.al, Chapter 6</td>
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</tbody>
</table>
Skills; Eliminating Counterproductive Communication Patterns; Assessment: Exploring and Understanding Problems and Strengths & Chapters 7 & 8

- **Waiting Room Observation Paper Due**

  Assessment: Exploring and Understanding Problems and Strengths; Intrapersonal Interpersonal and Environmental Factors

  Assessment: Intrapersonal, Interpersonal and Environmental Factors; Assessing Family Functioning in Diverse Family and Cultural Contexts Video Multigenerational Family Issues

  Developing Goals and Formulating a Contract; Planning and Implementation Change-Oriented Strategies

  Hepworth et.al, Chapter 8 & Chapter 9

  Hepworth et.al, Chapter 9 & Chapter 10

  Hepworth et.al, Chapter 12 & Chapter 13

  Midterm Exam

  Developing Resources, Organizing, Planning and Advocacy as Intervention Strategies; Enhancing Family Relationships

  Forming and Assessing Social Work Groups Intervening in Social Work

  Additive Empathy, Interpretation, and Confrontation; Managing Barriers to Change

  Hepworth et.al, Chapter 14 & Chapter 15

  Hepworth et.al, Chapter 11 & Chapter 16

  Hepworth et.al, Chapter 17 & Chapter 18

- **Assessment/Treatment Paper Due**

  The Final Phase: Evaluation and Termination Phase

  The Final Phase: Evaluation and Termination Phase

  Oral Presentations

  Final Exam

  Hepworth et.al, Chapter 19