

COURSE TITLE/SECTION: SOCW 7325 (18024) Assessment in Social Work Practice

TIME: Tuesday 8:30am – 11:30am

FACULTY: Cynthia F. Reibenstein
LCSW, ACSW, DCSW

OFFICE HOURS: to be arranged

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I. Course

A. Catalog Description

[Credit 3 (3-0)]. Knowledge and skills for assessment of clients at the individual, group, family, or organizational and community levels.

B. Purpose

This advanced practice course prepares students to conduct assessments of clients at the individual, group, family, organizational and community levels. Utilizing a strengths perspective, it focuses on the collaborative nature of assessment and the design and implementation of assessments that include evidence based strategies.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Describe how assessment informs all levels of social work practice.
2. Delineate the tasks involved in the process of assessment.
3. Compare and contrast the differences and similarities between problem based and strengths-based assessment.
4. Discuss the collaborative nature of assessment and its relationship to social work values.
5. Determine the validity and reliability of different assessment tools.
6. Choose appropriate assessment tools for use with clients at the individual, group, family, organizational and community levels.
7. Explain how assessment methods are used in the evaluation of practice.
8. Utilizes culturally sensitive models for assessment of racial/ethnic minority clients, families and communities.
9. Demonstrate assessment skills that take into account special client considerations including but not limited to, race/ethnicity/social class, gender and sexual orientation.

III. Course Content

This course will include the following topical (content) areas:

1. evidence based methods/theories
2. individual, group, family, organization, community and self-assessment
3. assessment tools

IV. Course Structure

This course will consist of lectures, applied assignments, demonstrations, and in-class activities. All students are expected to participate and contribute to all course activities to gain the full impact of the material presented.

V. Textbooks

Jordan, C. & Franklin, C. (Eds.) (2011). Clinical assessment for social workers: Quantitative and qualitative methods (3rd ed). Chicago: Lyceum Books, Inc. [ISBN: 978-1-933478-80-7]

Blackboard will also have more readings and all the handouts; this is primary for all the class needs

Recommended:

Ragg, D. M. (2011). Developing practice competencies. A foundation for generalist practice. Hoboken: John Wiley & Sons

VI. Course Requirements

A. Reading Assignments

On syllabus due on date assigned, book and blackboard as well as handouts.

B. Graded Assignments

1. Individual Assessments and Treatment Plan (20%)
A case will be placed on Blackboard and you will develop your assessment from the outline practiced in class with a treatment plan, evidence based tools to measure the concepts. This will be during a class time. (use the rubric)
2. Self-Awareness (20%)
The assignment is designed to help students become aware of their issues from a variety of viewpoints. The genogram and eco-map with analysis will be minimum of three generations of your family with you being the third generation. The analysis of your issues as derived from your family dynamics is crucial for your professional growth. Use the questions to guide your analysis.
3. Family Assessment (20%)
Write a family assessment and treatment plan from one of the films (use the rubric): Tortilla Soup, Soul Food, Big Fat Greek Wedding, The Family Stone,

Thousand Acres, Marvin's Room, Hanging Up, Kramer vs. Kramer, On Golden Pond.

Use evidence based theory/model for the analysis. The analysis part is no longer than 2 paragraphs and then the treatment plan, minimum of 3 goals. Identify Evidence Based Tool(s) for the family issue(s).

4. Community Assessment (30%) choose one
 - a. Analysis of your zip code; use the community rubric for the analysis format along with the community outline format from Netting reading OR
 - b. Individually, do two community assessments using community theory over two of the films listed and include an action plan, minimum of 3 goals.
Choose from the following: Schindler's List, The Color of Courage, Fiddler on the Roof, To Kill a Mockingbird, Mississippi Burning, Rosewood, Hotel Rwanda, A Birth of a Nation
5. Attendance and Participation 10%

Students are expected to attend the full length of each class session, to be familiar with the week's assigned readings, and to be prepared to constructively contribute to class discussion. Students are expected to notify the instructor if the class will be missed. More than 2 absences may result in being dropped from the course and/or a failing grade. Participation included in attendance.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All presentations, papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Course Schedule and Reading Assignments See Below.

COURSE (CONTENT) OUTLINE

WK 1 Aug. 25

Introduction of Course

- overview of course
- overview of assignments
- Micro handout review from blackboard

Readings: Jordan & Franklin– Chapters 1

Ragg: Chapter 1- Self Awareness

From Blackboard: Kemp—Contextualized Practice and Contextualized Assessment

WK 2 Sept. 1

Assessments and Practice Activity

- Who, What, Where, How and Why of Assessment
- Data Collection—micro and macro
- Genogram and Eco-map
- Case: Mrs. Matthews; in class assessment

Readings: J & F-Chapter 2 “Quantitative Clinical Assmt. Methods”

- Ragg: Chapter 4 “Assmt & Service Contracting”
- From Blackboard: Assessment, Eco-map and Genogram handouts
- Homework: Watch Film—Shawshank Redemption

WK 3 Sept. 8

Measurements

- Standardized, Quantitative, Qualitative, Risk
- Film Character Analysis in class from film
- Review Highlights—Tools Individual, Family, Organization, Community
- Reading: Jordan & Franklin-Chapter 3
- From Blackboard: Mindfulness and Self-Assessment, Practice Tools, Group, Theories

WK 4 Sept. 15

Assessment Basics: Micro to Macro Skill and the Strength Perspective

- Individual: Cases, Role Play
- Focus Groups-Community, Organizational
- Reading: Ragg Chapter 6- “Questioning Skills”.
- Macro Handouts on blackboard

WK 5 Sept. 22

Application—Family

- Children/Adolescents
- Multi-cultural, special groups
- Older Adults
- Family as a group
- Micro Handouts, Cases and Role Play

Required reading: Jordan & Franklin-Chapter 10, 8

Recommended reading: Jordan & Franklin-Chapter 9

Blackboard: HBSE, Family, Theories

WK 6 Sept. 29

Family Systems

- Review Highlights: Family Theory/Models
- In class film and group work for film analysis: Ordinary People
- Reading: The Family Assessment Form website: <http://familyassessmentform.com/index.html>
- **Self-Assessment due by email**

WK 7 Oct. 6

Assessment with Children, Elderly

- Theory and Models
- Role play and cases
- Blackboard: skills and issues, Treatment

WK 8 Oct. 13

Assessments: Biopsychosocial, Mental Health

- Cases and role play
- Review of DSM
- Case practice –contextual and cultural view emphasis
- Blackboard: Solution Focused, ACT

WK 9 Oct. 20

Assessments: Practice all types

WK 10 Oct. 27

In Class Individual Assessment

Blackboard will have a case for you to assess and develop a treatment plan; follow the instructions with the case; **email**---your assignment; do not upload on Blackboard; you can do this assignment from wherever you would like; Blackboard case will be available at 9 am and closed at noon. Case is due to me by **email** by **1 pm**.

Wk 11 Nov. 3

Assessment to Outcome: Evidence Based Practice

- In class writing, discussion
- Family discussion
- Culture awareness
- Tool discussion
- Reading: Jordan & Franklin-Chapter 11

WK 12 Nov. 10

Practice Skills for Settings

- individual, family
- organizational, community
- cultural aspects
- **Family Assessment Due by email**

WK 13 Nov. 17

Assessment Tools and Strength Based Perspective

- Group work, micro and macro for community

WK 14 Nov. 24

Community Film Assessments--due by email
OR Community Project Paper Due by email
Due by noon.

Wk 15 Nov. 31

Class Assessment Evaluation
Discussion of films

Discussion of community project

Assessment Guidelines

These assignments are designed to give you the opportunity to develop your assessment ability. In assessing one uses theory from all levels: systems, person in the environment, developmental theory, age related issues, issue related theory/information, and clinical theory. In the macro assessments, your ability to utilize the appropriate model/theory for agency/organization analysis and issue/community tools is also essential. Utilizing the instrument that gives best evidence based practice is the goal. The assessment for these assignments is longer than you will use in field as I want you to develop the ability to look holistically and all levels where as in field you need to have this information but you will narrow your assessment to the issue/area of the field agency. The ability to assess holistically is essential to building your clinical and critical analysis eye.

The assessment is approximately two paragraphs and then the plan is written.

My Philosophy

It is my philosophy that before one can effectively assess one must have “input” the data so integration of the knowledge is possible and a good “output” can be done. All readings need to be done ASAP. You will notice that most of the readings are in the first half of the class; this gives you time to digest the material before you begin to analyze for the ‘grade.’ I prefer you complete the readings way before then so your “light bulb” can be on and the writing of the assessments and demonstration of skill in the practice sessions has more meaning. Below are other readings that can help you in ‘finding your voice.’

- Angold, A. Prendergast, M. Cox, A., Harrington, R., Simonoff, E. Rutter, M. (1995). The child and adolescent psychiatric assessment (CAPA). *Psychological Medicine*, 25, 739-753.
- Collins, D., Jordan, C., & Coleman, H. (2007). *An introduction to family social work*. (2nd Ed.). Itasca, IL: Peacock Publishers.
- Cournoyer, B. R. (2008). *The Social Work Skills Workbook*. Belmont, CA: Thomas Brooks/Cole.
- Corey, M. and Corey, G. (2006). *Process and practice groups* (7th ed.). Pacific Grove, CA: Brooks/Cole.
- Crisp, B.R., Anderson, M.R., Orme, J. & Lister, P.G. (2006). What can we learn about social work assessment from the textbooks? *Journal of Social Work*, 6 (3), 337-359.
- Helton, L., & Jackson, M. (1997). *Social work practice with families: A diversity model*. Boston: Allyn & Bacon.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2006). *Direct social work practice: Theory and skills* (7th ed). Belmont, CA: Brooks/Cole.
- Luquis, R., Garcia, E. & Ashford, D. (2003). A qualitative assessment of college students' perceptions of health behaviors. *American Journal of Health Studies*, 18 (2/3), 156-165.

- Jordan, C. & Franklin, C. (2003). *Clinical assessment for social workers: Qualitative and qualitative methods* (2nd ed.). Chicago: Lyceum.
- Mattaini, M. A. (1997). *Clinical practice with individuals*. Washington, DC: NASW Press.
- McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and Intervention* (2nd Ed.). New York: W. W. Norton.
- McGoldrick, M., Giordano, J., & Pearce, J. (Eds.). (1996). *Ethnicity and family therapy* (2nd ed.). New York: Guilford Press.
- Murphy, B. C. & Dillon, C. (2003). *Interviewing in action: Relationship, process, and change*. Pacific Grove, CA: Brooks/Cole.
- Netting, F.E., Kettner, P., & McMurtry, S. L. (2007) (4th ed.) *Social work macro practice*. Boston: Pearson Education.
- Pine, E. Luby, J. Abbacchi, A. & Constantino, J.. (2006). Quantitative assessment of autistic symptomology in preschoolers. *Autism*, 10(4), 344-352.
- Raines, J.C. & Ahiman, C.A. (2004). No substitute for competence: How to survive and thrive as interim school social worker. *School Social Work Journal*, 28 (2), 37-52.
- Saleebey, D. (2011). *The strengths perspective in social work practice* (5th ed.). Boston: Pearson Education.
- Teufel-Shone, N.I., Siyuja, T., Watahomigie, H.J. & Irwin. S. (2006). Community-based participatory research: Conducting a formative assessment of factors that influence youth wellness in the Hualapai community. *American Journal of Public Health*, 96 (9).
- Toseland, R. W., & Rivas, R.F. (2001). *An introduction to group work practice* (4ed.). Needham Heights, MA: Allyn and Bacon.
- Winell, J. & Roth, A. J. (2005). Psychiatric assessment and symptom management in elderly cancer patients. *Oncology*, 19 (11), 1479.

XI. Bibliography

- Antony, M. M. & Barlow, D. H. (2004). *Handbook of assessment and treatment planning for psychological disorders*. New York: Guildford Press.
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, 4th ed. Washington, D.C.
- Bordnick, P.S. (1997). Trichotillomania: Social Work's Guide to Practice. *Research on Social Work Practice*, 7, 216-227.
- Cohen, R. & Cohen, J. (2000). *Chiseled in sand: Perspective on change in human services organizations*. Belmont, CA: Brooks/Cole.
- Cone, J.D. (2000). *Evaluating Outcomes: Empirical Tools for effective practice*. New York: American Psychological Association.
- Hardcastle, D.A., Powers, P.R. & Wenocur, S., (2004). *Community practice: theories and skills for social workers*. New York: Oxford University Press.
- Hersen, M. (2005). *Clinician's Handbook of adult behavior assessment*. Burlington, MA: Elsevier Academic Press
- Hersen, M. (2002). *Clinical Behavior Therapy: Adults and Children*. New York: Jon Wiley and Sons.
- Hersen, M. & Reitman, D. (2007). *Psychological Assessment, Case conceptualization and treatment: Children and Adolescents*. Vol. 2. New York: Jon Wiley & Sons.
- Jordan, C. & Franklin, C. (2003). *Clinical assessment of social workers: quantitative and qualitative methods*. 2nd ed., Chicago, IL.: Lyceum.

- King, M.E. & Bordnick, P. (2001). Alcohol use: a social worker's guide to clinical assessment. *Journal of Social Work Practice in the Addictions*, 2, 3-31.
- Thyer, B.A. (1991). Guidelines for evaluating outcome studies on social work practice. *Research on Social Work Practice*, 1, 175-187.
- Wodarski, J.S. & Thyer, B.A. (1998). *Handbook of empirical social work practice, mental disorders*. New York: Wiley.

Online Resources:

- Evaluation Resources: <http://qsociology.icaap.org/methods/>
- WHO Clinical Assessment for Psychopathology: <http://gdp.ggz.edu/scandocs/>
- Assessment Tools: <http://www.compactclinicals.com/>
- PTSD Assessment: <http://www.ncptsd.va.gov/ncmain/assessment/>
- Cultural Competence: http://www.hogg.utexas.edu/programs_cai_tools.html
- NIAAA-Assessing Alcohol Problems-PDF
<http://pubs.niaaa.nih.gov/publications/Assessing%20Alcohol/index.html>
- Geriatric Assessment Wizard <http://www.contextio.com/info%20GAW.html>
- Drug and Alcohol Assessment Tools <http://lib.adai.washington.edu/instruments/>

Journals of Interest

- | | |
|---|---|
| Addictive Behaviors | Adolescent Social Work Journal |
| Affilia | AIDS Education and Prevention |
| Age & Aging | Alcohol Health and Research World American Journal of |
| Family Therapy | American Journal of Orthopsychiatry |
| American Journal of Psychotherapy | American Journal of Psychoanalysis |
| Behavioral Health Management | Behavioral Cognitive Psychotherapy |
| British Journal of Social Work | Child Abuse and Neglect |
| Child and Adolescent Social Work | Journal of Child Development |
| Child Welfare | Clinical Gerontologist |
| Community Mental Health Journal | Contemporary Family Therapy |
| Death Studies | Developmental Psychology |
| Family Relations | The Gerontologist |
| Group work | Health and Social Work |
| International Journal of the Addictions | International Social Work |
| Journal of Abnormal Psychology | Journal of brief Therapy |
| Journal of Black Studies | Journal of Chemical Dependency TX. |
| Journal of Child Sexual Abuse | Journal of Cognitive Psychotherapy |
| Journal of Community Practice | Journal of Conflict Resolution |
| Jnl. of Consulting and Clinical Psych | Jnl of Ethnic & Cultural Diversity in SW |
| Journal of Family Therapy | Jnl. of Gay and Lesbian Psychotherapy |
| Journal of Gerontological Social Work | Journal of Group Work |
| Journal of Health and Social Work | Journal of Homosexuality |
| Journal of Interpersonal Violence | Journal of Rural Studies |
| Journal of Social Work Practice | Journal of SW Practice in the Addictions |
| Journal of Women & Aging | Offender Rehabilitation |
| Psychology and Aging | Research on Social Work Practice |
| School Psychology | School Social Work Journal |
| Social Service Review | Social Work |
| Social Work in Education | Social Work in Health Care |
| Social Work in Mental Health | Social Work with Groups |
| Smith College Studies in SW | Violence and Victims |

XII. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XIII. Addenda

A. Professionalism

Students will demonstrate respect for one another during class discussions and activities. Differences will be valued for the learning they generate. All information divulged during class exercises and assignments will be considered confidential. Cell phones are to be turned off during class; no texting. Lap tops are not indicated for use during this class but if you bring yours, please be respectful.

B. Late Assignments

Students are strongly encouraged to complete assignments on time as a delay interrupts the process of this course. Late assignments, for any reason, require approval from the instructor and may result in lowering of the otherwise earned grade. If a student has a medical or family emergency that necessitates an incomplete then approval will be needed from the GCSW representative.

C. Consultation

As I do not office on campus, all appointments need to be made; use the contact information listed above.

D. Attendance Policy

Students are expected to attend all classes. A student who is absent from class more than two times may receive an unsatisfactory grade. Students are expected to contact the instructor if they are going to be absent from class.

E. ADA

Faculty cannot provide accommodations without documentation from the UH Center for Students with Disabilities. It is the student's responsibility to contact the Center for assistance.