



**COURSE TITLE / SECTION: SOCW 7397/21197: Assessment in Social Work Practice**

**TIME:** Saturdays 9-12 pm

**INSTRUCTOR:** Cynthia F. Reibenstein, LCSW, ACSW, DCSW

**OFFICE HOURS:** to be arranged

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**Phone:** 713 725 1826 **FAX:** N/A

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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 COMPETENCIES:**

*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.

### IV. REQUIRED TEXTBOOKS

You will need to pick up a copy of material located at Copy.com, store on Westheimer near Montrose (about \$15.00) call ahead to place your order-713 528 1201; ask for Reibenstein's Micro Handouts—it is about 100 pages. It is recommended to join Netflix or some video option so you can get the films easier as some stores do not have the videos.

Strongly Recommended: O'Hare, Thomas. (2009). Essential Skills of Social Work Practice: Assessment, Intervention and Evaluation. Lyceum Books. Chicago, Illinois. Netting, F.E., Kettner, P, & McMurtry, S. L. (2004) (3rd ed.) Social work macro practice. New York: Longman.

### V. COURSE REQUIREMENTS

#### A. Reading Assignments

Specific reading assignments will be given.

#### B. Graded Assignments

##### 1. Individual Assessment and Treatment Plan (20%)

From a listing of the films below, you will write an individual assessment from a holistic view and develop a treatment plan with an evaluation tool for the items identified for the treatment. Evidence Based Outcomes.

Films to choose from:

Rudy, The Queen, The Aviator, Fried Green Tomatoes  
A Beautiful Mind, Erin Brockovich, Radio, Ray, Fearless  
Finding Nemo, Lion King, Norma Rae, Malcolm X, October Sky  
Devil Wears Prada, The Pursuit of Happiness, Rookie

##### 2. Choose one of the following:

##### a. Group Work (20%)

The assignment is designed to help students 1) develop skill and knowledge in facilitating groups and in writing documentation for group experiences 2) to participate in and experience a support group situation and 3) to be able to process their own group experience. You may choose to lead, facilitate or be a member of. At the end of the experience, students will write an analytical paper processing their experiences as facilitator or group member. Time and thought is expected in order to produce a process-oriented paper. Papers are to be written in the first person. The following questions are the outline for the paper. The paper is to be no more than six pages, double-spaced.

- b. What is the type of group? What was the composition of the group? (In terms of gender, socioeconomic status, culture/ethnicity/race/age/background, etc.) How did the composition influence your experience? Were their points of commonality and/or difference? How was the fit? What were the Norms, Rules, etc.
- c. How would you describe the process, the dynamics, interactions, and individual participation within the group? Describe the process of the group stages and growth. Overall, did this represent a positive or negative experience?
- d. Were there identifiable roles assumed by members? How would you describe/analyze these roles are it pertained to group dynamics?
- e. How would you describe/analyze your role in the group?
- f. What was your experience as a group facilitator or member? How did you approach the group, the group process? How did the group respond to you as a facilitator/member?
- g. What are the three most important things you learned about yourself as a result of your participation in this group experience?

OR

#### 2b. Group Film Analysis (20%)

You will write a critical analysis of the group(s) in the film using group theory, dynamics and terminology. You will also write a treatment plan to help the group. You will choose one of the following films for this assignment. Identify the Evidence Based Tool for the issue(s).

12 Angry Men (either version), Cool Runnings  
Sister Act 2: Back in the Habit, Calendar Girls  
Dead Poet's Society, Saving Private Ryan, White Squall  
The Land Before Time, Chicken Run

#### 3. Family Assessment (20%)

Write a family assessment from one of the films: Tortilla Soup, Soul Food, Big Fat Greek Wedding, The Family Stone, Thousand Acres, Marvin's Room, Hanging Up, Joy Luck Club, Kramer vs. Kramer, On Golden Pond. Use evidence based theory/model for the analysis. The analysis is no longer than 2 paragraphs and then the treatment plan. Identify the Evidence Based Tool for the family issue(s).

#### 4. Organizational Assessment (10%)

Take your Field Agency Paper/Information from your Practice Lab class and write an assessment of your field agency. Identify the Model/Theory. Identify the Assessment Tool. One paragraph.

#### 5. Community Assessment (30%)

- a. Group project; either be in the motivation project for HHA or do a Social Work profession project using the 2011 NASW theme; Identification of the reliable tools for measurement of issue by group (sample, background, purpose, strengths/limitations); intervention. Evidence based. Group discussion of results and plan: micro, mezzo, macro.

OR

- b. Do a community assessment using community and organizational theory over three of the films and include an action plan for them.

Choose from the following: Schindler's List, The Color of Courage, Fiddler on the Roof, To Kill a Mockingbird, First Wives Club, Mississippi Burning, Rosewood, Hotel Rwanda, A Birth of a Nation

## VI. EVALUATION AND GRADING

### A. Grading Scale:

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
Below 60	F

### Attendance

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.

### 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.

### C. Incomplete Grades and 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.

The University of Houston policy on Incomplete grades is:

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course, but for reasons beyond their control, have not completed a relatively small part of all the course requirements.

## VII. CONSULTATION

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

**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.

**Addendum:** 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.

**NOTE:** 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.

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## POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

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Although I do not expect to encounter academic dishonesty or plagiarism in this class, I want to be very clear about my standards. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "F" for the class. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

**Plagiarism:** All written assignments must be fully and properly referenced, 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 APA manual (5<sup>th</sup> edition) to determine the proper referencing format. Again, should you have any question regarding compliance, confirm with the APA manual.

**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 in more than one class. Finally, the University Policy on Academic Dishonesty can be found in your UH Student Handbook.

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**COURSE (CONTENT) OUTLINE**


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With Class Agreement, Classes will be extended in time

- WK 1 Jan. 22**      **Introduction of Course**
- overview of course
  - overview of assignments
  - systems review, micro handout review
  - **class assessment**
- WK 2 Jan. 29**      **Assessments and Practice Activity**
- Who, What, Where, How and Why of Assessment
  - Reading: Micro Handouts-Developmental, Theories
  - Case: Mrs. Matthews; in class assessment
  - Video: For the Love of May in class
  - **Homework: Watch Film—Message in a Bottle or Shawshank Redemption**
- WK 3 Feb. 5**      **Measurements**
- Standardized, Quantitative, Qualitative, Risk
  - Film Character Analysis in class
  - Review Highlights--Theory/Models: Individual
  - Reading: Micro Handouts: DSM IV Axis IV and Axis V, Crisis
- WK 4 Feb. 5/12**      **Basic Assessment Tool**
- Cases, Role Play
  - Focus Groups-Community, Organizational
  - Reading: Handouts-Macro Models
  - Reading: Cournoyer, 2008. pp. 249-293, Chapter Assessment
  - Reading: Netting: Chapters 4, 6, 9, 10
  - **Homework: Watch Remember the Titans**
- WK 5 Feb. 19**      **Tool Discussion**
- Health, Mental Health, Addictions
  - Distress Thermometer:  
[www.nccn.org/professionals/physician\\_gls/PDF/distress.pdf](http://www.nccn.org/professionals/physician_gls/PDF/distress.pdf)
  - Mental Status Examination: [www.merck.com/mkgr/mmg/sec5/ch38/ch38b.jsp](http://www.merck.com/mkgr/mmg/sec5/ch38/ch38b.jsp)
  - Addiction Severity Index: [www.densonline.org/DENSASI.pdf](http://www.densonline.org/DENSASI.pdf)
  - Cases, Role Play
  - Micro Group Theory/Models: Group Stages through Remember the Titans Analysis in class
- WK 6 Feb. 19/26**      **Application**
- Children/Adolescents
  - Multi-cultural, special groups
  - Older Adults
  - Micro Handouts, Cases and Role Play
  - **Organizational Assessment Due by email**
  - **Homework: Watch Film—Ordinary People (difficult to find at times) Netflix has it**
- WK 7 Mar. 5**      **Family Systems**
- Cases, Film: For the Love of May, Role Play
  - Review Highlights: Family Theory/Models—Analysis Film in class
  - Reading: The Family Assessment Form website:  
<http://familyassessmentform.com/index.html>
- WK 8 Mar. 11**      **Linking Practice Skills and Evidence Based Research**
- In class DSM and exploring of treatment modality
  - Role Play with theory/models
  - **Individual Assessment Due by email**

<b>WK 9</b>	<b>Mar. 19</b>	<b>Spring Break</b>
<b>Wk 10</b>	<b>Mar. 26</b>	<b><u>Assessment to Outcome: Evidence Based Practice</u></b> <ul style="list-style-type: none"> <li>• In class writing, discussion</li> <li>• Tool discussion</li> </ul>
<b>WK 11</b>	<b>April 2</b>	<b><u>Practice Skills</u></b> <ul style="list-style-type: none"> <li>• group, family</li> <li>• organizational, community</li> <li>• <b><u>Family Assessment Due by email</u></b></li> </ul>
<b>WK 12</b>	<b>April 2/9</b>	<b><u>Practice Skills</u></b> <ul style="list-style-type: none"> <li>• individual, group, family</li> <li>• <b><u>Group Process Paper Due by email</u></b></li> </ul>
<b>WK 13</b>	<b>April 16</b>	<b>Group Work Assessment Tools</b> <ul style="list-style-type: none"> <li>• <b>Group work</b></li> </ul>
<b>WK 14</b>	<b>April 23</b>	<b><u>Community Project Due paper by email; presentation day</u></b> <ul style="list-style-type: none"> <li>• <b>Micro, mezzo, macro</b></li> <li>• <b>Assessment tools</b></li> <li>•</li> </ul>
<b>Wk 15</b>	<b>April 30</b>	<b>Class Assessment Evaluation</b> <ul style="list-style-type: none"> <li>• <b>Enrichment open book/notes application of knowledge test</b></li> </ul>

### **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 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. So 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.

## Readings:

- 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.
- Cournoyer, B. R. (2008). *The Social Work Skills Workbook*. Belmont, CA: Thomas 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.
- 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.
- Mattison, D., Jayarantne, S., & Croxton, T. (2000). Social workers' religiosity and its impact on religious practice behaviors. *Advances in Social Work* 1, 43-59.
- Netting, F.E., Kettner, P, & McMurtry, S. L. (2004) (3rd ed.) *Social work macro practice*. New York: Longman.
- Pine, E. Luby, J. Abbacchi, A. & Constantino, J.N. (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.
- 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.

## Bibliography

- Antony, M. M. & Barlow, D. H. (2004). *Handbook of assessment and treatment planning for psychological disorders*. New York: Guilford Press.
- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders*, 4<sup>th</sup> 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*. 2<sup>nd</sup> 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://gsociology.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](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.contexio.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