Family and Human Services Program

FHS 330: Individual Interventions in an Ecological Context

*Course Syllabus and Schedule*

# Fall, 2019

# CRN: 12277

**Instructor:** Dr. Karrie Walters **Teaching Assistants/GE’s:**

Office Hours: Thursday from 2:00 – 3:00 Robyn Metcalfe, robynm@uoregon.edu

 Trinh Le, M.Sc., trinhl@uoregon.edu

Class Time: Tuesday/Thursdays 12:00 – 1:50

Class Location: **220 HEDCO**

**Course Description:**

This course is designed to provide students with an overview of intervention strategies commonly utilized in human service and educational settings. This class provides a combination of lecture and hands on practice components for learning course content and skills. As a course designed to elaborate on other Family and Human Services courses, this class has a particular but not exclusive focus on interventions for adolescents. Learning about and practicing interventions for adolescents will also be helpful for students planning to work primarily with children, families, or adults. Therefore, the interventions taught in this class are presented in the context of a prevention and treatment model for working with at risk youth. This is the first of three intervention courses. This course will focus mostly on individual-based basic listening skills, overview of behavioral and learning theories, and an ecological conceptualization of intervention. The second course, FHS 331, focuses primarily on group and community interventions. The third course, choosing between FHS 493 (child and family) and FHS 494 (adolescent and adult), focuses on case management and application of advanced intervention skills for specific issues and populations.

**Student Learning Outcomes**

* *Increase skills for working with individual clients and families in social service, school, and other human service settings.*
* Assessed through skills worksheets and transcript paper
* *Increase skills for obtaining information through interviewing, active listening and the observation of clients and systems.*
* Assessed through observation of class activities and transcript paper
* *Increase skills for effective application of the basic listening sequence during direct work with clients*
* Assessed through observation of class activities, skills worksheets and transcript paper
* *Learn principles of ethical practice in individual and family-based interventions.*
* Assessed through intervention paper
* *Learn major models, theories and knowledge bases used to conceptualize and integrate prevention and intervention models to help clients gain maximum autonomy and maintain healthy functioning*
* Assessed through class quizzes and intervention paper
* *Learn intervention considerations for working with members of multicultural and diverse populations and varied presenting concerns or needs.*
* Assessed through intervention paper
* *Learn how to use a research database to evaluate potential prevention and intervention models.*
* Assessed through intervention paper

**Required Text and Materials:**

*(Note: Both of these textbooks will also be used in the required Winter FHS 331 and Spring FHS 493/494)*

* McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2017). *At risk youth: A comprehensive response* (6th Edition). Pacific Grove, CA: Brooks/Cole. **Available at University Bookstore**. (You can also use the 5th edition. )
* Neukurg, E. (2017). *Skills and Techniques for Human Service Professionals:  Counseling Environment, Helping Skills, Treatment Issues (*2nd edition). **Available at University Bookstore**.
* Rummel-Hudson, R. (2008). *Schuyler’s Monster*. New York: St. Martins Griffin
* ***Canvas***: Canvas contains syllabus, lecture notes, additional readings, skills group assignments, feedback sheets, exam review materials, etc.

**Course Requirements and Expectations**:

1. **Complete assigned readings** by the required due date. **Attend class regularly and on time**. Participate in all class discussions and activities. Please notify the instructor if you need to miss class.
2. **Skills group assignments** (40 points) Because this is a practical and highly experiential course, contributions to your skills groups are essential to your learning. Written feedback sheets are required for every in-class group assignment. Specific required feedback sheets are available on Canvas. You are responsible for bringing these feedback sheets to class.
3. **Intervention paper** (60 points): Select a specific problem from the list generated in class that impacts at risk youth and is of interest to you. Write a 6-8 page paper (not including reference page) using APA formatting. You will describe the issue, what research says about risk and protective factors and evidence-based intervention and prevention. You will use the ecological model as a foundational framework for this paper.
4. **Forum and Article Summaries** (25 points) You will be placed in a smaller class group forum for this activity. On the weeks noted, using the topic you chose for your At-Risk Paper, read and summarize one article focusing on a particular type or area of intervention. For example, let’s say the issue your chose for your At-Risk Paper is teen pregnancy. If the forums topic is family interventions, so you might summarize an article about strength-based family therapy for teen dads. You are required to end your summary with a question for your group to answer. Each Forum your summary is worth 3 points and your answers to two others 2 pts, for a total of 25 points.
5. **Microskill transcript and self-analysis** (Initial draft = 10 points, Final packet = 60 points). This is the final skills group assignment of the term, and serves as a final project for the class. You will conduct and transcribe a 15 minute interview using attending behavior and the microskills of the basic listening sequence. This project includes 1) an 8 minute transcription, 2) observer and client feedback sheets, and 3) a self-evaluation paper and form (assessing relationship variables and listening sequence microskills: Immediacy, non-verbals, voice tone and pace, open-ended questions, etc.). Additional information will be provided in class.

**Grading**

| ***CLASS REQUIREMENTS*** | ***POINTS*** | ***DUE DATE*** |
| --- | --- | --- |
| **Skills Group Assignments**  (in class) | 40 |  |
| **Additional In-Class Activities** | 5 |  |
| **5 Article summaries and Forum responses (5 pt each)** | 25 | *Wks: 2- 6* |
| **At Risk Youth Paper** | 60 | *Nov. 15th* |
| **Rough draft of transcript** | 10 | *Dec. 3rd* |
| **Microskill transcript and self-analysis** (Final project) | 60 | *December 6th* |
| **TOTAL POINTS** | 200 |  |

Grades will be assigned based upon total points earned, according to the FHS handbook guidelines (summarized below)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A+ | >100% |  | A | 93-99.9% |  | A- | 90-92.9% |
| B+ | 87-89.9% |  | B | 83-86.9% |  | B- | 80-82.9% |
| C+ | 77-79.9% |  | C | 73-76.9% |  | C- | 70-72.9% |
| D+ | 67-69.9% |  | D | 63-66.9% |  | D- | 60-62.9% |
|  |  |  | F | < 59.9% |  |  |  |

**Student Engagement:** *Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.*

| ***Educational Activity*** | ***Hours***  |
| --- | --- |
| **Course Attendance** | 38 |
| **Assigned Readings** | 32 |
| **At Risk Youth paper** | 20 |
| **Article Summaries and Forum responses** | 10 |
| **Microskill transcript and self-analysis** (Final project) | 20 |
| **TOTAL Hours** | 120 |

I see learning as a collaborative process in which the instructors and students both participate actively. Although I have knowledge and expertise, you as students come to this class with a wealth of personal experiences, knowledge, and interpretations to share. As such, my role in the class is to provide you with contextual and specific information related to course content and practices, to facilitate discussions, as well as provide appropriate responses to your questions, concerns, and feedback. In your role as students, I expect you to complete all readings and assignments on time, attend every class meeting punctually, and participate actively in class. My goal is work together and collaborate to create a respectful class discourse by integrating our diverse perspectives and opinions.

**Class Schedule**

(This schedule is tentative and open to changes as needed)

| **Week** | **Date** | **Topic** | **Assigned Readings** | **Assignments Due** |
| --- | --- | --- | --- | --- |
| **1** | **10/01** | Individual Helping Skills within a multicultural and ecological framework, Ethics and Values as a Human Service Professional | Neukrug, Chap 1- 3McWhirter Ch. 3*Chronister, McWhirter & Kerewsky, 2004.* |  |
| **10/03** | Prevention and Intervention with diverse populations, Introduction to the 5 Step Sequence*Intro to effective listening and attending skills* | McWhirter, Preface, Chapters 1-2Neukrug, CH 10*Cameron & Keenan, 2007**Chatters and Ivey, 2012* |  |
| **2** | **10/08** | Stages of Change Model and Introduction to Motivational Interviewing | *MI Brief Guide (2010)**Cameron & Keenan, 2007**Tsai & Seballos-Llena (2019)* |  |
| **10/10** | Microskill: Basic Listening Sequence *Attending skills, encouraging and verbal tracking.* | Neukrug, Ch 4 and 5*Nishimura et al, 2008* | **FORUM 1: Overview of topic article summary***In-class skills sheet* |
| **3** | **10/15** | Building Individual Strengths, including the 5 C’s, within a culturally competent framework. Application of evidence-based interventions within an ecological framework. | Neukrug, Ch 9McWhirter Ch 6 and 13 |   |
| **10/17** | Microskills: Basic Listening Sequence*Session goal setting and Gathering information using open and closed ended questioning* | *Article on Canvas* | **FORUM 2: Post Individual Intervention article summary** *In-class skills sheet* |
|  **4** | **10/22** | Family considerations in effective intervention | McWhirter Ch. 4 , 9 and 15 |  |
| **10/24** | Microskills: Basic Listening Sequence*Intentional use of paraphrasing and summarizing; Reflecting Feelings.*  | Neukrug Ch 6 |  **FORUM 3: Post family Intervention article summary** *In-class skills sheet* |
|  **5** | **10/29** | Effective interventions in school and neighborhood setting: An ecological approach | McWhirter Ch 5 , 7, 8 and 14 |  |
| **10/31** | Microskills: Basic Listening Sequence: *Structuring sessions and the 5-step sequence; Use of solution focused questioning* | *Reading on Canvas* | **FORUM 4: Post Peer, School or Neighborhood prevention/intervention article summary this week** *In-class skills sheet* |
| **6** | **11/05** | Individual Intervention: Intro and application of individual behavioral models and interventions | *Reading on Canvas* |  |
| **11/07** | Microskills: Advanced Helping Skills*Effective problem solving, giving advice and use of psychoeducation.*  | Neukrug Ch 5 | **FORUM 5: Post Prevention article this week.***In-class skills sheet* |
| **7** | **11/12** | Individual Intervention: Intro and application of individual cognitive-behavioral models and interventions | *Readings on Canvas;* *Videos to watch before class* |  |
| **11/14** | Microskills: Advanced Helping Skills*Use of advanced empathy, narrative work and meaning making* | Neukrug Ch7 | *In-class skills sheet* |
| **At-Risk Paper Due 11/15 at midnight** |
| **8** | **11/19** | Individual Intervention: Intro and application of individual mindfulness and acceptance models and interventions | *Reading on Canvas*  |  |
| **11/21** | Microskills: Advanced Helping Skills*Effective confrontation and challenge skills* | *Reading on Canvas* | *In-class skills sheet* |
| **9** | **11/26** | Suicide Prevention and response  | McWhirter Ch 11 |  |
| **11/28** | **Thanksgiving holiday, no class** |  |  |
| **10** | **12/03** | Microskills Peer-Feedback activity |  | **\*\*Rough draft of Transcript due, including complete dictation** |
| **12/05** | Advocacy and Empowerment – creating change across systems in the ecological model. |  | **Transcript and self-analysis due by midnight, 12/06.** |
| **No Final Exam for this class. Have a great winter break!** |

**IMPORTANT DETAILS**

**Attendance and Absence Guidelines**

ATTENDANCE

The information fundamental to this class will be delivered during class meetings; regular attendance is essential. You are given two absences to use **for health or emergency purposes**. Any **absences beyond 2 will result in a loss of 5 points for each additional day you are absent**. If you email the instructors 24 hours in advance of an unavoidable absence, additional assignments *may* be assigned in order to make up the absence, depending on the nature of your situation. There is no guarantee an exception will be made. if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

ENGAGEMENT: PREPARATION AND PARTICIPATION

You are expected to come to class thoroughly **prepared.** “Thoroughly prepared” is defined as, “having all materials needed for the class, or test before entering the classroom; having read the reading sufficiently to verbally discuss ideas, concepts, issues, and practices from the readings. You are also required to **participate** and be actively engaged. There are three levels of engagement:

* **Behavioral Engagement:** Display behaviors that are associated with concentration, attention and the creation of a respectful, collaborative learning environment
* **Emotional Engagement:** Be intentional about putting forth an attitude of interest, respect and value for the learning occurring in the course.
* **Cognitive Engagement:** Treat each class discussion as a conversation in which you are an active participant. During class, relate current information to that previously learned/discussed and apply this information to problem situations.

To ensure a positive learning environment for all students in the class,

please ***DO NOT***:

* Arrive late to class.
* Talk privately with other class participants while the class is in session,
* Leave the class before the end of the session
* Engage in behavior that detracts from the learning environment, such as accessing non educational websites (i.e. Facebook), sending or receiving phone calls or text messages, playing games on your computer.

LATE assignments: Life happens unexpectedly, so plan for this when preparing your assignments and give yourself a bit of leeway so you do not have to turn things in late. Assignments will be deducted points for every day the assignment is late unless **prearranged** a different due date with the instructor, and only for *unique, unusual or unforeseeable* circumstances.

**Expectations for Professional in Training**

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless **explicitly** required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

**Ethics and Academic Standards**

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. **Participation in this class does not confer confidentiality.**

# Diversity, Equity and Inclusion

# It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

# respect the dignity and essential worth of all individuals.

# promote a culture of respect throughout the University community.

# respect the privacy, property, and freedom of others.

# reject bigotry, discrimination, violence, or intimidation of any kind.

# practice personal and academic integrity and expect it from others.

# promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

# In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

# Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other’s comments.

**Indigenous Recognition Statement**

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

# Using Pronouns and Personal Preference

# The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren’t using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone’s gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

# <https://studentlife.uoregon.edu/pronouns>

# Documented Disability

# Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

**Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

**Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at https://respect.uoregon.edu/ or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Both the instructor and the teaching assistants of this course are student-directed employees. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](https://titleix.uoregon.edu/employee-reporting-obligations). Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), [titleix.uoregon.edu](https://titleix.uoregon.edu/), or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

# Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code <http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity, Lillian Duran, 541-346-2502, lduran@uoregon.edu. Outside the College, you can contact:

* UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
* Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
* Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

## Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (https://policies.uoregon.edu/grievance-procedures) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

**In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page at https://www.uoregon.edu/. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>