

When generating and evaluating potential intervention, it is important to consider all levels of intervention. Sometimes individual intervention is best. At other times system intervention is best, such as looking at the family-system influences in Lyn's case or the case of the Jones family. At times, macro intervention that involves advocacy and policy making will provide the best possible outcome.

Planning and Implementation Once the possible strategies have been evaluated and interventions have been identified, it is time to come up with a plan and put it into action. This involves working closely with clients to plan how to proceed with the interventions that have been selected.

CASE EXAMPLE C

Child welfare social workers often respond by implementing a treatment plan that seeks to lower a family's risk of abuse or neglect (Pecora et al., 1992). In the Jones case, the social worker and Ms. Jones agreed that the family was under a lot of stress. Ms. Jones was willing to learn parenting techniques that would not involve physical punishment. As a result, the social worker and Ms. Jones agreed that family counseling and parent training would be appropriate interventions. The social worker found a family service agency near the Jones's home and asked Ms. Jones to initiate services within two weeks. The social worker followed up with Ms. Jones and learned that the family had their first appointment at the agency within one week.

Social workers are often involved in making referrals to other agencies to provide services for children and families. Making sure that a client has access to services is part of the social worker's job, as is following up in a supportive way. In other situations, planning and implementation may not require referral. For example, family counselors may provide parenting education, help a family improve communication, or advocate for a child. In any case, planning and implementation must engage the client in the intervention process.



EP 7c

Termination The final stage of the problem-solving model is known as termination. Termination is the process by which social workers and clients complete their work together. It is an important part of the intervention process because it determines how clients will remember the work that was completed. In a healthy termination, the client and social worker feel good about their work together and agree that it is time to complete what they began. Endings that are abrupt and occur without preparation can damage the therapeutic relationship established between client and worker, and may negatively impact positive gains (Compton, Galaway, & Cournoyer, 2005). Abrupt termination may happen for a number of reasons, but care should be taken to avoid it whenever possible.

CASE EXAMPLE C

Ms. Jones became an active participant in the counseling she received from her family service agency social worker. She formed a positive working relationship with the social worker, whom she learned to trust, and even shared information that she had never told anyone else. At the end of the 10th session, the social worker informed Ms. Jones that they had completed the maximum number of sessions allowed by the mental health system and that the counseling had to be discontinued. Imagine Ms. Jones's disappointment when she lost a service she appreciated. Imagine her feelings about the abrupt end of a relationship with someone she trusted.

Endings occur in social work for many reasons. Most terminations occur when clients and social workers agree that their work is complete. However, forced endings, such as the one in Ms. Jones's case, are also common. Services financed by a managed care insurance plan can end due to lack of authorization. If the social worker is aware of the limitations, he or she should explain them to the client at the beginning. Personal situations bring endings as well. A social worker may leave a position, or a client may relocate. In all cases, social workers should recognize the importance of endings and do all they can to make them comfortable and positive for clients.

In summary, important general strategies when working with children include collecting information from both the child and others who are significant in the child's life. The social worker must be aware of the developmental abilities of the child and adjust interventions accordingly. Specifically, child welfare workers need to understand the milestones of child development and be aware of the indicators and consequences of abuse and neglect (Crosson-Tower, 2013). Perhaps most important, although children are young, they should be treated with respect and dignity, and should be included in the planning and decision making for the intervention process whenever possible.

Values and Ethics



EP 1a

Social work values and ethics guide all work (see Chapter 1). When working with children and families, certain values are of particular interest. These include respect for the dignity and uniqueness of the individual, respect for client self-determination, and respect for confidentiality.

Respect for the Dignity and Uniqueness of the Individual 105

A central value of the social work profession is the focus on embracing and supporting diversity. The profession recognizes that human experience is varied. Social workers must both respect and appreciate the uniqueness that each person brings to an interaction. This is especially significant in the case of children and families. A social worker should try to accept, value, and enjoy differences in family situations, rather than requiring families to conform to