

PART III

INTERVENTION SKILLS

Both the personal effectiveness skills discussed in Part I, and the interaction skills discussed in Part II are geared towards intervention, towards making a difference in someone's life in a positive and constructive way. They are, however, only indirectly linked to the question of intervention, while the issues to be discussed in this third and final part are more directly associated with the *process* of intervention – they represent some of the basic building blocks of people work.

Chapter 14 focuses specifically on developing anti-discriminatory practice, as part of the process of countering the discrimination and oppression many service users experience. As such, it builds on the foundations laid in Chapter 7, dealing with diversity.

Chapter 15 explains the importance of being systematic. It demonstrates the value of being clear about objectives and the strategies we use to bring them to fruition. This sets the scene for Chapter 16 in which the process of assessment is outlined, and its significance as the basis of good practice is emphasised.

Chapter 17 focuses on planning as an important aspect of attempting to meet people's needs, while Chapter 18 explores the important processes of reviewing and evaluating intervention. Chapter 19 identifies some of the key issues associated with 'termination', the process of bringing intervention to an end.

Chapter 20 relates to a recurring theme throughout this book, namely the importance of applying theory to practice. This final chapter addresses the difficult but worthwhile task of developing reflective practice, a form of practice that avoids working in a routine, uncritical way.

Part III has a strong emphasis on a problem-solving approach based on identifying clear objectives. It has to be recognised that

this approach can be applied directly to many situations but may have to be adapted to apply to others. For example, some problems cannot be solved and so the focus has to be on *management* rather than solution. However, the sort of problems that cannot be solved – terminal illness, for example – tend to generate a number of other difficulties (both for the service user and the worker), and the problem-solving approach advocated here can be applied to these, making it an appropriate approach even to problems that have to be managed rather than solved.