1. Course Description (Foundation Methods Course):
This course presents generalist foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

**This is a special section of SW521 combined with a new lab section 513-002. The foundation material typically offered beginning students in 521 will be supplemented with additional instruction for understanding and assessing mental health disorders, more intensive preparation in evidence-based intervention methods, and the opportunity to rehearse assessment and practice skills in multiple simulated client sessions.

2. Course Content:
This course builds a base from social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught in this course. Students learn how to perform various generalist social work roles (i.e. counselor, group facilitator, mediator, broker, and advocate), recognizing that these roles must be based on the
adherence to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students also learn how self-awareness and the conscious use of self affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice. In this course all phases of the IP treatment process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) are presented and applied to generalist social work practice with individuals, families, and small groups. Students learn how to assess various role problems and stressful events/conditions in clients' lives that relate to attributes (e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as well as situational and environmental factors relevant to the client's social functioning.

Students learn how to assess risks, strengths and limitations, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques (such as Hudson scales, SUDS, etc.) in order to demonstrate the effectiveness of change efforts. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation protocols, treatment interventions, and termination issues.

3. Course Objectives:
Upon completion of this course, students using a generalist social work practice framework will be able to:

(1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups and critique the strengths and weakness of these various frameworks.

(2) Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
   (a) Demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
   (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
   (c) Recognizing the role of privilege in one's ability to assess needs and intervene in the helping process.

(3) Carry out the roles of advocate, broker, counselor, group facilitator, and mediator and assess the appropriateness of these roles in context.

(4) Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.

(5) Conduct culturally sensitive and culturally competent interpersonal practice by:
   (a) Engaging diverse client systems
   (b) Employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
   (c) Articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
   (d) Implementing treatment protocols consistent with treatment plans, current evidence based practice and sensitive to clients' situations.
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(e) Recognizing basic termination issues that pertain to interpersonal practice.

(6) Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.

4. Course Design:
This course will employ a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, modeling with demonstration on video, etc.

5. Relationship of the Course to Four Curricular Themes:

**Theme Relation to Multiculturalism & Diversity:**
is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

**Theme Relation to Social Justice:**
are central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:**
are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

**Theme Relation to Behavioral and Social Science Research:**
is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

**Relationship to SW Ethics and Values:**
Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.
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REQUIRED TEXTS

The following older version will be acceptable.

Two other required texts are available free online at the following link:
http://www.psychiatryonline.com.proxy.lib.umich.edu/


Learning Needs and Accommodations
If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.
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**Session 1-Sept. 9, AM**

**Introduction, Overview of Interpersonal Practice, Foundational Concepts**

- Class Introductions
- Course Overview and Preparation
- Class Groundrules
- Preparing yourself for interpersonal practice
- Setting learning goals

Required reading:
Hepworth, et al:
  - Chapter 1: The Challenges of Social Work
  - Chapter 2: Direct Practice: Domain, Philosophy, and Roles
  - Chapter 3: Overview of the Helping Process

**Session 2 Sept. 9, PM**

**Ethics, Diversity and Social Justice**

Required reading:
Chapter 4: Operationalizing the Cardinal Social Work Values


**Session 3- Sept. 16, AM**

**Relationship-Building and Interviewing Skills**

Required readings:
Hepworth et al
  - Chapter 5: Building Blocks of Communication: Communicating with Empathy and Authenticity
  - Chapter 6: Verbal Following, Exploring and Focusing Skills
  - Chapter 7: Eliminating Counterproductive Communication Patterns

**Session 4- Sept. 16, PM**

**Assessing Intrapersonal and Environmental Systems**

Required Readings:
Chapter 8: Assessment: Exploring and Understanding Problems and Strengths, pp 179-205.
Chapter 9: Assessment: Intrapersonal and Environmental Factors, pp 206-239
Session 5 Sept. 23, AM
Mood disorders

Required readings:
DSM IV, Use of the Manual, p. 1-12
DSM IV- Mood disorders Chapter 345-428

Notes on the DSM-IV sessions—9/23 AM, PM, 9/30 PM; 10/14 PM
In-Class Exercises:
During class we will be watching and reading case examples and discussing diagnosis. Although much of the diagnostic criteria are available in the course slides, we will be discussing various aspects of the DSM IV as well as diagnoses not covered in the slides (e.g., differential diagnosis). Please bring a DSM IV TR, either the electronic copy or book, to each class.

The DSM IV TR can be found online through www.lib.umich.edu:
http://online.statref.com.proxy.lib.umich.edu/Document.aspx?FxId=37&DocId=1&SessionID=15CEA84HMOHSIDYW
OR
http://www.psychiatryonline.com.proxy.lib.umich.edu/

Please also bring loose paper and a pen or another method for writing (e.g. personal computer) as the in-class exercises involve writing case diagnostic summary. This will be turned in at the end of each class and used as your attendance.

Example format for in class case diagnostic summary:
Axis I: Alcohol Dependence with Physiological Dependence
Axis II: Deferred
Axis III: chronic pain
Axis IV: Occupational Problems (Fired a month ago)
  Problems related to interaction with legal system (DUI, on probation)
  Problems with access to health care services (lack of transportation)
Axis V: GAF= 39 (current) GAF= 53 (highest level in last year)

Ms. Smith meets criteria for Alcohol Dependence with physiological dependence as evidenced by tolerance (e.g., increased use of alcohol to achieve desired effect), withdrawal (e.g., reports of delirium tremens), taken in larger amounts than was intended (e.g., inability to limit alcohol use to within recommended limits), unsuccessful efforts to cut down or control substances (e.g., inability to cease alcohol use while on probation), preoccupation with use (e.g., planning for next drink, long hangovers and withdrawal, drinking throughout the night), and important occupational activities are given up because of substance use (e.g., loss of job due to legal problems related to substance use).

Other in-class exercises may include:
• Group discussions (e.g., class-wide or small groups)
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- Role Play (e.g., small groups, round robin, class-wide)

**Session 6. Sept. 23 PM**  
**Anxiety disorders**

Required reading: DSM IV- Anxiety Disorders Chapter 429-484

**Session 7- Sept. 30 AM**  
**Assessment in crisis, life-endangering and abusive situations**

Required Readings:


**Session 8- Sept. 30, PM**  
**Substance Abuse**

DSM IV- Substance Related Disorders 191-295

**Session 9- Oct. 7, AM**  
**First simulation class—Engagement and assessment**

**Session 10- Oct. 7, PM**  
**Cognitive Behavioral Therapy (CBT)-1**

Gabbard, Chapter 6; Theory of Cognitive Therapy  
Gabbard, Chapter 7; Techniques of Cognitive-Behavioral Therapy

**Session 11-Oct. 14, A.M.**  
**Planning and Implementing Change-Oriented Strategies**

- Negotiating Goals and Contracting  
- Task-centered approach

Required Readings:  
Hepworth et al  
Chapter 12: Negotiating Goals and Formulating a Contract,  
Chapter 13: Planning and Implementing Change-Oriented Strategies
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Session 12, Oct 14, PM  
Schizophrenia and Other Psychotic Disorders

DSM IV- Schizophrenia and Other Psychotic Disorders 297-343

Session 13, Oct. 21, AM  
Simulation Class—First session with ongoing client

Session 14, Oct. 21, PM  
CBT 2
Gabbard, Chapter 8; Applications of Individual Cognitive-Behavioral Therapy to Specific Disorders: Efficacy and Indications

Session 15, Oct. 28, AM  
Planning and Implementing Change-Oriented Strategies, cont.

• Addressing and Enhancing Client Motivation
• Solution focused approaches
• Motivational interviewing

Required readings:

Session 16, Oct. 28, PM  
CBT 3

Session 17, Nov. 4, AM  
2nd ongoing session with simulated client

Session 18, Nov. 4, PM  
Assessment, Planning and Intervention: Groups 1

Hepworth et al  
Chapter 11: Forming and Assessing Social Work Groups

Session 19, Nov. 11, AM  
Assessment, Planning and Intervention: Groups 2  
Chapter 16: Intervening in Social Work Groups

Session 20- Nov. 11 PM  
CBT 4

Session 21- Nov. 18 AM  
3rd ongoing session with simulated client
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Session 22-Nov. 18 PM  
Family assessment  
Assessment, Planning and Intervention: Families 1

Hepworth et al. Chapter 10: Assessing Family Functioning in Diverse Family and Cultural Contexts

Session 23- Dec. 2 AM  
Assessment, Planning and Intervention: Families 2  
Hepworth et al, Chapter 15: Enhancing Family Relationships

Session 24- Dec 2, PM  
Case Conference with Joe, Liz, and Rich

Session 25 -Dec. 9 AM  
Ending Phase of Work

Hepworth et al., Chapter 19: The Final Phase: Evaluation and Termination

Session 26- Dec. 9 PM  
Putting it all together  
• Integration with macro strategies  
• Putting it all together  
• Final reflections

Hepworth, et al, Chapter 14: Developing Resources, Planning, and Advocacy as Intervention Strategies
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Assignments

1. **Assessment 1-15%-30pts; Due 10/13; 3-5 pages**

   Using the framework that will be distributed and discussed in class, write an assessment based on your first simulated interview. The key for this assignment is to apply assessment we have covered in class in a way that demonstrates your understanding of the material and ability to apply it. It should also demonstrate your critical consciousness about issues of identity and social justice. Your paper should substantiate conclusions with specific information gathered during your initial session with the client.

2. **Assessment 2 and Intervention Plan 15%-30pts; Due 10/27; 4-6 pages**

   Using the framework that will be distributed and discussed in class, write an assessment and intervention plan for your ongoing simulated client.

   The key for this assignment is to apply assessment and intervention material we have covered in class in a way that demonstrates your understanding of the material and ability to apply it. Your intervention choice should include a careful consideration of the evidence for the intervention models you propose using. It should also demonstrate your critical consciousness about issues of identity and social justice raised by your work with this client or client system. Your paper should substantiate conclusions with specific information gathered during your initial session with the client.

3. **Interviewing Self-Assessment-15%-30pts; Due 11/3, 6-8 pages**

   This assignment will be based on your first two simulated interviews. Here are the steps:

   After your first simulated interview, ask for some feedback re: how the interviewee experienced you in your roles as listener, as interviewer. E.g. Did zhe feel accepted, listened to, understood? Before watching the video, make your own process notes as you recall what was said in the session, the order it was discussed, etc. When you play the video, observe how your notes correspond (or not) to the reality.

   Before conducting your second interview, take some time for self-evaluation: identify at least three “areas of strength and at least three “areas for improvement” based on the processing of your first interview. In other words, use your feedback from, and processing of, your initial interview, to help inform how you conduct the second interview.

   In watching the videos and reflecting on your work, pay attention to the skills we are covering in class – e.g. preparation and centering, empathic responding, authentic responding, paraphrasing, focusing, summarizing, and questioning.

   In a 6-8 page paper, discuss the following issues, but not necessarily in the order below.

   For each interview reflect on the following:
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- Your interviewees reports of how they experienced the interview and your attending style.
- Your own sense of how you comported yourself in the interviewer role.
- The degree of agreement with your notes and the videos.
- Key concepts both from the class notes and from the readings – how does your experience of the interviews illuminate key concepts?
- Your observations of your interviewees’ non-verbal communications, and the degree of congruence or non-congruence with verbal statements.
- Discuss the skills you used, and critique how effectively you think you used them.
- Reflect on how you were feeling in the interviewer role.

In terms of reflecting on the experience of doing the two interviews discuss:

- What strengths and “areas for improvement” did you identify after the initial interview? Look for differences in how you were experienced by your first and second interviewee. How did your performance on the second interview differ from the first. What key things did you learn by comparing and contrasting the two interviews.

4. CBT Take-Home Quiz 15% -30pts 11/17

The take home quiz will be case-based and will require the student to provide treatment plans based on cognitive-behavioral principles.

5. Case Summary—Interviewer Reflection 15% 30pts; Due 12/2; Length- 6-8 pages

In this paper, you will summarize your work with your simulated client. In the form of a transfer summary—as if your client was going to continue with another social worker—describe the progress through your three sessions with the client. Evaluate your work with this client. How well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals. What intervention techniques did you use? How appropriate was the choice of those techniques? How effectively did you implement the intervention? What key things did you learn by comparing and contrasting the two interviews.

6. Final Reflection 15% 30pts 12/14; 4-6 pages

- What were my learning goals for the semester? What progress did I make in fulfilling those goals?
- What am I learning about myself in terms of how I work with individuals, families and groups? Do I find areas of greater comfort/discomfort? What were they?
- What past experiences are you reexamining? What new insights did you get from those experiences?
- What connections are you making to material from other classes or other learning experiences? How did your exploration of interpersonal practice inform other areas or how did you bring those experiences into your exploration of interpersonal practice?
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- What are you learning about creating social change in the context of interpersonal practice? Are there any experiences or accounts that illustrate what you have learned?
- What are you learning about yourself in terms of your ability to work with diverse clients/colleagues? Are there any experiences or accounts that illustrate what you have learned?
- What readings/materials/exercises are most compelling to you? Why? What important lessons did you take from those?
- Which assignments do you find best enhance your learning? What makes the assignment a good fit for you?
- How are you integrating what you are learning in class with what you learned in field or in any other practice or non-classroom settings? Are there any specific examples or stories that stand out as examples of what you learned?
- What areas have you identified for future growth as a social worker? What will you need to do/plan to do to further improve your skills as a social worker?
- Aha! Tell the story of how you came to an important insight about your work this semester.

You needn’t answer all of these questions or only these questions. The challenge is to use the assignment in a meaningful way for you and to communicate that in a meaningful manner. Creativity is encouraged. One useful way to generate material for this assignment may be to work with someone else in the class or a small group in class and discuss this together. That may generate further reflection and new areas to examine for you. Your colleagues may have insights that they can share back with you about what you have learned and how you will apply it.

7. Participation and active engagement. 10% 20pts.
   To be evaluated based on a self-evaluation due Dec. 14. Length 1-2 pages

   Class attendance is mandatory as we will spend most of our class time doing activities that cannot be replicated outside of our class session. Missing more than two class sessions could jeopardize your ability to complete the class with a passing grade. Please inform me of any anticipated absences before the class session. If you miss unexpectedly, I will expect an email with an explanation for your absence. If you miss more than two class sessions, we will meet to discuss a plan for making up missed work or repeating the course. I expect you to get to class on time.

   Active engagement in class can be demonstrated in several ways, some examples are: participation in discussion, volunteering for in-class exercises, bringing experiences or problems from field or other settings to class discussion, sharing techniques or information with class members, thoughtfully processing classroom experiences, taking risks in sustaining dialogue on difficult issues that arise in class, asking challenging questions or posing critiques. Problems with engagement include checking cell phones in non-emergency situations in class, using a personal computer or other device for any purpose other than note-taking or class exercises that require the device. I may ask you in class to turn off your device or to explain your use of a device if it appears it is not being used to support engagement in the classroom activities.
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****Make sure you list how many classes you attended and reflect on your participation in terms of the criteria above. Due: Dec. 14

Notes on Grading

All assignments earn points, which total to 200. The final grading scale is based on percentages. Since the class activities for 521/513 are intertwined, you will receive the same grade for both classes. All three instructors will be involved in grading and the specific role for each assignment will be explicit. Prof. Tolman will be responsible for the final tabulation and submission of grades for 521 and 513.

A+ = 98-100, A = 94-97, A- = 91-93, B+ = 88-90, B = 83-87, B-= 80-82, C+ = 77-79, C = 72-76, C-=70-72; not passing = <70

I strive to give substantive feedback on each assignment, and to use my comments as a way to continue to have a dialogue about what you are learning in the class. I may not give specific feedback about why an assignment didn’t get a perfect score. For example if an assignment is worth 30 points and your score is 29 (~an A) instead of 30 (an A+), I may not have written any negative feedback because a paper needn’t have any major flaws to earn a lower A or A-. But if you ever have any questions or concerns about the grading, please contact me to talk more about it.