Course Title: Interpersonal Practice with Individuals, Families and Small Groups

Course Number: SW 521-010

Course Description:
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.

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.
**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 Person in Environment (PIE), eco maps, 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
   
   (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.

**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. The instructor also welcomes any innovative ideas from students as to other modalities. Please know that this course syllabus represents a guide for the course and does not preclude changes deemed necessary by the professor or faculty at large. Such changes could include: the introduction of additional content, changes in order of content, changes in assignment and exam due dates, etc. Likewise, students are encouraged to act as critical reviewers of the course content throughout the semester and give comments and suggestions to the professor for consideration.

**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.

**Required Texts:**


**Text availability:**
Texts are on reserve at the Shapiro library; select chapters are in C Tools.


The texts are also available for purchase new or used from online retailers and can be locally purchased or rented at Ulrich’s.

Copies may be available for free through Interlibrary Loan. To request a copy follow these instructions:
1. Go to: [http://www.lib.umich.edu/interlibrary-loan](http://www.lib.umich.edu/interlibrary-loan)
2. Under “make a request” on the left hand side, select ILL
3. Click “loan (book, microform, etc.)
4. Enter required information and submit your request
5. The library should e-mail you indicating when the book has arrived, or if they were unable to locate a copy. To make sure, however, contact the Hatcher Graduate Library in 3-5 business days to check.
**Recommended References/Resources:**


Encyclopedia of Social Work

**Journals:**

As social workers, you should also become familiar with the following journals (among many others available on specific areas of practice and specific professional issues):

- AFFILIA-The Journal of Women and Social Work
- American Journal of Orthopsychiatry
- Child Welfare
- Families in Society
- Family Process
- Health and Social Work
- Journal of Clinical Social Work
- Journal of Evidence-Based Social Work Practice
- Journal of Multi-Cultural Social Work
- Journal of Social Issues
- Journal of Social Work Education
- Journal of Social Work Values and Ethics
- Public Welfare
- Proceedings, National Conference on Social Welfare
- Psychotherapy Networker
- Smith College Studies in Social Work
- Social Casework
- Social Service Review
- Social Work
- Social Work Research

**Class Participation and Attendance**

Participation and class attendance are professional responsibilities. They are critical elements of this course and essential to its effectiveness. Students are expected to attend all classes for the full period, complete assigned readings for each week and prepare to discuss and share experiential knowledge, participate in class activities, and complete all assignments on time. Attendance will be taken at the beginning of each class. Also, feel free to draw on current events and literature related to course topics in order to promote our learning. If for any reason you miss more than two sessions, the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort. If you miss a video you must view it outside of class and write a one page paper on its contents. Good attendance and participation will help your final grade, particularly if it falls on the margin.

**Cell Phone and Laptop Use**

Please refrain from answering cell phones in class. If you need to answer the phone take it outside of the classroom. When class begins please turn off laptop computers as this is a Social Work practice class and participation is important to the development of Social Work practice skills. If you prefer to take notes on
your laptop let me know, but I will walk around the classroom to assess whether you are working on class related activities.

Religious Holidays
Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

Grading
Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment and class participation will be translated into letter grades according to the following formula.

| 100+ | A+ |
| 97-99 | A  |
| 92-96 | A- |
| 90-91 | B+ |
| 87-89 | B  |

Grading Criteria
Papers Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

Written assignments will be evaluated on both content and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process and the other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). Assignments are to be typed, double-spaced with one-inch margins, using Times New Roman 12 pt font. In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. I am available to meet with you to discuss your papers and to suggest ways to strengthen your work.
Writing Skills
If you require assistance with writing skills, you are encouraged to contact the Gayle Morris Sweetland Writing Center (see http://www.lsa.umich.edu/swc/; 1139 Angell Hall, 764-0429, swcinfo@umich.edu). The center offers writing courses and support for graduate students. The Center’s website provides various helpful writing guides, including one focusing on APA referencing standards.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style.


Access to good online APA examples: http://owl.english.purdue.edu/owl/resource/560/01/

Intellectual Honesty and Plagiarism
It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from http://www.ssw.umich.edu/studentGuide/2007/

Students with Disabilities
Any student who feels that he/she may need an accommodation for any sort of disability, please talk to me as soon as possible as some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. The sooner I am made aware of your need for accommodation the earlier we can work together to make any necessary adjustments in consultation with various offices in the University. The U of MI and the SSW are committed to providing equitable and accessible resources for all students. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic, economic, social, and recreational activities for students who have documented disabilities. Students must register with SSD to be eligible for services. For further information, visit the Office of Services for Students with Disabilities website: http://ssd.umich.edu or contact their office at 219 Angell Hall, Ann Arbor, Michigan 48109-3001, 734-763-3000; FAX, 734-936-3947; TTY, 734-615-6921. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

The SSW would also appreciate being informed, as soon as possible, of any special challenges a student might face in completing this program (such as physical challenges, speech or language needs, learning disabilities, chronic conditions, or other special needs) that may require accommodations at the field placement agency. Students should contact us early so that we may plan together to make this educational experience as successful as possible. For more information contact Nyshourn Price-Reed or Lauren Davis at the School of Social Work, 1748 School of Social Work Bldg., 734-936-0961.

Self and Group Care
The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus:
Course Requirements

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class participation and attendance</td>
<td>10%</td>
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<tr>
<td>Self-Reflection Paper</td>
<td>10%</td>
<td>(Due September 18th)</td>
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<tr>
<td>Genogram Assignment</td>
<td>25%</td>
<td>(Due October 30th)</td>
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<tr>
<td>Group Presentations (Intervention Models)</td>
<td>20%</td>
<td>(November 13th and November 20th)</td>
</tr>
<tr>
<td>Videotape and Assessment Assignment</td>
<td>35%</td>
<td>(Due Friday December 14th at 5 pm)</td>
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Course Outline

**Session 1: September 4th -- Introductions**

Overview of course, review syllabus

Introduction to Social Work practice

Video: On Any Given Day (4:57)

Timeline, Identity Development, and Implications Exercise

Social Justice Action Continuum & Self-Assessment Exercise

**Session 2: September 11th -- Social Work Values and Ethics**

Social Justice Work Sheet Exercise

**Required Readings: (In CTools)**

Hepworth et al., *Direct social work practice, theory and skills*. Chapter 5: Building blocks of communication: Communicating with empathy and authenticity, pp. 83-127 (long but important)


Seabury et al., *Foundations of interpersonal practice in social work*. Chapter 4: Beyond diversity and toward social justice: The importance of critical consciousness, pp. 60-98.

Session 3: September 18th — Relationship Sustaining and Enhancing Skills

Self-Reflection/Positionality Paper Due

Required Readings:


Rubin: Doing Therapy, pp. 1-16.

Walker and Rosen, Chapter 1: How relationships heal pp. 1-22.

Review symbols used for Genograms and review resources in CTools.
Find examples of Genograms on line or in books in prep for assignment

A site for further genogram information:
http://www.genopro.com (can purchase the program to do genograms on the computer - especially helpful if you think you will be using this tool in the future. Gives a good sample and includes symbols for emotional relationships). Free trial (but may not be able to download on school computers - only home computers).

Session 4: September 25th – The Person of the Social Worker: Multi-Cultural Awareness and Diversity Skills

Required Readings:

Cooper, M.G. and Lesser, J.G., Chapter 5: Multicultural practice, pp. 65 – 82.


Rubin: The man with the beautiful voice, pp. 36-55.


Walker and Rosen, Chapter 3: Walking a piece of the way: Race, power and therapeutic movement, pp. 35-53. (In CTools).

Session 5: October 2nd- Psychosocial Assessment and the Helping Process

Required Readings:


Haney and Leibsohn, Basic counseling responses, pp. 11-43. (In CTools).

Lukas, Chapter 2: Looking, listening and feeling: The mental status exam. pp. 13-31. (In CTools)
Video and Discussion: Big Mamma. Winner of the 2001 Oscar for Best Documentary Short Subject, this 40 minute videotape documents the life of an African American Grandmother attempting to raise her troubled nine-year-old grandson in south central Los Angeles. Exercise with it.

Session 6: October 9th - Psychosocial Assessment and the Helping Process Continued: Trauma, and Resilience

Required Readings:

Herman, J., Forgotten History and Terror, from Trauma and Recovery, Basic Books, 1992, pp.7-32. (In CTools)

Rubin: The white hat, pp. 16-36; Watching and waiting, pp. 103-131; Border crossings, pp. 131-154.


October 16th
Study Break—No Class

Session 7: October 23rd – Interpersonal Skills Development

Required Reading:

A STRENGTHS - BASED COMMUNICATIONS MODEL (2001)
Interpersonal Skills for the Helping Relationship (pp.1-54). (In CTools).

Read the manual and do the exercises. Come prepared to discuss the skills and the exercises.

Session 8: October 30th - Assessing for Suicide and Substance Abuse

Genogram Assignment Due

Required Readings:

Rubin: To live or die, pp. 81-103.


Walker and Rosen, Chapter 11: Prevention through connection: A collaborative approach to women’s substance abuse, pp.197-216.

Session 9: November 6th -- Models of Effective Therapies: Object Relations Model, Self-Psychology Model

Required Readings:
Cooper and Lesser, Chapter 6: Object Relations Theory, pp. 82-99; Chapter 7: Self-Psychology, pp. 99-115; Chapter 14, Integrating Research and Practice, pp. 214-236.

Rubin: The woman who wasn’t, pp. 55-80.

Walker and Rosen: Chapter 9: The Five Good Things in Cross-Cultural therapy, pp. 151-173 (good chapter looking at multiracial family system).

Session 10: November 13th -- Models of Effective Therapies Group Presentations: Cognitive Model, Behavioral Model

Required Readings:
Boyle, et al., Chapter 3: Theoretical Perspectives on direct practice: An overview, pp. 73-110. (In CTools).

Cooper and Lesser: Chapters 9 and 10, Cognitive and Behavioral Methods, pp. 129-166.

Session 11: November 20th -- Models of Effective Therapies- Working with Families Group Presentations: Narrative Therapy Model, Solution Focused Model

Required Readings:
Cooper and Lesser, Chapter 11: Narrative Therapy, pp. 166-184; Chapter 12: Solution-Focused Therapy, pp. 184-198.


Session 12: November 27th -- Working with Children: Models of Play

Videos: Eliana Gil, Play Therapy for Severe Psychological Trauma Theraplay with an Angry and Controlling Child

Required Readings:
Copper and Lesser: Chapter 13: Clinical Practice with Children and Adolescents, pp. 198-214.


View Video: http://ctiv.alexanderstreet.com.proxy.lib.umich.edu/View/534807 Adolescent Family Therapy, in Child Therapy with the Experts (Allyn and Bacon, 2002), 119:24 minutes

Session 13: December 4th -- Working with Groups and Interventions with Larger Systems

Required Readings:


**Session 14: December 11th Termination, Supervision and Self Care**

Videotape assignment due on Friday the 14th by 5 PM.

**Required Readings:**

Boyle: Chapter 14: Knowledge and skills for termination, pp. 445-468. (In CTools).


**Course Assignments in Addition to Course Readings**

**Assignment 1: Timeline, Identity Development, and Implications Exercise Follow Up Paper: Self-Reflection/Positionality (September 18 due date)**

a) What do you notice about patterns on the different timeline dimensions (e.g., when you first became aware of each, how much you know about each of them, or have worked to learn more).

b) Consider what circumstances led to major changes, and how these influenced other aspects of your life.

c) Do the patterns differ for privileged and oppressed identities? Why do you think this is?

d) Have you paid more attention to some dimensions than others? Why is this?

e) Now that you have reflected on current patterns, what might you define as goals for future development and why?

f) What implications do these have for how you spend some time in the MSW program?

On September 18th a paper is due, answering the above questions (a-f). I want this to be a self-reflection/positionality paper 3 to 5 pages long, Times New Roman or Arial 12 point font with one inch margins. Use your student ID number on the first page, left hand corner at the top. With this paper I am more concerned about content than formatting.

**Assignment 2: Genogram (October 30th due date)**

As a part of an effort to enhance your understanding of self, prepare a genogram of three generations of your own family. You may draw the genogram or use a software program to create the graphic. Several word processing packages allow for creation of square, circles, triangles, and ways to draw lines to link them. You could also use one of the "family genogram" programs that are available commercially or as
You will turn in three parts:
1) the actual genogram drawing, with relationship lines and a symbols key.
2) a brief synopsis of the key people you have included.
3) a paper that addresses your integration of the material.

Genogram Drawing: In creating your own genogram, include your grandparents and parents, if possible, as well as your siblings and yourself. If you have children or grandchildren, you may include them as the fourth and fifth generations, respectively. Please don’t be worried if you don’t have strong family connections or don’t have access to information. This exercise is part of learning about yourself. If it brings up a lot of anxiety, please see me. For this exercise, rely on your own memory, rather than seeking a lot of information from other family members. Try to include the approximate dates and categories of significant family events, such as births, deaths, marriages, divorces, separations and losses, military service, significant hospitalizations, changes in place of residence, injuries, and traumatic experiences. If you do not remember details, enter question marks instead of facts. Include relationship lines for closeness and conflict, and a key for symbols. The Synopsis: Develop a succinct, few-word synopsis of the personal characteristics of the more significant members in your experience. In addition, briefly characterize the nature of the various relationships within your family in regard to connections, conflicts, allyships, abuse, etc. (you can depict this verbally in the synopsis, as well as visually in the genogram). Integration Paper: When you have completed your genogram, reflect on your childhood and family experiences by addressing the listed questions, and any others you’d like. No longer than 5 pages.
1. What role(s) did you play in your family? At the present time, what roles do you tend to play in family or family-like situations? What about in other relationships?
2. How was affection expressed in your family? At the present time, how do you tend to express affection?
3. How were feelings such as anger, fear and joy expressed in your family? At this point in your life, how do you express them? Be specific and use feeling language.
4. How were people (especially children) educated, guided, and disciplined in your family? Who performed these functions?
5. How did your family reflect their cultural and ethnic identity? How do you reflect it today?
6. How has your family been affected by poverty, privilege, oppression, diversity or (in) justice based on your identity and social positions?
7. Who, if anyone, are you like in your family? What did you learn about yourself or your family in completing this exercise (if you’ve done this before, what new questions did it raise)? This is not just a family tree - this is a way for you to look at intergenerational patterns of interactions.
8. Final reflection - Any closing thoughts. This is a place for self-reflection…you will receive highest marks for this section if you are thoughtful and thorough about what you found yourself thinking, feeling, wondering, etc. as you considered your family.

GRADING will be based on:
Genogram drawing: Thoroughness of details, clear, easy to understand, includes at least 3 generations, use of symbols and relational depictions are accurate and a key is provided.
Person synopsis: Includes key people. Descriptions are thoughtful and show insight. Paper: Thoughtful discussion of how you have developed to be the person you are today through your relationships with important family members. Clinical thinking re: family dynamics in general (i.e. you may note patterns or themes of strength, connectedness, isolation, loss, abuse, etc.) – you are not asked to “diagnose” family members but to reflect on generational themes. Qualitatively, students who show strong insight into themselves and others will generally earn an A range; students who are showing developing skills in
insight will generally earn in the B range; students who are in need of further significant growth in understanding individuals, families and systems - themselves and others, will earn in the C range.

NOTE: Some students can feel uncomfortable revealing themselves to an instructor. This is understandable; however, the experience of making yourself vulnerable to another human being is often what we are asking of clients in undertaking a therapeutic journey. That being said, only reveal as much as you can. If you choose not to reveal details (for instance, how you were affected by particular life circumstances) then you must still note in which ways you did deal with them (for example - through therapy, or work with a spiritual leader, or a support group, or “I haven’t dealt with it yet!” and some discussion as to why).

Assignment 3. Group Demonstration of a Methodology (November 13th and November 20th)
4 groups of 4 will demonstrate use of one of the primary techniques used in Chapters 9, 10, 11 or 12 of Cooper and Lesser. You will create a skit that demonstrates the technique. One or two other group participants will describe the technique, when it is best utilized and any clinical contraindications, constraints or limitations. Your entire presentation should be between 30 and 40 minutes – no longer. Grading will be based on clarity of demonstration, accurate depiction of technique and coherent summarization of the model, with some integration of other course concepts noted in the analysis of the model (i.e. use of the relationship, use of listening or empathy, use of assessment, etc.). Be creative, if you prefer to videotape it and then present in class that is fine too. This assignment will be followed by debriefing/reflection and class feedback.

Assignment 4. Videotaped Initial Assessment Interview (Due December 14, 2012 at 5 PM)
There are three parts to your final exam. First, you are required to videotape an initial assessment interview. Your videotaped interview will be approximately 30 minutes in length. Second, once you have videotaped your assessment interview, you are to evaluate yourself using the "Criteria for Evaluating Initial Interviewing Skills: Assessment." Each skill on this form is evaluated on a four-part scale (poor, fair, good, excellent). For any skill you do not rate yourself as "excellent", explain in writing what you could have done better during the interview (include dialogue). Third, you will write a one to two page critique. This is due the Friday after the last day of class (December 14, 2012 at 5 PM). Your grade will be composed of the instructor's evaluation of your demonstrated and explained skills.

Details of the assignment are posted in CTools. We will also view similar interviews during the course of the term so you can see how other students have completed this assignment.