

Note: Some modifications may be made to the syllabus.



SW521: Interpersonal Practice with Individuals, Families and Small Groups
SW513: Interpersonal Practice Skills Laboratory
Fall 2014
Fridays, 9-12; 2-5

CREDIT HOURS: 521- 3; 513-3 Total: 6
LOCATION: B780 SSWB
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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 lab section 513.

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-

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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
 - (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.

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4. Course Design:

This course will employ a number of pedagogical strategies to promote skill development such as: client 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 is 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 is 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

Hepworth, D H., Rooney, R. H., Dewberry-Rooney, G. Strom-Gottfried, K. & Larsen, J.A. (2011). *Direct Social Work Practice: Theory and Skills* (9th ed.). Pacific Grove, CA: Brooks/Cole.

You must get a special online version of the text that includes learning tools we will be using for the class. You can opt for a paper version of the text as well. Both are available at reduced price at the following site:

<http://www.cengagebrain.com/micro/tolman>

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Two other required texts are available free online at the following link:

<http://www.psychiatryonline.com.proxy.lib.umich.edu/>

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

Gabbard, G. O. (2009). *Textbook of Psychotherapeutic Treatments*, Arlington, VA: American Psychiatric Publishing.

Learning Needs and Accommodations

If you need or desire an accommodation for a disability, please let us 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 us 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, we will (to the extent permitted by law) treat that information as private and confidential.

Also, please notify us if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements

Session 1: Sept. 5, AM Rich

Introduction, Overview of Interpersonal Practice, Foundational Concepts

- Class Introductions
- Course Overview and Preparation
- Class Ground rules
- 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.5 PM Liz

Introduction to the DSM-V; Mood disorders

Required readings:

Garcia, B. & Petrovich, A. (2011). *Proposing the diversity/Resiliency Axis IV* (pp. 29-52). New York: Bang Printing.

DSM IV and 5: <http://www.psychiatryonline.com.proxy.lib.umich.edu/>

Note: These page numbers correspond to the written version of the DSM-V, not the online version. It is suggested that you read the entire section for Depressive and Bipolar Disorders; however, we understand that there is a lot of content, so please focus your efforts on the sections and subsections below.

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DSM 5:

Preface (p. xli-xliv)

Intro (p 5-17, especially The Multiaxial System p. 16-17)

Use of the Manual (p. 19-24)

Bipolar Disorders

- Introduction section to Bipolar Disorders Section
- Bipolar I
- Specifiers for Bipolar and Related Disorders

Depressive Disorders

- Introduction paragraphs to Depressive Disorders Section
- Major Depressive Disorder
- Substance Induced Depressive Disorders
- Other Specified Depressive Disorders
- Specifiers for Depressive Disorders

DSM IV TR: Multiaxial Assessment (p. 27-34)

Note on the sessions focusing on psychopathology: Please also bring loose paper and a pen or another method for writing (e.g. personal computer) as the in-class exercises involving writing case diagnostic summaries.

**Session 3: Sept. 12 AM Rich
Ethics, Diversity and Social Justice**

Required reading:

Chapter 4: Operationalizing the Cardinal Social Work Values

National Association of Social Workers, <http://www.socialworkers.org/pubs/code/default.asp>

**Session 4: Sept. 12 PM Liz
Anxiety disorders**

Required reading: DSM V- Anxiety Disorders (p.189-233)

**Session 5: Sept. 19 AM Rich
Relationship-Building, Engagement and Empathy**

Required readings:

Hepworth et al Chapter 5: Building Blocks of Communication: Communicating with Empathy and Authenticity

**Session 6: Sept. 19, PM Liz
Relationship-Building and Interviewing Skills**

Chapter 6: Verbal Following, Exploring and Focusing Skills;

Chapter 7: Eliminating Counterproductive Communication Patterns

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Session 7: Sept. 26 AM Liz
Substance Abuse

Required Readings: DSM 5: Substance-Related and Addictive Disorders (p. 481-589)

Session 8: Sept. 26 PM Liz
Assessing Intrapersonal and Environmental Systems

Required Readings:

Chapter 8: Assessment: Exploring and Understanding Problems and Strengths, pp 179-205.

Gilgun, J. F. (2005) "An Ecosystemic Approach to Assessment," in Compton, B., Gallaway, B. & Courmoyer, B. R., *Social Work Processes*, 7th Ed. CA: Brooks/Cole, pp. 349-360.

Recommended Readings:

- DSM 5, Section III: Cultural Formulation

Session 9: Oct. 3, AM Joe
CBT 1

Gabbard, Chapter 6; Theory of Cognitive Therapy

Gabbard, Chapter 7; Techniques of Cognitive-Behavioral Therapy

Session 10: Oct. 3, PM Liz
Assessment 2, Intrapersonal and Environmental Factors
Crisis, life-endangering and abusive situations

Chapter 9: Assessment: Intrapersonal and Environmental Factors, pp 206-239

Required Readings:

Session 11: Oct. 10, A.M. Rich
Assessment in crisis, life-endangering and abusive situations, cont.

Newhill, C. (2003). Client Violence in Social Work Practice: Prevention, Intervention, and Research, New York: Guilford Press, Chapters 5 & 6, "Risk Factors" & "The Risk Assessment of Violent Clients," pp. 88-118 & 121-146.

Basile KC, Hertz MF, Back SE. Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings: Version 1. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; 2007.

**Assessment Practice Session in Class with Simulated Clients*

Session 12: Oct. 10, PM Joe
CBT 2

Gabbard, Chapter 8; Applications of Individual Cognitive-Behavioral Therapy to Specific Disorders: Efficacy and Indications

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Session 13: Oct. 17, AM Joe
CBT 3

Session 14: Oct. 17 PM Rich and Liz
Negotiating Goals and Contracting

Required Readings:

Hepworth et al

Chapter 12: Negotiating Goals and Formulating a Contract

Coaching Session 1

Session 15: Oct. 24, AM Rich
Planning and Implementing Change-Oriented Strategies, cont.

- **Addressing and Enhancing Client Motivation**
- **Motivational interviewing**

Required readings:

- Chapter 13: Planning and Implementing Change-Oriented Strategies

Session 16: Oct. 24, P.M Liz

Motivational interviewing, continued
Dialectical Behavior Therapy

Required Readings: (Similar Information may be found on all three sources, please familiarize yourself with DBT through these sources.)

- http://behavioraltech.org/downloads/dbtFaq_Cons.pdf (6 pages)
- <http://behavioraltech.org/resources/whatisdbt.cfm> (1-2 pages)
- http://nrepp.samhsa.gov/pdfs/DBT_Booklet_Final.pdf (14 pages)

Session 17: Oct. 31, AM Joe
CBT 4

Session 18: Oct. 31 PM Rich and Liz
DBT, cont.
Coaching Teams 2

Session 19: Nov. 7 AM Rich
Solution-Focused
Assessment, Planning and Intervention: Families 1

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

Session 20: Nov. 7 PM Rich and Liz

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Coaching Teams 3

Session 21- Nov. 14 AM Rich and Scott Weissman
Assessment, Planning and Intervention: Families 2
****Family Simulation in Class***

Hepworth et al, Chapter 15: Enhancing Family Relationships

Session 22-Nov. 14 PM Liz and Joe
Coaching Teams 4

Session 23- Nov. 21 A.M Rich
Group intervention
Hepworth et al
Chapter 11: Forming and Assessing Social Work Groups
Chapter 12: Intervention with Social Work Groups
****Group Simulation in Class***

Session 24- Nov. 21 PM Rich and Liz
Ending Phase of Work

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

Session 25 -Dec. 6 AM Rich
Putting it all together

- **Integration with macro strategies**
- **Putting it all together**

Hepworth, et al, Chapter 14: Developing Resources, Planning, and Advocacy as Intervention Strategies

Session 26- Dec. 6 PM Rich, Liz and Joe

- **Final reflections**

ASSIGNMENTS

Assignment 1. Psychosocial Assessment and Session1 Reflection (25% of grade)

Part 1: Psychosocial Assessment: (15 pts.)

Using the psychosocial assessment form as an outline, write an assessment based on your first session. The key for the assessment is to use the concepts we have covered in class in a way that demonstrates your understanding of the material and ability to apply it. Your paper should substantiate conclusions with specific information gathered during your session with the client. List areas that you do not have information about and pose sample questions you could ask to get that

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information in your next session. You don't have to have complete information—you need to integrate what you have learned so far and demonstrate you know what other areas to further explore.

Part 2: Reflection on your listening, engagement and interviewing skills. (10 pts)

This assignment also has a reflective component in which you will evaluate how well you were able to engage the client and use the interviewing skills we study in class.

Here are the steps you need to do to complete this assignment:

1. Before watching your first video, make your own process notes as you recall what was said in the session, the order it was discussed, etc.
2. Review the feedback you got from the client.
3. When you play the video, observe how your notes correspond (or not) to what you see on the video.
4. 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.

Session Reflection Outline

- How well did your notes and memory of the session agree with your observation viewing the video. Give examples.
- Describe your observations of your client's non-verbal communications, and the degree of congruence or non-congruence of your client's non-verbal communication and verbal statements.
- Describe and evaluate your own non-verbal communication during the session.
- Name the interviewing skills you used, and critique how effectively you used them.
- Overall, how effectively did you engage your client in the session? Give examples to illustrate your conclusions. Describe factors that contributed to or detracted from effective engagement.
- Name at least three strengths and three “areas for improvement” for your interviewing during this session.
- What goals do you have for your interviewing skills in the second session?

Assignment 2. Intervention Plan/Report and Session 2 (20% of grade)

Part 1: Based on your assessment and second session, develop an intervention plan for your third session with the client. (10 pts.)

- Specify goals for your work with the client as you understand them at this point.
 - Clarify how the client sees them and conceptualizes them, as well as how you see them.
 - There are likely to be multiple goals so specify each of them.
 - To the degree possible, specify tasks (subgoals, objectives) to be worked on as intermediate steps.
- What intervention techniques, models will you apply in the third session?
 - Give some detail about how you plan to implement them in the session.
 - Specify what model you chose and why you think it's appropriate for this client at this time.

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Part 2: Session Reflection (10 pts)

Outline for your reflection:

- How well did your notes and memory of the session agree with your observation viewing the video. Give examples.
- Describe your observations of your clients' non-verbal communications, and the degree of congruence or non-congruence of your clients non-verbal communication and verbal statements.
- Describe and evaluate your own non-verbal communication during the session.
- Name the interviewing skills you used, and critique how effectively you think you used them.
- Overall, how effectively did you engage your client in the session? Give examples to illustrate your conclusions. Describe factors that contributed to or detracted from effective engagement.
- Name at least three strengths and three "areas for improvement" for your interviewing during this session.
- How did you performance on the second interview differ from the previous interview. What key things did you learn by comparing and contrasting the two interviews.
- What goals do you have for your interviewing skills in the next session?

Assignment 3: Case Summary Paper (25% of grade)

Outline of Paper:

Ongoing Assessment: (5 pts)

- What was the client's diagnosis at the initial assessment. What is the diagnosis at this stage of your work?
- What information influenced your current diagnosis? Did more information reinforce original dx or challenge it? Describe.
- What additional and relevant assessment information emerged during your work together after the initial assessment?
- Show any transitional progress on an eco-map. Discuss the overall ecology for this client and what directions future work might take.
- What recommendations would you make for evaluation of this client going forward? E.g. would you recommend use of any measures, self-monitoring, or other approaches to getting data on this client's progress?

Engagement and goal-setting (5 pts)

- How well did you engage the client, contribute to the client's motivation, and help them set appropriate goals?
- Describe your efforts to address power dynamic in your work? What did you do to balance power of worker role? What did you do to maximize client empowerment?
- What ethical issues, if any, arose in your work with this client? How were they addressed?
- What issues arose for you as a worker, that contributed to how you managed your relationship with this client?

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Intervention (5 pts)

- What intervention techniques did you use?
- How appropriate was the choice of those techniques?
- How effectively did you implement the intervention?

Plans for continued work with this client (5 pts)

- Describe how your current work might best be continued.
 - What would be your plan for your next session?
 - What would be your plan for ongoing work with this client?
 - What other or new directions might be explored?
 - What additional interventions might be tried (e.g. group, family, other models, etc.)

Reviewing your sessions (5 pts)

- Golden moments
 - Identify a 5-10 minute block of video you would say illustrates a positive portion of your work with the client
 - Discuss how it illustrates effective practice with the client
- Blooper
 - Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the client
 - Discuss it and give suggestions for how you might have improved your work

4. Final Exam or Quizzes 10%

This will be a comprehensive examination based on the text. It will be an in-class exam during final examination week. Alternatively, you can take the weekly online quizzes based on reading prior to class. If you score 80% or higher on the required preclass quizzes on the readings, you will not have to take the final examination and will receive full points for the final.

If you are late on taking a quiz (i.e. not completed before 9 a.m. the day of class that the chapter is due, you will get a 1 point reduction on that quiz that will be deducted from your final exam score. You will have the option of taking the final exam if you choose to improve your grade. But your final exam score will be binding if you choose to take it.

EXAMPLES:

- Take all quizzes and get 80% or higher and you got 80% on each one BEFORE class--score=10 points.
- Take all quizzes and get 80% or higher and you were late twice--score =10--2=8
- Take all quizzes and get 80% or higher and you were late four times-- score=10-4=6
- Don't complete all quizzes with 80% or higher--take the final exam

5. Final Reflection 10% due: 12/16; 3 pages

Pick 2-3 of the following questions—the ones you have the most to say about and are most meaningful for you. Answer them.

- What were my learning goals for the semester? What progress did I make in fulfilling those goals?

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- 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?
- 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.

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.

6. Participation and active engagement. 10%

To be evaluated based on a self-evaluation. Length 1-page

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. You are expected to arrive 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 being late, 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. We may ask you in class to turn off your device or to explain your use of a

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device if it appears it is not being used to support engagement in the classroom activities.

******Make sure you list how many classes you attended and reflect on your participation in terms of the criteria above.**

Notes on Grading

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.

A+ = 99-100, A = 93-98, A- = 91-92, B+ =89-90, B = 84-88, B-= 82-83, C+ =80-81,

C = 73-79, C-=70-72; not passing = <70

We 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. We 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+), we 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 us to talk more about it.