



## **SW 521 - Interpersonal Practice with Individuals, Families and Small Groups**

Fall 2014

Monday, 9:00-12:00am, Section 1, Room 3816

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Office Hours: by appointment

### **Required Texts:**

Cooper, M.G and Lesser, J.G. (2008). Clinical Social Work Practice, 3<sup>rd</sup> edition. Boston: Allyn and Bacon

Walker, M. and Rosen W.B., (eds.) (2004). How Connections Heal: Stories from Relational-Cultural Therapy. New York: Guilford Press

### **Optional Text (on reserve):**

Rubin, Lillian B. (2003). The Man with the Beautiful Voice. Boston: Beacon Press

Additional readings will be posted on c-tools and/or will be on reserves in the library.

### **COURSE DESCRIPTION**

This course presents 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**

Students will learn various social work roles (e.g. counselor/therapist, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. **Students will understand 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 will also learn how self-awareness and the conscious use of self affect the helping relationship.**

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

## **COURSE OBJECTIVES**

Upon completion of this course, students 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) Describe how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
- (3)** Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.
- (4)** Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical thinking, case recording, and contracting.
- (5)** Conduct culturally sensitive interpersonal practice by:
  - (a) engaging diverse client systems

- (b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
  - (c) articulating treatment and prevention goals, developing measurable treatment and prevention 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 and sensitive to clients' situations
  - (e) recognizing basic termination issues that pertain to interpersonal practice.
- (6)** Operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice.

## **COURSE DESIGN**

Most classes will be structured to include a lecture or presentation, and a discussion or activity period. We will utilize small group work, class discussions, power point, experiential exercises, audiovisuals, writing exercises, case examples, role-plays and other activities to facilitate understanding of the course content. Course content will also be outlined and enhanced by handouts provided in class. It is my hope is that you will glean basic techniques and skills in this course. It will be practice-oriented and we will highlight basic techniques of reflective listening, attunement, asking questions and commenting.

## **RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

(1) Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will 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 will also be explored.**

(2) Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be 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.

(3) Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

(4) Behavioral and Social Science Research will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

### **RELATIONSHIP OF THE COURSE TO ETHICS AND VALUES**

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

### **ACCOMMODATIONS**

**If you need or desire an accommodation for a disability, please let me know as soon as possible.** 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.

### **COURSE REQUIREMENTS**

#### **Class attendance and participation:**

Students are expected to attend all classes for the full period, complete assigned reading for each week, participate in class activities and discussions, and complete all assignments on time. Attendance will be taken at the beginning of each class. You are permitted to miss one class without penalty. Missing more than one class, in part or in total will result in a deduction of your total points including a 3 point reduction for a second miss and a 5 point reduction for a third. Good attendance and participation will help your final grade, particularly if it falls on the margin.

Effective social workers must be self-aware and open to exploring our own histories and issues regarding any given concern or population. Be prepared to explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks in sharing who we are, and what questions we are grappling with related to the course content, and this is one reason why class attendance is so important. Your attendance and participation also reflects the basic ingredient of any social work relationship – your presence, or “being there”. For this reason, as well, I ask you not to open computers or cell phones in class unless we are using them for a class exercise.

I expect we will be honest, sensitive and respectful to each other in preparation for good social work practice. Please share your opinions and feedback with others in discussions and exercises, and when you do so, try to state them in a respectful and constructive manner. Also, be prepared to hear varying opinions and feedback non-defensively, and to use them or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. In the classroom is where we expect to blunder and make mistakes so that we are better prepared when we are in the field. We will review and use the ground rules developed for the Multicultural Orientation, 2004.

**Your Grade will be based on:**

Class attendance and Participation	10%
Genogram	20%
Listening Exercise	30%
Group Demonstration of Intervention Models	20%
Final Examination or psychosocial assessment	20%

## **WEEKLY READING ASSIGNMENTS**

Your text books can be purchased at Common Language Book store, which is an independent, LGBT and friends book store that I like to support. I also would like you to visit the store and browse the family and children's section, in particular. There is great literature for children growing up in non-traditional family structures. Check it out! Common Language is on Fourth Avenue in Braun Court, just north of the corner of Miller/Catherine and Fourth.

All book readings that are not within a required text will be on reserve at the Shapiro Library - University Reserves, and/or C-tools through the resources tab.

### **SW 521: The Course Outline**

#### **(Sept 8)**

##### **Session 1: Introductions**

Class introductions  
Course expectations

Reading:

C-tools: Review symbols used for Genogram

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).

#### **(Sept 15)**

##### **Session 2: Values and Ethics in Interpersonal Practice**

What does it take to "help" people? What helps people change?

Video clip (Vicki): Thinking about core concepts

Discussion of genogram and listening assignments – using Vicki's family as a case example

- **Hepworth, et. al** - Building blocks of communication: Communicating with empathy and authenticity, pp. 83-127 (long but important)
- **Seabury, et. al** , Chapter 4, Beyond Diversity and Toward Social Justice: The importance of Critical Consciousness, Foundations of Interpersonal Practice in Social Work, 3<sup>rd</sup> ed, pp. 60-98.

- **Yan, M.C. & Wong, Y.R.** (2005). Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work. *Families in Society* 86(2), pp. 181-187

Resources posted on c-tools:

Multicultural Power and Control Wheels

**(Sept 22)**

**Session 3: Roles of Social Workers**

Reflexive Awareness and Cross Cultural Social work

Equality and Mutuality in relationships

Listening exercise

- **Cooper and Lesser** – Chapters 1, *An integrated approach to clinical practice*, pp. 1-14, and Chapter 2, Key issues in clinical practice, pp. 15 –32.
- **Goldstein** Social Work Education and Clinical Learning. *Clinical Social Work Journal* (2007) 35:15–23.
- **Tatum, B.** (1997), Chapter 6, *The Development of White Identity, Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books, 1997, pp. 93-11
- **Walker and Rosen:** Chapter 3: Walking a Piece of the Way, pp 35 – 52.

**(Sept 29) GENOGRAM or LISTENING EXERCISE DUE** (submit all materials in class)

**Session 4: Social Justice Ally Development and Social Work Identity**

Social Justice Ally Development and Roles of Social Workers

Reflective Listening exercise

Begin discussion of Attachment

- **Cooper and Lesser** – Chapter 5: Multicultural practice, pp. 70 – 88.
- **Lev, Istar** (2004) Introduction, in *Transgender Emergence: Therapeutic Guidelines Working with Gender-Variant People and Their Families*, Hawthorn, pp.1-22
- **Sue , D.W.** (2010). *Microaggressions, Marginality and Oppression: An Introduction*. Pp. 3-19.
- **Smith and Redington.** Class dismissed: Making the case for the study of classist microaggressions. In Sue, D.W. (Ed.), *Microaggressions and marginality - manifestation, dynamics and impact*. Hoboken, NJ: Wiley. Pp. 269-283.

**(Oct 6)**

**Session 5: Attachment Theory and Personality Development**

Modeling positive Attachment in Therapeutic Relationships

The Attachment Self Assessment Exercise  
True empathy

- **Davies**, Chapter 1: Attachment as a Context for Development, pp. 7 - 38
- **Sroufe**, Chapter 12: Behavioral and Emotional Disturbance, pp. 239-264 (dense but important reading)
- **Walker and Rosen**, Chapter 1, How Relationships Heal, pp 3-21.

**Optional Reading:**

- **Brown & Trevethan** Shame, Internalized Homophobia, Identity Formation, Attachment Style, and the Connection to Relationship Status in Gay Men, pp. 268-275
- **Hesse**: The Adult Attachment Interview (only pp. 552-598)
- **Kobak**: The Emotional Dynamics of Disrupted Attachment Relationships
- **MaGee, John**: A Gentle Teaching, Attachment Self Assessment
- **Mann and Kretchmar**: A Disorganized Toddler in Foster Care: Healing and Change from an Attachment Theory Perspective, pp. 29-36

**(Oct 13): Fall Study Break, get caught up and have fun!**

**(Oct 20)**

**Session 6: Psychosocial Assessment and the Helping Process continued**

- **Cooper and Lesser** – Chapter 3: The clinical interview: the process of assessment, pp. 33-50
- **Cooper and Lesser** – Chapter 4: The psychosocial study: the product of assessment, pp. 51 - 69
- **Rubin**: Chapter 1: Doing Therapy, pp. 1 -15.
- **Seligman**: Why How You Feel Matters, pp. 1-6

**(Oct 27)**

**GENOGRAM or LISTENING EXERCISE DUE** (submit all materials in class)

**Session 7: Trauma and Coping**

Domestic Violence, Child Abuse

Understanding Traumatic Arousal

Video movie clip

Identify Small groups for effective models skit

- **Herman, Judith**, *Forgotten History and Terror*, from Trauma and Recovery, Basic Books, 1992, pp7-32.
- **Lawler, A.**, *Caring but Fallible*, Chapter 5 of Walker and Rosen, How Connections Heal. pp. 66-82.



**(Nov 3)**

**Session 8: Assessing for Suicide and Substance Abuse**

The Ethics of Confidentiality and Reporting.

**NASW Code of Ethics (20 pgs)**

- **Walker and Rosen**, Chapter 11, Prevention Through Connection, A Collaborative Approach to Women's Substance Abuse
- **Seabury, et. al.**, Chapter 5, Violence and Trauma, Foundations of Interpersonal Practice in Social Work, 3<sup>rd</sup> ed, pp. 99-123.

**(Nov 10)**

**Session 9: Models of Effective Therapies**

**Group Presentations: Object-Relation Model, Self-Psychology Model**

- **Cooper and Lesser**, Chapters 6, 7, 8 (pp. 89 -137)
- **Rubin**, Chapter 3: The Man with the Beautiful Voice, pp. 36-54
- **Walker and Rosen**: Chapter 9: The Five Good Things in Cross-Cultural therapy, pp. 151-173 (good chapter looking at multiracial family system).

**(Nov 17)**

**Session 10: Models of Effective Therapies**

**Group Presentations: Cognitive Model, Behavioral Model**

**Final Exam is handed out**

Video: DBT Marsha Linehan

- **Boyle, et al.**, Chapter 3: Theoretical Perspectives on direct practice: An overview, pp. 73-110.
- **Cooper and Lesser**: Chapters 9 and 10, pp. 140-175, Cognitive and Behavioral Methods
- **Cooper and Lesser**: Chapter 14, Integrating Research and Practice

**(Nov 24)**

**Session 11: Models of Effective Therapies: Working with Families**

**Group Presentation: Solution Focused Model**

**Video:** Solution Focused Therapy (?)

- **Cooper and Lesser**: Chapter 12: Solution-Focused Therapy, pp. 196-209
- **Biblarz and Stacey**: How Does the Gender of Parents Matter? pp. 3 - 17.
- **Goldstein**: Chapter 11: Couple and Family Treatment, pp. 267-285.
- **Lally** Good Health, Strong Families and Positive Learning Experiences, pp. 6-9
- **Watch video:** <http://ctiv.alexanderstreet.com.proxy.lib.umich.edu/View/534807>  
(If video isn't running well, switch web-browser. I think Mozilla runs it better than IE.  
Be ready to discuss your questions, observations, clinical insights

**FINAL EXAM OR PSYCHOSOCIAL ASSESSMENT IS DUE**

**(Dec 1)**

**Session 12: Working with Children: Models of Play**

Videos: Eliana Gil, Play Therapy with Severely Traumatized Children

Therapy with an Angry and Controlling Child

- **Copper and Lesser:** Chapter 13, Clinical Practice with Children and Adolescents
- **Heffron,** Balance in Jeopardy: Reflexive Reactions vs. Reflective Response in Infant/Family Practice, pp.15-17
- C-tools - **Alexander street videos** – social work with Latino youth

**(Dec 8)**

**Session 13: Working with Groups and Interventions with Larger Systems**

Stage Orientation to group work

A Multi-need, Multi-modal children's group video

- **Cooper and Lesser,** Chapter 8, Relational Therapy
- **Walker and Rosen,** Chapter 12, Toward Relational Empowerment of Women in Prison, pp. 216-233.
- **Walker and Rosen ,** Chapter 13, Relational Experiences of Delinquent Girls, A Case Study, pp 233-252

**Optional Reading:**

- **Heckman,** The Dollars and Cents of Investing Early, pp. 10-16
- **Shedler** The Efficacy of Psychodynamic Psychotherapy, pp. 98-107

**There are only 13 sessions to this course this term, so there will be no class session for this last session, however the readings are important and will be useful to you.**

**Session 14: Termination, Supervision and Self Care**

- **Boyle:** Chapter 14: Knowledge and skills for termination, pp. 445-468
- **Rubin:** Chapter 5: To Live or Die, pp. 81-102
- **Jones Harden,** You Cannot Do it Alone, pp. 10 -16
- **Rubin,** Chapter 8: What makes therapy work? pp. 154 – 160
- **Shahmoon Shanok** The Supervisory Relationship: Integrator, Resource, Guide, pp. 37-41

**Optional Reading:**

**Bennett and Deal,** Beginnings and Endings in Social Work Supervision: The Interaction Between Attachment and Developmental Processes pp. 101-114

## **SW 521 Assignments**

Fall 2014

Laura Sanders

Papers are due in class on the due dates posted in the syllabus. All papers are due in hard copy at the beginning of class. *They should be double-spaced.* Do not wait for the break to print your paper. You can choose to turn in assignment 2, the Listening Exercise, on the first due date and the Genogram on the second due date if you prefer. Due dates for all assignments are on the course agenda.

In all assignments, you will be graded on:

- **Meeting parameters of assignment**
- **Good writing skills: Clarity of thought and flow of your writing, editing**
- **Effort/ability to self-reflect,**
- **Demonstration of social work values related to empathy, strengths-based thinking, and client dignity,**
- **Insightfulness and clinical acuity**
- **Integration of reading materials into your papers paper**
- **and the ability to discern which aspects of use of self would be important in assessment or intervention.**

### **Writing Skills:**

Papers are expected to be well organized, clearly written, and show minimal grammatical errors. In this and in most of your classes, you will be asked to demonstrate proper grammar and spelling, you may be assisted by the *American Psychological Association Publication Manual* (5th edition). You can access it and other writing resources online (e.g., <http://apastyle.apa.org/> and/or <http://grammar.ccc.commnet.edu/grammar/>). When you cite a source for one of your papers, please use APA style citation. Please be aware that I will deduct points for poor writing skills including grammatical errors. I encourage you to use the Office of Student Services and the Sweetland Writing Center if you require writing assistance.

### **Assignment 1: Genogram**

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 shareware. You may download a demonstration copy of such a program through the World Wide Web site of the Computer Users in Social Services Network at <http://www.genopro.com/>.

### **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 2: The Listening Exercise:** Ask a friend, colleague, or fellow student (disguise names!) if you can do a 15 minute audio-taped interview with them, assuring them of confidentiality (you and I will be the only ones who listen to tape) and that the goal is just for you to practice **listening and empathic, open-ended responses**. PLEASE DO NOT USE YOUR CHILD OR PARTNER – it gets too complicated if there is an issue that gets evoked within the “session.” *Ask them to discuss a real concern they have.* **Your role is to practice skills such as empathic responses, asking questions to clarify your understanding, and attuning to the state of the speaker - not advising.** When you are done interviewing, ask for some feedback as to how they experienced you in your role as a counselor ... did they feel listened to and understood? What was the experience like for them to have someone “just” listen? NOTE: you can use open-ended questions, summarize, ask for clarification, etc., but *your goal is to gain a strong understanding of what the person is struggling with and be able to convey that understanding.* The ability to understand is best developed by being a good listener! **Before reviewing the tape, write process notes from your memory (a complete recording of what was said – see Chapter One of Cooper and Lesser – you do not have to include column three as it appears in the Cooper and Lesser example) – recall what was said and in what order.** As you then play back the tape, notice how accurately or inaccurately you captured the process, what you “heard” and what you didn’t, and think about why that might be.

**Write a 5 – 6 page double spaced paper reflecting on the following (in no particular order): (Turn in the process notes, and the paper but keep the tape to review with me in a meeting).**

- Describe the “presenting concern” (disguising identifying info) and how the “client” presented throughout the interview – be specific about what you observed about affect, posture, body language, voice tone, eye contact, etc.
- Briefly summarize your understanding of what the person was struggling with.
- Describe what your “client” said about the experience... How did they describe your attending and listening style?
- What was the experience like for you? How was it to “just” listen, only being able to ask open-ended, clarifying questions, or make an empathic comment, or a summarizing comment - i.e. not give advice? How did you do in that role? I will be looking at your

capacity to self-reflect. What reactions did you have internally to the subject matter of the conversation? What transferences and/or counter transferences occurred if any?

- Include a cross cultural analysis of your relationship with this client. In regard to intersections of identity, your standpoints and positions how are you similar and different from this client? How might this affect the interaction?
- How closely did your process notes connect with the actual interview? What are your thoughts on the degree of match or mismatch?
- What did you learn about yourself through this exercise?

**GRADING will be based on:**

**Audio Tape**

Ability to listen and empathize, limiting “advice-giving”, and asking pertinent clarifying questions.

**Process Notes**

I want to see that you did them...I don't mind if they aren't totally “accurate”...that is part of the learning process! Include the word for word exchange between you and the client to the best of your memory and a column for your own internal reactions along the way.

Again, see the example in Chapter 1 of Cooper and Lesser. You do not have to include the third column on the theoretical orientation of your responses.

**Paper -**

**Quality of observations** - how well you noted eye contact, body position, breathing, etc. and attempted to understand how the non-verbal and verbal aspects of the “client” aligned.

**Reflective Aspect** - ability to show self- reflection, ability to generate some clear idea of your own reactions, thoughts and feelings...both in role as counselor and in reaction to the content of the discussion; addressing mismatches in what you “heard” and what was said...addressing your thoughts as to matches and mismatches. If any issues stood out in the discussion, address those briefly (for example, you may note that your “client” person is having difficulty adjusting to a life situation but you notice that she/he minimizes or dramatizes the experience).

**NEXT STEP:** Make an appointment with me to review your tape and paper (I will send around a sign-in sheet) - choose a 10 minute portion of your tape that we will listen to together, and discuss it. I will provide direct vs. written feedback. You will be expected to bring a tape recorder or lap top on which to play your recording or CD. Make sure there is descent sound quality and you can efficiently start your recording.

**Assignment 3: Group Demonstration of a Methodology** - Five groups of 5 will demonstrate use of one of the primary techniques used in Chapters 6, 7, 9, 10 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. You may want to use a brief power point for this. Your entire presentation should be between 30 and 40 minutes – no longer. You should use a few sources other than the text as well. 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.).

#### **Assignment 4: Final Exam or Psychosocial Assessment:**

The exam will be a take-home review and application of all readings and class notes. It will be handed out in the on the Nov 17<sup>th</sup> and is **due on Dec 1**. I will deliver the graded exams to student mailboxes unless you provide me with a stamped, self-addressed envelope in which I can mail it back to you. The test will be composed of short answer questions and multiple-choice questions. The test is not designed to test a student's memory, but instead is designed to assure the student has read course material and is able to apply course concepts to practice examples. If you choose to do a psychosocial assessment, I will give you this alternative assignment in advance.

#### **Grading Procedure and Scale:**

Points from each assignment will be added: the conversion of the total point to final grade is as follows:

A = 100% - 95%

B+ = 89% - 86%

C+ = 79% -76%

A- = 94% - 90%

B = 85% - 83%

C = 75% -73%

B- = 82% - 80%

C- = 72% - 70%