



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

SW 521

Interpersonal Practice with Individuals, Families and Small Groups

Fall 2014, Section 003

Gary Stauffer, LMSW, Adjunct Lecturer

Office: 2764 SSWB

Office Hours: Monday before and after class

e-mail: gas@umich.edu

Phone: 734-476-9176 (cell)

734-944-2615 (home)

Please do *not* leave messages at the campus phone number.

Course Description:

This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families and small groups in social contexts. It integrates content on multiculturalism, diversity, and social justice 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, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

Course Content:

This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies. 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, intervention and evaluation) are presented and applied to social work practice with individuals, families, and small groups. Students learn how to assess vulnerabilities and strengths 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, and barriers, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- 1.1 advocate for client access to the services of social work;
- 1.2 practice personal reflection and self-correction to assure continual professional development;
- 1.3 attend to professional roles and boundaries;
- 1.4 demonstrate professional demeanor in behavior, appearance, and communication;
- 1.6 use supervision and consultation.

COMPETENCY 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- 2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- 2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
- 2.3 tolerate ambiguity in resolving ethical conflicts;
- 2.4 apply strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

3.2 analyze models of assessment, prevention, intervention, and evaluation; and

3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences; and

4.4 view themselves as learners and engage those with whom they work as informants.

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination;

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.1 use practice experience to inform scientific inquiry and

6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness;

developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(a)—Engagement

Social workers

10.a.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

10.a.2 use empathy and other interpersonal skills; and

10.a.3 develop a mutually agreed-on focus of work and desired outcomes.

COMPETENCY 10(b)—Assessment

Social workers

10.b.1 collect, organize, and interpret client data;

10.b.2 assess client strengths and limitations;

10.b.3 develop mutually agreed-on intervention goals and objectives; and

10.b.4 select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention

Social workers

10.c.2 implement prevention interventions that enhance client capacities;

10.c.3 help clients resolve problems;

10.c.4 negotiate, mediate, and advocate for clients; and

10.c.5 facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation

Social workers

10.d.1 critically analyze, monitor, and evaluate interventions.

Course Objectives:

Upon completion of this course, students using a social work practice framework will be able to:

1. *Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks.”*
2. *Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice.*
3. *Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege)*
4. *Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.*
5. *Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.*

Course Design:

This course employs 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, etc.

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.

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities, student performance evaluations (e.g., exams) and the way the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier 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, Sweetland Writing Center, 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 course expectations in any way.

REQUIRED TEXT

All of the reading materials for this class are available in the “Resources” section of the ctools site for this class.

COURSE ASSIGNMENTS

1. **Journals:** There are four opportunities for students to write a short (2-3 page) journal that will generally be a reflection on your experience in this section of 521. Please follow the following guidelines:
 - a. **Check-In:**
 - i. How are you doing personally?
 - ii. How is this class, specifically, fitting into your expectations and needs as an MSW student?

- iii. **Self reflection (optional):** You are invited to go beyond a simple reporting of how you are doing into a discussion of the implications or meaning of the information.
 - b. Review one of the readings to date and describe how you hope to utilize the information in your personal practice.
 - c. Ask any questions you may have for the instructor (optional).

- 2. **UM HIPPA Certification:** You are asked to go to the link below to complete the U of M (not MLearning or UMHS, which is the Health System) HIPPA training for new employees. At the end of the instruction, you will have the opportunity to insert your name in a Certificate of Completion. Please print this certificate and turn in a hard copy.
http://www.sph.umich.edu/faculty_research/hipaa/trainings.html

- 3. **Initial Process Recording:** You are asked to tape record an interview with an actual client or willing substitute. From the tape recording, you will choose a critical portion of the material to transcribe into 2 to 3 pages of the verbal process word for word. Please provide some personal reflection regarding your intent during the interview session and what interviewing skills you were attempting to use, including the three broad types of verbal interventions discussed in class: support or shift responses, confrontation, and clarification.

- 4. **Self Assessment:** This 4-6 page paper will include information gathered from a Four-Corners assessment tool on yourself and a genogram. Please turn in both of these completed tools with your typewritten paper. You and a classmate will work together during one of our class sessions to complete the Four Corners assessment tool for each of you. You will have the opportunity to be “the client” and to be “the therapist” as you and your partner change roles to complete this assignment. You will also complete a genogram on yourself outside of class to utilize in this assignment. From the information you gather in these two assessment tools, you will complete a psycho-social assessment of yourself that follows outline in the right hand column in the table below. Note that the typical social work assessment topics for report writing are listed in the left-hand column just for your information.

Typical Social Work Assessment	For this assignment
I. Identifying Information	I. Identifying Information
II. Presenting Problems	II. Describe your core values and how they fit with social work core values
III. Assessment: report of any assessment tools and clinical interviews done with the client	III. Describe what you learned from doing the Four Corners and Genogram assessment tools. Be sure to include the primary strengths you bring to this profession and your primary challenges in developing the core competencies for SW practice?
IV. Intervention Strategy: A list of goals and objectives, as well as the strategy for how to reach these goals	IV. Intervention Strategy: A list of goals and objectives for your professional development, as well as the strategy for how to reach these goals

V. Evaluation Plan	V. Describe the experience of being the client role, as well as the therapist role doing the Four Corner Assessment
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5. **2nd Process Recording:** You are asked to tape record a second interview with an actual client or willing substitute. You will choose a longer critical section of the interview and transcribe the verbal process into 3 to 5 written pages. You will be asked to identify the verbal interventions you made (I expect you to identify around 6) in the process and give the following information:
- a. Name the type of intervention
 - b. Describe your purpose
 - c. Describe the client’s response and whether you see the intervention as having an effective or ineffective outcome.
6. **Assessment/Treatment Plan/Implementation Paper:** 6-8 pages

You are asked to produce a social work Psychosocial Assessment and Treatment Plan. It is expected to follow the outline described in the grading rubric below:

- a. Identifying info, presenting problems:
 - i. 5 points**
 - ii. Presenting problems = the facts AND client perception of difficulties
- b. Background information:
 - i. 3 points**
 - ii. family background, cultural issues, PODS
- c. Assessment:
 - i. 8 points**
 - ii. organization is succinct and not wordy/story-like
 - iii. Assessment statement followed by supportive facts re: the client
 - iv. Does the critical work of grouping all the data presented above in related categories
 - v. Addresses implications of stages of change, cultural issues, PODS,
- d. Intervention: the guts of this assignment
 - i. 10 points**
 - ii. Is driven by the assessment and the logical connection is made
 - iii. Research 2 to 3 intervention strategies and describe them in this paper, making sure to explain how it would or would not fit with this client’s needs
 - iv. Choose one strategy for this client (could be an eclectic mix) and give your rationale for this choice
 - v. Describe potential barriers to change this client may present
- e. Evaluation: **4 points**

For students who are not currently in a field placement where this assignment can relate to a current client, you may choose to write this paper on a willing substitute or to use the written case example provided by the instructor.

Attendance, Participation and Reading:

1. Please communicate with this instructor about all absences. Just not showing up for class is treated differently than an absence, which involves canceling or communicating with me about your circumstances.
2. Every “no-show” results in a deduction of ½ a letter grade (A- to a B+, for example)
3. First absence = no consequence
4. Second absence = Extra 1-2 page journal on the topic covered in class or deduction of ½ a letter grade.
5. Third absence = deduction of ½ letter grade.

Expectations for our classroom community:

1. We will work diligently to develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. I hope everyone will feel comfortable sharing appropriate personal life experiences with the intent of broadening all of our understanding of the session topic. We will work intentionally to create an environment where that sort of interaction is safe and constructive for the entire group.
2. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
3. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.

GRADING:

Attendance and Participation	15 Points
Reading Journals	08 Points (2 points each)
HIPPA Certificate	02 Points
First process recording	10 Points
Self Assessment	20 Points
Second process recording	15 Points
Intervention Plan	30 Points
Total Points	100 Points

Basis of Letter Grades

A+ 100	B+ 87-89	C+ 77-79
A 95-99	B 83-86	C 73-76
A- 90-94	B- 80-82	C- 70-73

Topical Schedule

Date	Topic	Readings	Assignment due dates
Class 1 9-08	Intro, SW values, Evidence Based Practice	Duncan, 2010 chap 2 & 3 Seabury, 2011 chap 2 Brown, 2013	
Class 2 9-15	Basic Interviewing	Derber, Pursuit of Attention Duncan, Chapter 4 Cameron: SOAP Notes	Journal 1
Class 3 9-22	Ethics, SW practice standards	Schedler, Seabury, 2011 Chap 3	UM HIPPA Certificate In class: Bridge Drawing
Class 4 09-29	Assessment Interviewing, continued	Hepworth, 2010 chap 9	Process Recording One In class: 4 corners
Class 5 10-06	Assessment Diversity	Seabury, Chapter 4 Comas-Dias, 1991 Ortega, Cultural Humility	Journal 2
10-13	Fall Study Break		
Class 6 10-20 Hillary Stellar subbing for Gary	Engagement Goal Setting	Swenson, MST	Self Assessment

Class 7 10-27	Guest Lecturer Gary at AEE Conference	Dadlani: Culture Greene, Explosive Child	Journal 3
11-03	Individual	Power of One, pp 1-24	Process Recording Two
Class 8 11-10	Family	Hepworth, 2012 ChAP 10	
Class 9 11-17	Group	Toseland, 2012	Journal 4
Class 10 11-24	Barriers to Change Guest Lecturer	Courier, Motivational Interviewing	
Class 11 12-01	Evaluation and Termination	Hepworth, 2010 Chapter 19	Final Paper Assessment/Intervention
Class 12 12-08	Golden Nuggets Class Closure	Kleinmann, Cargiving	