



COURSE SYLLABUS

Social Work 521 – Section 004, Fall 2014

Interpersonal Practice with Individuals, Families, and Small Groups

Professor Leslie D. Hollingsworth, PhD, LMSW, ACSW

Mondays, 9AM-12Noon – 2752 School of Social Work Building

E-mail address: lholling@umich.edu

Telephone: 734-763-6572 (Office); 734-929-5562 (Home); 734-276-0747 (Cell)

Office Hours: 3728 SSWB, Tues. 4PM-5PM or Wed. 9AM-11AM or by appointment.

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.

Relationship of the Course to the School's Four Curricular Themes and to Social Work Values and Ethics:

- a. Multiculturalism & Diversity is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the difference between work 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.
- b. 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.
- c. 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.
- d. Behavioral and Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills, and assessment procedures.

NOTE: 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 Text

Hepworth, D. H., Rooney, R. H., Dewberry-Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2013). *Direct Social Work Practice: Theory and Skills* (9th edition). Pacific Grove, CA: Brooks/Cole.

IMPORTANT: The text can be obtained through Ulrich's Bookstore (new or used) or through the following link: <http://www.cengagebrain.com/micro/hollingsworth>

If ordered through the link, choices are:

- Coursemate Instant Access (containing the electronic version of the text along with electronic access to supplementary learning materials the student will find useful) - \$119.00;
- ePack (containing both the electronic and paperback copy versions of the text along with electronic access to supplementary learning materials) - \$179.08; or
- the paperback copy of the text itself which may be purchased for \$168.52 or rented for a six-month period \$42.99.

Learning Needs and Accommodations:

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way 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, 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 we can make appropriate arrangements. **NOTIFICATIONS TO ME OF YOUR LEARNING AND ACCOMMODATION NEEDS MUST BE RECEIVED BEFORE THE END OF THE DROP-ADD PERIOD.**

Assignment Summary:

- a. Attendance and participation – **5 points maximum per class (not including the first class), 60 points total maximum¹. See Addendum A at the end of this syllabus.**
- b. First paper – **20 points maximum. Due by 9:00AM, Monday, November 3, 2013.** (In fairness to all, one point is deducted for every day the paper is late.) **See Addendum B at the end of this syllabus.**
- c. Second paper - **20 points maximum. Due by 9:00AM Monday, November 24, 2013.** (In fairness to all, one point is deducted for every day the paper is late.) **See Addendum C at the end of this syllabus.**

Grading Scale:

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|---------------------|-------------------|-------------------|------------------|
| • A+ = 100 points | B+ = 88-89 points | C+ = 78-79 points | D = 60-69 points |
| • A = 95-99 points | B = 85-87 points | C = 75-77 points | E = Below 60 |
| • A- = 90-94 points | B- = 80-84 points | C- = 70-74 points | points/failing |

Plagiarism:

Plagiarism is defined as representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Plagiarism, **like other forms of cheating and misconduct**, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>

Course outline: (Chapter assignments are from our text.)

September 8th (UNGRADED), Week 1

Introduction to the course and course participants.

- Goals and objectives of the course.
- Review of course expectations and assignments

¹ Five points (out of the semester maximum of 100 points) are lost for every missed class. You have the option of making up up to two absences during the semester. In completing a make-up assignment, follow the same instructions you would follow in preparing for and participating in class (according to the weekly course plans to be placed on CTools). Some in-class activities will not be possible to carry out if you can't be in class. See me if you have questions. Make-ups should be submitted by email no later than the start of the following class.

Required reading:

Madson, W. *Collaborative Therapy with Multi-stressed Families*. Introduction & Ch.1. (CTools)

September 15th (EPAS competencies 2.1. – 1,3,4,7,10), Week 2

Required reading:

Hepworth et al., Chapter 3. Overview of the Helping Process

Recommended reading:

Hepworth et al., Chapter 1. The Challenges of Social Work (EPAS Competencies 2.1 – 1,2,2a, 2b, 3,3b,4,5b,5c,6,7,8,9,10,10a,10b,10c,10d,10e, B2.2, M2.2)

Hepworth et al., Chapter 2. Direct Practice: Domain, Philosophy, and Roles (EPAS Competencies 2.1-1,5,6,8a,8b,9a,9b,10)

September 22nd (EPAS Competencies 2.1-1b,1c,1d,1f,2a,2b,2c,2d,10a), Week 3

Required reading:

Hepworth et al., Chapter 4. Operationalizing the cardinal social work values.

National Association of Social Workers Code of Ethics

<http://www.socialworkers.org/pubs/code/default.asp>

September 29th, Week 4

Required reading:

Hepworth, et al., Chapter 5. Building blocks of communication: Communicating with empathy and authenticity. (EPAS Competencies 2.1-1b,1c,10a,10b,10c,10i)

Hepworth, et al., Chapter 6. Verbal following, exploring, and focusing skills. (EPAS Competencies 2.1-1d,4c,4d,10a,10b,10g,10m)

Hepworth, et al., Chapter 7. Eliminating counterproductive communication patterns (EPAS Competencies 2.1-1,1v,1c,1d,4c,10,10a,10b)

October 6th Week 5

Required reading:

Hepworth et al., Chapter 8. Assessment: Exploring and understanding problems and strengths. (EPAS Competencies 2.1-3a,3b,4b,4c,4d,7a,7b,10a,10d,10e)

Hepworth et al., Chapter 9. Assessment: Intrapersonal, interpersonal, and environmental factors (EPAS Competencies 2.1-3c,4c,7a,7b,10a,10d,10e)

October 13th FALL BREAK – Class will not meet.

October 20st (EPAS Competencies 2.1-1b,1d,1f,2a,2b,4c,7b,10a,10c,10d,10e,10g,10i,10j,10m), Week 6

Required reading:

Hepworth et al., Chapter 12. Developing goals and formulating a contract

October 27th (EPAS Competencies

2.1.1c,1f,2b,2d,3b,4b,4c,4d,6b,7a,7b,9a,10a,10b,10d,10f,10g,10i,10j,10m), Week 7

Required reading:

Hepworth et al., Chapter 13. Planning and implementing change-oriented strategies

Cormier, Nurius, & Osborn (2009), Chapter 18, Strategies for working with resistance. (CTools)

November 3rd (EPAS Competencies (EPAS 2.1-1c,1f,2a,3a,4a,4b,4c,5a,7a,7b,10a,10d,10e), Week 8

Required reading:

Hepworth et al., Chapter 10. Assessing family functioning.
First Paper is due by 9:00AM

November 10th (EPAS Competencies 2.1-1d,4a,4b,7a,7b,10a,10b,10c,10d,10e,10f,10j), Week 9

Required reading:

Hepworth et al., Chapter 15. Enhancing family functioning and relationships

November 17th (EPAS Competencies 2.1-2b,2c,2d,3b,4c,6b,7a,10a,10d,10e,10j), Week 10

Required reading:

Hepworth et al., Chapter 11. Forming and assessing social work groups

November 24th (EPAS Competencies 2.1-6b,7a,9a,10a,10g,10i,10j,10l), Week 11

Required reading:

Hepworth et al., Chapter 16. Intervening in social work groups
Second paper is due by 9:00AM

December 1st, Week 12

(EPAS Competencies 2.1-1a,1d,4b,4a,4d,5a,5b,5c,6b,8a,9a,9b,10a,10b,10c,10d,10e,10g,10h,2d)

Required reading:

Hepworth et al., Chapter 14. Developing resources, planning, and advocacy as intervention strategies

December 8th (Final Class), Week 13

Required reading:

Hepworth et al., Chapter 18 Managing Barriers to Change ((EPAS Competencies 2.1-1b,1c,1d,1f,2a,2b,3a,4a,4b,4c,4d,5a,6b,7a,7b,10a,10b,10c,10i,10j,10m)

Hepworth et al., Chapter 19. The Final Phase: Evaluation and Termination (EPAS Competencies 2.1-1b,1f,2b,3a,3b,4d,10b,10l,10m)

ASSIGNMENT DETAILS

Addendum A: Preparation, attendance and participation – 5 points per class attended for a maximum of 12 classes or 60 points (*excluding the first class*).

- This is a skills-based course. For this reason, it is important that you attend every class and that you participate actively in the work of the course. The work, both in class and outside of class, will be interactive. This will include having assigned readings; viewing videos and video segments; noting observations from videos, discussing and addressing questions related to them, and reporting out; completing end-of-chapter exercises; and practicing evidence-based practice skills (planning, engaging, assessing, goal-setting, intervening/treating, evaluating, and terminating services), and considering multisystemic context surrounding the work. Work will be carried out individually, in pairs or small groups, and in full-class segments. Weekly preparation assignments will be posted on CTools one week in advance.

Addendum B: Engagement/Assessment/Planning Paper-Due Monday, November 3rd, 9AM, 20 points maximum.

- Two interviews will be conducted as part of this assignment. You will be provided with a role simulation involving an MSW student who will act as a client. You will contact the scheduler to schedule a first appointment with the ‘client.’ This appointment should occur between September 29th and October 13th. At the time of the first scheduling contact, you will be provided with very brief information about the client and the presenting problem. Based on that information and based on your reading and other course experience up to that point, you will conduct the first ‘interview.’ The purpose of this interview will be to engage with the client, using empathic listening skills, and to begin assessment based on what emerges in that first ‘session.’ The interview will be videotaped and you (and I as your instructor) will have access to the link on which the tape appears.
- The second appointment, which you will also arrange through the scheduler, should occur between October 13th and October 27th. This appointment should build on what emerged in the first appointment but will focus more specifically on assessment, goal setting, and contracting.
- The Engagement/Assessment/Planning Paper will follow specific guidelines and will call for addressing specific questions about the interview, the final question involving a plan for intervention. These guidelines and questions will be placed on our CTools site once the semester is underway.

Addendum C. Intervention Paper-Due Monday, November 24th, 9AM, 20 point maximum.

- The third interview, which will also be arranged through the scheduler, should occur between October 27th and November 10th. This interview will call for delivering an intervention to the same client, developed from the information you gained in the first two interviews and from the intervention plan you created as part of the first paper. As was the case with the first two interviews, this interview will be videotaped and you (and I) will have access to the link through which to connect to the tape.
- The Intervention Paper will follow specific guidelines and will call for addressing specific questions about the interview. These guidelines and questions will be placed on our CTools site once the semester is underway.