



S.W. 521 Interpersonal Practice with Individuals, Families and Small Groups  
Fall, 2014

Office Hours: Mon 4:30-5:30, Tues. 4:30 -6:30 (please email me ahead) and  
by appt.

[tpowell@umich.edu](mailto:tpowell@umich.edu)

Prof. Tom Powell

3796 Social Work Bldg., 1080 S. Univ.  
Ann Arbor, MI 48109-1106

734 763-5930

<https://ctools.umich.edu/portal>

-- the test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function. One should, for example, be able to see that things are hopeless and yet be determined to make them otherwise. F. Scott Fitzgerald. The Crack Up. 1936.

If you expect to miss a class due to a religious holiday, please let me know so that we can make arrangements to keep you up to date with the class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources please contact the Services for Students with Disabilities <http://ssd.umich.edu/> G664 Haven Hall, 734-763-3000.

## 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.

## 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. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4) 2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1) 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). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4) 4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3) 5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

## 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.

... professionals--people you could call in the middle of the night if there was trouble, people whose being had begun to meld with their doing, who were what they did. Lynch, T. (1997). The Undertaking: Life studies from the dismal trade. New York: Penguin Books. 19.

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9/8 Principles: a) Start where the person is: Expectations, Concerns, Goals b) Begin with the end in mind.  
Review of syllabus and assignments.  
Remembering what you know  
Recovery and counseling

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9-15 1) Hepworth, D. H., Rooney, R. H., Rooney, G.D., Strom-Gottfried, K. & Larsen, J. H (2006) Helping process, ch 3 pp. 33-52; Social work values, ch 4 63-78.  
Exercises, p. 76, nos. 3, 4, 5, 8 & 9. Develop responses to client statements for discussion in class.  
  
Empathy and authenticity.  
  
2) Hepworth et al., ch 5 Role induction 81-86; Authenticity and Self-disclosure 106-126; exercises 2 & 3, p. 125.

**Mini-assignment 1 due. Post in Ctools/Forums**

Post a thoughtful question about the syllabus in Ctools/Forums

**Mini-Assignment 2 due. Post in Ctools/Forums:**

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9-22 Multidimensional Assessment:.

- 3) Franklin/Jordan, 2003
- 4) Norcross, The Therapeutic Relationship 2010

**Admired helper assignment to be posted in Ctools/Assignments before start of session.**

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9-29 5) Motivational Enhancement Therapy, CBT, and Twelve-Step Facilitation Project Match

**Mini-assignment 3 due. Post in Ctools/Forums**

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10/6 Group Facilitation.

- 6) Corey & Corey, 2002, 98-120  
Intrapersonal (critical consciousness), Interpersonal, and Institutional sources of discrimination.

7) Comas-Dias & Jacobsen, 1991, Ethnocultural transference.

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10-13 Study Break

**Course paper to be posted in Ctools/Assignments (may be posted early).**

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10-20 Group interventions

8) Corey & Corey, 2002, 126-145

9) Arnold, 2007, Strengths-Based with Youth

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10-27 Implementing change, problems solving

10) Henggeler, 1999, Multisystemic therapy

11) Kleinman, "On Caregiving"

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11-3 Cultural and ethical issues.

12) Berkman, 2000. Professional choices: Ethics at Work.

13) Munson, Laura A. Those Aren't Fighting Words, Dear. New York Times, July 31, 2009

**Paper assessing Discussion Group due in Ctools by start of session.**

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11-10 Family interventions.

14) Lukas, 1993, couple and family, 44-57

15) Zweben, J. E. (1995). Integrating psychotherapy and 12 step approaches. In A. M. Washton (Ed.), *Psychotherapy and substance abuse: A practitioner's handbook* (pp. 121-140). New York: Guilford Press.

<http://www.hvai.org/>

[http://www.bma-wellness.com/papers/First\\_AA\\_Meeting.html](http://www.bma-wellness.com/papers/First_AA_Meeting.html)

<http://www.dawnfarm.org/programs/education-series>

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11-17 **Student group presentations.**

Modifying environments, developing resources,

16) Rempel, Ecomaps

17) Gawande, A. (2004). (Questions: How is this related to engagement? What is needed in addition to evidence-based procedures?)

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11-24 **Student group presentations**

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18) Powell, T. J., & Perron, B. E. (2010). The contribution of self-help groups to the mental Health/Substance use services system. In L. D. Brown, & S. Wituk (Eds.), *Handbook of mental health self-help* Springer. Wituk, 1998 (Self-Help) Use one new thread to comment on both readings)

19) Walsh, 2003, Importance of Closure;  
Endings: Compton, Galaway, & Cournoyer, 2005, pp. 319-325 Use one new thread to comment on both readings)

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12-1

20) Addis & Mahalik, 2003. (a feminist issue?)

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Course Review

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12-8

Last class

Discussion of take home exam.

Circling back to your admired helper

**Copy your posts in Ctools before start of session**

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**Take home exam due date (TBD).**

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### **Class Environment**

Please consider that you will get more out of the class if you express your thoughts and feelings during class sessions. Hearing yourself talk and getting feedback from others is an important way to learn. I think you will be surprised and heartened by how much you know.

If you are inclined to be quiet, make an extra effort to talk. If you're inclined to talk a lot, try holding back a bit to see if others will respond.

“Thoughtful and insightful participation is preferable to frequent contributions that merely restate presented facts, are not on topic, or make unsubstantiated claims. The best contributions are those that are relevant to the question at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses. Debates and disagreements can be powerful opportunities for learning. We look forward to these types of dialogues with you.” Source unknown.

Help create an environment that encourages the expression of controversial or contrarian views especially as they relate to religion, sexuality, and race/ethnicity. Disagreements are welcome, including those with the instructor, but they should be respectful to all. Think of respectful disagreement as a skill you will want to have, as it sometimes will be necessary to disagree with your clients in a constructive and acceptable manner.

In general, keep in mind that topics, themes, and conversations carry over from week to week. You have to be in-class to get it. “Getting the notes” after a missed class doesn't really get it.

A note about cell phones, laptops and tablets: Please do not use them unless it's for class purposes

## Assignments

### Mini Assignment 1:

Part 1: After a careful reading of the syllabus (especially the schedule and assignments):

a) Post a thoughtful comment on what will help you learn in the course. b) Describe how you would like to tailor the assignments to your interests. c) Feel free to ask a question, keeping in mind: interesting questions lead to interesting conversations

Part 2: Tell us about your a) education b) work/volunteer experience, and c) something about yourself apart from social work (1 point)

Due before 2<sup>nd</sup> class session. (All mini assignments are posted in Ctools). Check the posts of other students and consider how you would compose discussion groups to achieve a balance of heterogeneity and homogeneity.

### Mini-Assignment 2:

Post a quotation that will inspire your interpersonal practice. Reflect briefly on this quotation or on one of the quotations in the syllabus (1 point) **Due 9/15.**

### Assignment 1:

Describe a helping person –paid or unpaid--you admire. Discuss how s/he **a)** helps people according to Hepworth et al. 33-52 (explores, engages, assesses, plans); **b)** 63-74 (fosters self-determination, preserves appropriate boundaries, safeguards confidentiality; **c)** is sensitive to PODS\* issues (race/ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith/spirituality, veteran status, etc.)

Describe what you have learned from him/her and what you can emulate in your helping career. Keep in mind is not necessary to discuss all the Hepworth ideas—only those that are especially relevant. Approximately 500 words (more if you wish), 5 points. **Due 9/22 (before class)**

*All papers should be submitted via Ctools/assignments. Click on W symbol before pasting Word document to avoid unwanted formatting characters.* If you have problems with Ctools, visit <https://ctools.umich.edu/portal/help/main> or contact Ctools consultants at 734.615.5512.

### Assignment 2:

**This assignment has two parts: a) leading a class discussion on one of the readings during the term (5 points), and b) posting on 15 of the readings.**

Reading assignments must be completed by the **Sunday (11:59 p.m.)** before the class in which it is scheduled. Students need to be able to review and comment on your work before the class session in which it is scheduled.

**Part One)** Sign-up on Ctools to lead a class discussion of one of the readings. Note there are two slots for each session except 9/16 and 9/30, which have only one reading (slot). If all slots are taken I will assign you to a reading that will accommodate two presenters

**Prepare** a 200-250 comment on the reading that includes a discussion of the insight provided by the article, and how you could apply this insight in practice. In addition, formulate two questions that will stimulate class discussion. Post your comment in the Forum “Leading Class Discussion.”

**Present**, on the scheduled day, a brief summary (five minutes or less) of your comment.

**Facilitate** a ten-minute discussion of the reading using your prepared questions and other student comments on the reading.

Technical note: Please do not use attachments in Ctools as they are cumbersome. The sequence for using Forums is as follows. Select the Forum, read the documents, click on discussion, click on “post new thread,” enter “title,” paste your comments, click on Save. To read all posts, click on “display all threads.”

**Part Two)** Prepare a comment on the article of approximately 150 words (more if you wish). It should be a substantial comment and not just a summary. The goal is to:

- a) Discuss a major **insight(s)** in the article
- b) Discuss how you can **apply this insight(s)** in your practice. Try to think about example(s)-a hypothetical one(s) is fine.

Be prepared to discuss the reading in class even if it comes up after the scheduled date. Thus, it might be a good idea to have a copy of your post in class.

**Thoughtful and timely posts and replies to other students’ posts are required for each Forum. The post and reply must be completed before class and will be worth one point for each post and reply, up to a total of 15 points. You can assume credit for your posts and replies unless I speak to you about improving them.**

Reading and posting on the reading is part of the preparation for each class (you can post even if you can't be in class). Ideally you would post and reply to the readings for each class. However, I require you to post on only 15 of the 20 readings. Even so it is still necessary to plan ahead to get the full 15 points. The required readings but not those in the supplementary reading section are the ones that can be used to earn credit.

**At the end of the course, I will ask you to copy your posts into Ctools/Assignments to facilitate grading. This will be easy if you keep a copy of your posts in a text file. It is not necessary to keep a copy of your replies as you won't be asked to copy them into Ctools/Assignments.**

### **Mini-Assignment 3:**

Post an outline or two or three detailed paragraphs on the upcoming Course Paper. Include a) title, b) abstract, and c) the literature to be cited in the paper (3 points) **Due 9/29 (before class)**

**Assignment 3: Course Paper due Oct 13 in Ctools/Assignments by the beginning of class (approx., 1750-2500 words (single space your paper 3.5-5 pages), more if you wish. To avoid formatting characters click on the W button (the Microsoft W) before pasting. Do not use footnotes and avoid graphics, as they don't work with this software, 30 points. Consider this**



**paper as a possible artifact for inclusion in your Seelio portfolio.** Late papers will not receive comments.

**I hope to meet with you early in the term to help you develop ideas for the paper.** You do not need to have a firm topic or be ready to work on the paper to benefit from the conference. The conference will help you clarify your topic or your interest, develop an outline for the paper, and design a literature search strategy. Perhaps most importantly, you'll go away with a better understanding of how your ideas link to social work practice. If my office hours don't work for you, let me know what times will.

**I am happy to comment on an outline of your paper, though I do not read drafts of papers,.**

...choosing what to learn is the hard part; learning it is a lot easier. Daniel Tosteson, Harvard Medical School

Everybody is ignorant only about different things." Will Rogers

All wisdom is plagiarism; only stupidity is original. Kerr, H. "Preacher, Professor, Editor," *Theology Today* 45:1 (April,1988), 1.

### **A Primary Competency Paper: Engage, assess, intervene, and evaluate an individual, family or group**

Some quotes that suggest ways to think about the paper:

A person with a clear conscience is a person with a faulty memory

Like most people, he lied best by omission, and what he didn't want you to know there was no point asking about. Mary Karr, *The Liars' Club* p.19

"Life is not what one lived, but what one remembers and how one remembers it in order to recount it." *In Living to Tell the Tale*, Gabriel García Márquez

Postmodernists have questioned whether ordered accounts of other ways of being in the world--accounts that offer monological, comprehensive, and all-too-coherent explanations--are credible at all, and whether we are not so imprisoned in our own modes of thought and perception as to be incapable of grasping, much less crediting, those of others. Clifford Geertz, *Culture Wars*, NY Rev of Books, XLII, (19) 11/30/95, p. 5.

things have ...'been evolving from a focus on the observed world as object, to a focus on the observing person as subject, to a focus on the place between subject and object, that is, the intersubjective domain where interpretation occurs in community with others.' (D. Pare 1995 in Freedman, J. and Combs, G. *Narrative Therapy: The social construction of preferred realities*. New York: Norton; 1996.)

The client for this paper can be someone you work or worked with, an acquaintance, a person or family portrayed in literature or video. If it is a former client, it is not whether you did the "right thing" but rather how well you can discuss your work in light of the content of this course. Let me know if I can help you identify an appropriate "client."

**This is a challenging assignment so I want you to know perfection is not expected. The assignment aims to develop a competency that every social worker must possess. You will want to enhance this competency throughout your career so why not begin the process now.**

To preserve the client's confidentiality, print the phrase "Disguised Information" on your paper. In the paper, indicate that identifying client and agency information has been changed.

Create an outline with the major headings of Identifying Information, Engagement/Exploration, Assessment, Intervention, and Evaluation. The following sources may be useful: Franklin & Jordan, especially pp. 37-45, required Hepworth readings as well as other authors you may know. (Another possibly helpful reading is: Cooper, M. G., & Lesser, J. G. (2008). *Clinical social work: An integrated approach* (3rd ed.). Boston: Pearson pp. 33-53). You need not use all these references

The outline below is simply a suggestion. You will almost certainly need to tailor it to the particular circumstances of your client and agency. However, your outline should include the headings: identifying information, engagement, assessment, intervention, and evaluation.

### **Identifying information.**

Age, gender, race/ethnicity, education, spirituality/religion, etc. Discuss how PODS issues condition the problem(s) and possible solutions. (PODS issues include race/ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith/spirituality, veteran status, etc.)

### **Engagement: (20%)**

Discuss how you will use (or have used empathy and authenticity) to form an alliance with the "client."

### **Assessment: (30%)**

Presenting problem as seen by "client" and relevant others, e.g. family members and co-workers.

Antecedents of the problem, and who or what is maintaining the problem

Strengths in the client or in the environment that you can use to resolve or prevent the problem and enhance client capacities

Expectations of the client

Organize the client data in a coherent, one paragraph statement that summarizes your understanding of the client.

### **Intervention (actual, planned or hypothetical): (30 %)**

Discuss the goals and specific objectives of the service. Explain how they are linked to the above assessment?

Discuss the nature of the relationship you wish to have with the client. Describe what you want to model for the client.

What specific interventions will you use to achieve these goals.

Describe in detail how you would interact with the client, i.e., what questions you would ask, what conversations you would like to have, what education or instruction you would provide.

Discuss how you will negotiate and advocate on behalf of your client. Describe what you would do vis-à-vis the environment, and so on.

Discuss how you will prepare for endings and transitions

Describe what challenges or difficulties do you expect to run into, and what would you do (or could you have done, or did do) to minimize them?

(A number of course readings could be used here along with other resources)

### **Evaluation of the intervention: (20%)**

What specific criteria will be used to assess the client's progress toward intervention goals?

Critically analyze and evaluate your interventions

### **Grading rubric: Quality of discussion under the headings: Identifying information and Engagement = 20%, Assessment = 30%, Intervention = 30%, Evaluation = 20%.**

### **Other Course Paper options: A. Critique of Recorded (Taped) Interviews**

Less effective therapies were characterized by lower levels of therapist empathy, less patient involvement, and higher levels of therapist directiveness. Although their patients felt less well understood by them, when contrasted to more effective therapists, less effective therapists saw their patients as more involved in therapy. Roth, A., & Fonagy, P. (2005). *What works for whom? : A critical review of psychotherapy research* (2nd ed.). New York : Guilford Press p.449

Arrange with a fellow student or acquaintance (not a close friend or relative) to record a 20 minute interview with her/him. S/he should be comfortable sharing with you a real concern. Assure him or her that their remarks will be confidential, i.e., you will be the only one to listen to the recording, you will not reveal their identity in your paper, and you will disguise identifying information to preserve their privacy.

After you have completed the interview, ask your "client" for some feedback. Did s/he feel a) engaged, b) accepted, c) understood, and d) responded to?

**Before listening to the recording, write your own process notes:** Record what was said in the session (she said, I said) in the sequence it was said, etc. When you play the recording, observe how your notes correspond or stray from the actual interview. Discuss what you got, and didn't get. Note the duration of the interview and the number of words in your process notes.

Record a second interview of approximately 20 minutes in length with a different person. As before, ask the person to tell you about a real concern of theirs which they feel comfortable sharing, etc.etc. Again, note the duration of the interview and the number of words in your process notes.

Before conducting this second interview, take some time for self-evaluation: identify three “areas of strength” and three “areas for improvement” based on your reflections of your first interview. In other words, use feedback and reflections on your initial interview to guide the second interview. In listening to the recordings and reflecting on your role, pay attention to the concepts and skills discussed in the course, e.g., developing relationships, empathic and authentic responding, paraphrasing, focusing, summarizing, and questioning.

The paper should discuss:

1. Your “clients” sense of how they experienced you the interviewer (20% of grade)
2. Your sense of how you performed in the counselor role. What differences, if any, were evident between the two interviews? What strengths and “areas for improvement” you identified after each interview? (20% of grade)
3. The nature of the agreement and disagreement between your notes and the actual recordings. (20% of grade)
4. Key concepts from the literature including course readings that illuminate what happened in the interviews. (20% of grade)
5. Your observations of interviewee affect (including non-verbal communications), and the congruence or lack thereof with their verbal statements. (20% of grade)

**Option B: Discussion of AA/NA Al-Anon visit. –OR-- other self-help groups such as NAMI (National Alliance on Mental Illness), DBSA (Depression Bipolar Support Alliance), Recovery International, Schizophrenics Anonymous, etc. (choose one you’d like to know better). Self-help or mutual aid usually means that it is member controlled and led. Do not choose a "professionally facilitated" self-help or support group unless we talk about it.**

For the AA/NA option, attend one or more meetings. (If you are an experienced meeting goer, you need not attend meetings as we should create a more challenging and meaningful assignment) The meeting must be an “open” meeting (open meetings generally have a speaker and everyone is welcome, closed meetings are only for those who identify as addicts/alcoholics, unless of course you satisfy the requirement of the Third Tradition. Meetings generally last about an hour. Two meetings of different groups or the same group would be better but it may not be possible given your time constraints.

You **must attend the meeting alone** so that you can experience some of the thoughts and feelings a client may experience when a treatment program or court mandates attendance.

**Before going to the meeting, access:**

[http://www.bma-wellness.com/papers/First\\_AA\\_Meeting.html](http://www.bma-wellness.com/papers/First_AA_Meeting.html)

**Read the following:**

*Introduction*

*Types of AA meetings*

*Rituals and Readings (what goes on in a meeting)*

*The problem of Fear*

Now find Narcotics Anonymous and/or Alcoholics Anonymous websites and locate area meetings. Find an **OPEN meeting** and attend. <http://www.hvai.org/>

**Decide what question(s) you will use to organize your visit e.g. initial anxiety of prospective members, effective mechanisms, PODS issues, spirituality, AA views of professionals, etc. The question should be relevant to your role as a social worker. You can expect to learn more than what your initial question suggests but it is important to begin with a question. I can help you formulate a question.**

**Arrive early, browse the literature, start a conversation with someone. Members are generally very helpful to newcomers. After the meeting, talk to at least two people about your questions and what you want to learn. Ask them what they think is the most important thing for you to learn.**

Do not take notes in the meeting and respect the anonymity of the members (no real names in the assignment). Do tell members that you are there as a student.  
Be aware that every meeting has its own “culture” and comment on the culture of this particular meeting. Take care to be respectful of others in their own environment.

**Your paper should incorporate references that will enable you to build on what is known about A.A., NA, and other self-help groups. See Powell & Perron chapter in Ctools/Forums. Consider addressing the following points in your paper.**

Describe the type (Speaker, Step, etc), time and location of the meeting.

Describe the demographics of the group and the environment of the facility.

Describe the “culture” of the meeting (friendly, orderly, chaotic, formal, subgroups, etc.)

Describe how the conduct of the meeting. Discuss the nature of the content and manner of communication.

Describe how you felt about being there? And how did you feel about others that were there?

What did you learn from members? Did they offer you advice? What was it?

**Discuss how you will use this research (your visit and reading of the literature) in your social work practice. You may want to discuss how you will facilitate client involvement in a group or integrate your client's self-help experience with professional services. This may require some discussion of the effective ingredients of self-help involvement. Please see me for additional ideas to suit your interests.**

**Option C: An Interpersonal Practice Topic of Your Choice:** What would you like to learn? If you choose this option, we will decide on the exact topic in our conference. I'm confident that we can convert your interest into an acceptable paper topic--try me. After the conference, email me a brief paragraph confirming the topic and the approach you plan to take in the paper.

**References for all the papers:** The primary purpose of references is to deepen our understanding of the issues dealt with in the paper. Cited references should provide information on the best scholarship (best practices) available. The best references (often evidence-based) tend offer new insights, and often counter-intuitive ideas about the topic. That is they go beyond the obvious--what everyone already knows.

A secondary purpose of references is to support your views and assertions. They inspire confidence in the soundness of your work. This means they are current, peer-reviewed and

evidence-based to the extent possible. Be careful to select only books (or chapters) that incorporate best available evidence and practices.

A minimum of six references should be cited for any of the papers but quality is more important than the number. If Internet references are used, cite the URL and the date accessed in your reference list. If you are simply using electronic copies of print materials, it is sufficient to provide bibliographic information about the print source.

Check out these resources:

<http://guides.lib.umich.edu/stayinformed>

<http://www.lib.umich.edu/browse/Social%20Work>

## Grades:

**B papers** address PODS issues and are generally well organized around a theme. They support their arguments by relevant concepts and concrete examples. They draw on the readings, class discussions, and exhibit careful attention to clear writing and correct grammar.

**A papers**, in addition to meeting the criteria for B papers, explore ideas or themes in an original way that goes beyond the conceptual frameworks and applications discussed in class. They explain why the topic is important but also anticipate arguments that can be made against the thesis. They ground the topic in case examples, or in observations drawn from everyday life. They articulate a fluent critique of the relevant literature in terms of its quality, complexities, relevance, and evidence-base. “A” papers will be especially strong in answering the “so what” question, i.e. the practical implications of its ideas for social work interventions.

Some thoughts relevant to clinical understanding and intervention:

“Life is a handful of short stories, pretending to be a novel.” Anon

“We tell ourselves stories in order to live.” Joan Didion, *The White Album*. 1978.

We constructed our lives around a misunderstanding, and if ever I tried to pull it out and fix it now I would fall down flat. Misunderstanding is my cornerstone. It's everyone's, come to think of it. Illusions mistaken for truth are the pavement under our feet. They are what we call civilization. Kingsolver, Barbara, *The Poisonwood Bible* p. 532

“The definition of a good clinician is one who makes prudent decisions based on insufficient information” J. R. DePaulo M.D., *NAMI Advocate*, Winter, 2005, p. 33.

Tell all the Truth but tell it slant-  
Success in Circuit lies  
Too bright for our infirm delight  
The Truth's superb surprise  
As Lightning to the Children eased  
With explanation kind  
The Truth must dazzle gradually  
Or every man be blind- Emily Dickinson

**Assignment 4: Comparative analysis of community and class discussion group. This assignment has two parts. Part One is an individual 500-750 word paper worth 7 points. Part Two is a group presentation to the class worth up to 3 points. The grade is a group grade for all the members of the group.**

**The paper:** Consider the various community groups or groups outside this class you have experienced. There are likely many the possibilities including counseling or educational groups,

groups organized around a socio-recreational, religious, or social action interests, or any other groups that you have participated in. As you reflect on your community and class group experiences, select a concept that explains or provides insight into what is, or was, happening in your class and community groups. Although you should compare the class and community group you are free to emphasize one more than the other. Let me know if you'd like to take this group assignment in a different direction.

Keep in mind that the objective is to highlight issues that are likely to arise when you facilitate a group. Thus, do not restrict your consideration only to concepts that explain pleasant group experiences but choose one that will help you become a more effective group leader with challenging groups. Some ideas about conceptualizing what is going on in the group can be found in Corey and Corey. While you can certainly use Corey & Corey (or other course readings), however, you must also cite two or more additional references that are relevant to your topic and not from the required readings.

In selecting a focus, you might choose one among the following topics: start-up issues, expectations (explicit and implicit), ground rules, composition, PODS issues, group climate, non-verbal behavior, norms, avoidance of conflict, disputes, member roles, functional and dysfunctional behaviors, decision making, leadership, interpersonal learning (social comparison), cohesion, modeling (who's modeling what?), hidden agenda, and so on.

In your paper compare and contrast your discussion group with another group you are familiar with (e.g.,). **Be sure to include intervention ideas about how to improve the functioning of either the class or the community group.**

Think about the paper in terms of variable/factor/topic "A" (e.g., expectations, PODS issues) having an effect on "B" (e.g. cohesion, group climate, satisfaction, motivation, etc.). It may help to think in terms of independent/dependent variables. As mentioned cite two or more references in addition to Corey & Corey related to the concept you are writing about. This is Part One, **submit in Ctools/Assignments, single space before class November 3.**

Part Two is a presentation to the class that integrates the work done on the individual papers by members of your group. This should not be a simple reading of the papers but a creative, intellectually substantive presentation. It will go beyond the individual papers and yet link them. If you involve the class in an activity, make sure the activity is closely linked to your teaching points. The presentation may involve role play, PowerPoint slides, class discussion, etc. Be creative! It should include a single handout (I can make copies) for the whole group that a) sets forth the group's goals, b) provides summary information, and c) offers a small number of key references. The presentation should also allow time for questions and discussion, and time to complete the evaluation to be developed by the presenting group.

Following the presentation, the group will review the evaluations in light of the group goals. One person, the group's spokesperson, will then e-mail me a one paragraph summary of the group's evaluation of the presentation. I will then assign **the group's grade, up to 3 points**. The presentations will begin **November 17**.

A note about possible group issues: "In a perfect world, group projects would be no problem. There would be no conflict, no slacking, everyone would contribute and things would run smoothly according to schedule. Yeah right... in a perfect world."  
<http://www.iamnext.com/academics/groupproject.html>.

Let me know if there is a problem in your group. Let me know too if there are special circumstances that prevent you from fully participating in the group's preparation for the presentation. In that case, we can make other arrangements so as not to hold back the group.

**FINAL EXAM:**

The exam is in the form of short-answer essay questions about class discussions, readings, handouts, and earlier assignments. The exam will be available December 9, or before. The exam will enhance your knowledge of the concepts dealt with in the class and your ability to integrate and apply them to clinical situations. **Due December TBD, 30 points.**

Assignment percentages are as follows: **revise below, make posts each 1 point and add to 100**

Syllabus comment and introduction	1
Admired Helper paper	5
Comment on quotation	1
Outline of course paper	3
Leading Class Discussion of Reading (5) CTools Reading critiques (15)	20
Course Paper	30
Group Project (Paper 7; Presentation 3)	10
Exam	30
Total	100

Final Grade

100	A+	95-99	A
90-94	A-	87 - 89	B+
83-86	B	80-82	B-
77-79	C+	73-76	C
70-72	C-	63-69	D
60-62	D-	E	50

The fine print is for problems that I hope won't arise. But just in case, here are the rules: If for any reason you miss more than two sessions, the grade will be lowered five points for each session over two unless the session is made up. To make up a session check with other students (not me) about what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort.

In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. I am, of course, available to meet with you to discuss your paper and to suggest ways to strengthen your work.

If you want me to reconsider your grade please submit in writing your evaluation of the paper and your reasons for the request before asking to schedule an appointment. If you met with me about the paper, refer to the understanding reached about the paper content. If there was no meeting, explain how your paper built on the relevant literature (refer to specific citations) and class discussions.

A Last Word

One evening an old Cherokee told his grandson about a battle that goes on inside people. He said, "My son, the battle is between 2 "wolves" inside us all.

One is Evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.



The other is Good. It is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith."

The grandson thought about it for a minute and then asked his grandfather: "Which wolf wins?"

The old Cherokee simply replied, "The one you feed."

<http://blog.gaiam.com/quotes/authors/cherokee-indian>