



Fall 2014

SW521-006: Interpersonal Practice with Individuals, Families and Small Groups

Tuesdays, 9a – 12N
Location: Room SSWB #1804

Instructor: Daphne Brydon, M.S., MSW, LMFT, LMSW
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Office Hours: After class on Tuesdays / by appt *(Please call/email to schedule an alternate time)*

REQUIRED TEXT:

Cooper, M.G. and Lesser, J.G. (2011). Clinical Social Work Practice, 4th edition. Boston: Allyn and Bacon

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

****Other readings will be posted to CTools or handed out in class as we go along.**

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 will 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 will learn how to assess risks, and barriers, and to plan, implement and monitor change strategies. Students will 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:

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ a number of pedagogical strategies such as: small group work, class discussions, power point, experiential exercises, audiovisuals, writing exercises, case examples, role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. The course will be practice-oriented and will highlight foundational clinical techniques; it is my hope that students will feel equipped with the basic skills needed to work effectively with clients and colleagues.

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 & Rehabilitation will be 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.

(4) Behavioral and Social Science Research will be reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

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 and other ethical codes will be 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, interruption and termination of services, and cultural sensitivity and competence.

COURSE REQUIREMENTS:

Students are expected to attend all classes for the full time frame, complete assigned reading(s) for each week, participate in class activities/discussions, and complete all assignments on time. If you do need to miss a class, in part or in total, you need to notify me in advance of our class meeting time. Missing more than one class, in part or in total, can and will result in a deduction of points. Good attendance and participation will help your final grade, particularly if it falls on the margin. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

Your attendance and participation also reflects the basic elements of any social work relationship – you show up **and** remain present. For this reason, as well, I ask you not to open computers and/or utilize your phones in class unless we are using them for a class exercise.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and 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 the questions we are grappling with related to the course content - and this is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful to each other in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data 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. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please ***honor this process.***

LEARNING NEEDS AND ACCOMMODATIONS If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course can be modified, as appropriate, to facilitate your participation and progress throughout the term. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us through the Student with Disabilities office, 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 as soon as possible if religious observances conflict with class attendance or dues dates so that we can make appropriate arrangements.

YOUR GRADE WILL BE BASED ON:

- 80% Assignments
- 20 points – Genogram – **DUE Sept 16**
 - 25 points – Listening Assignment – **DUE Oct 21**
 - 25 points – Psychosocial Assessment & Treatment Plan – **DUE Nov 25**
 - 10 points – Group Role Play – **DUE Dec 9**
- 10% In-class Reflections / Homework / Quizzes
- 10% Class Attendance and Participation

SW521_Fall 2013 ASSIGNMENT GUIDELINES

All assignments and papers are due IN CLASS on the dates posted in the syllabus. All assignments and papers are due at the beginning of class; any assignments or papers turned in after the class begins will result in an automatic reduction of points.

FOR ALL ASSIGNMENTS YOU WILL BE GRADED ON:

- **Meeting assignment parameters** (we will review parameters for each assignment ahead of time)
- **Good writing skills:** clarity of thought, organization, and flow (also see below)
- Effort/ability to **self-reflect and think critically**
- **Demonstration of social work values** (empathy, strengths-based thinking, and client dignity)
- **Insightfulness and clinical acuity**
- **Integration of reading materials**
- Ability to discern which aspects of **use of self** would be important in assessment or intervention

WRITING SKILLS:

Papers and assignments 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, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to 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 Sweetland Writing Center if you require writing assistance.

OTHER NOTES:

I try to provide clear, thoughtful feedback that is aimed at helping you to deepen your awareness of yourself in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in clinical work, writing, communication skills, and the like. **If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!** If I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.

GRADING PROCEDURE AND SCALE:

Points from each assignment will be added: 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 |

SW521 COURSE OUTLINE: FALL 2014

September 2

Session One: Introductions, Foundations, and Overview

Class Introductions & Course Expectations

Discussion of Assignments & Sample Genogram

To “help” is to...

September 9

Session Two: Getting Started – Social Work Roles and Practice

Reading:

C & L: Chapters 1 & 2

NASW Code of Ethics www.socialworkers.org/pubs/code/code.asp

September 16

GENOGRAM ASSIGNMENT DUE

Session Three: Relationship Building and the Clinical Interview

Reading:

C & L: Chapter 3

Rubin: Doing Therapy

September 23

Session Four: Assessment and Safety

Reading:

C & L: Chapter 4

Rubin: To Live or Die

September 30

Session Five: Diversity in Practice

Reading:

C & L: Chapter 5

Rubin: Watching and Waiting

CTools: Maiter article

October 7

Session Six: Diversity in Practice (cont'd)

Reading:

Rubin: Border Crossings

CTools: Yan & Wong article

October 14 – NO CLASS (Fall Break)

October 21

LISTENING ASSIGNMENT DUE

Session Seven: "Live" Assessment and Transition to Interpersonal Practice

Reading:

C & L: Chapters 6, 7 & 8

October 28

Session Eight: Knowledge and Skills for Treatment / Intervention

Reading:

C & L: Chapter 14

Rubin: What Makes Therapy Work?

CTools: Keenan & Grady article

November 4

Session Nine: Knowledge and Skills for Treatment/Intervention

Reading:

C & L: Chapter 9 & 10

November 11

Session Ten: Knowledge and Skills for Treatment/Intervention

Reading:

C & L: Chapter 11

Rubin: The Man with the Beautiful Voice

November 18

Session Eleven: Knowledge and Skills for Treatment/Intervention

Groups Assigned for Final Role Play

Guest Lecture: Polyamory – What we Should Know and Why (Amy Jacobs)

Reading:

C & L: Chapter 13

CTools: What is Polyamory and Why Should Social Workers Know About it?

November 25

PSYCHOSOCIAL ASSESSMENT & TREATMENT PLAN DUE

Session Twelve: Knowledge and Skills for Treatment/Intervention

Reading:

Rubin: The Woman Who Wasn't

December 2

Session Thirteen: Termination, Supervision, and Self-Care

Reading:

CTools: Hocker article

Knox, et al article

December 9

GROUP ROLE PLAY DUE

Session Fourteen: Putting it All Together

Group Role Plays in class