



Social Work 521:
 Interpersonal Practice with
 Individuals, Families and Small Groups
 Section 007, Tues., 9-12, Fall 2014

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Course Description:

This course presents generalist social work foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, 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 social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught in this course. Students learn how to perform various generalist social work roles (i.e. counselor, group facilitator, mediator, broker, and advocate), recognizing that these roles must be based on the adherence to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students 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, evaluation, planning, intervention, and termination) are presented and applied to generalist social work practice with individuals, families, and small groups. Students learn how to assess various role problems and stressful events/conditions 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, strengths and limitations, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques (such as Hudson scales, SUDS, etc.) in order to demonstrate the effectiveness of change efforts. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation protocols, treatment interventions, and termination issues.

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

- (1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups and critique the strengths and weakness of these various frameworks.
- (2) Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
 - (a) Demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
 - (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
 - (c) Recognizing the role of privilege in one's ability to assess needs and intervene in the helping process.
- (3) Carry out the roles of advocate, broker, counselor, group facilitator, and mediator and assess the appropriateness of these roles in context.
- (4) Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.
- (5) Conduct culturally sensitive and culturally competent interpersonal practice by:
 - (a) Engaging diverse client systems
 - (b) Employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
 - (c) Articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
 - (d) Implementing treatment protocols consistent with treatment plans, current evidence based practice and sensitive to clients' situations
 - (e) Recognizing basic termination issues that pertain to interpersonal practice.
- (6) 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: 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 Course to Four Curricular Themes:

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.

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.

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.

Behavioral and Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

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 TEXTS:

We will not be using any one particular required text, but instead will be reading several chapters from an assortment of texts which discuss Interpersonal Practice in Social Work. I have posted these chapters as well as relevant articles in Course Tools under "resources." Since you will need to familiarize yourself with the use of C.Tools, we will go over that in class. Your syllabus refers you to the appropriate article/chapter for each class.

RECOMMENDED TEXTS:

Walker, Maureen and Wendy B. Rosen (2004). How Connections Heal. New York, NY: The Guilford Press. This text contains many examples of the efficacy of Relational-Cultural therapy and would be a good addition to the library of those who wish to pursue direct clinical practice.

Rubin, Lillian (2003). The Man With the Beautiful Voice, Boston, MA: Beacon Press. This is a lovely, well-written, short book with several stories of the author's experiences as a most thoughtful and effective clinician. You can probably get it used on Amazon for a reduced price.

Yalom, Irvin D. (2009). The Gift of Therapy. New York: Harper Perennial. This is a wonderful nugget of stories from "the other side of the desk" by a "grand-master" of the art of therapeutic interventions, both with individuals and groups.

COURSE REQUIREMENTS AND ASSIGNMENTS: REQUIREMENTS:

1. You are expected to complete the required reading assignments, as detailed in the syllabus. In addition, there are several recommended readings to help those of you who wish to pursue further study of a specific area or topic. The required readings are located in Course Tools under "resources."
2. Class attendance is required, except in the case of unavoidable extenuating circumstances, in which case, the student should make every effort to try to inform the instructor before class if an emergency prevents attendance. Because this is a practice methods class, active participation is encouraged, and student participation and input is valued. (**Class participation = 5% of the final grade.**)
3. There are five assignments in this course, as detailed below. You are expected to complete four written papers and to make a class presentation based on one of the papers. A specific outline of the expectations for each of the assignments is posted on Course Tools.

ASSIGNMENTS:

ASSIGNMENT # 1: CRITIQUE OF TAPED INTERVIEW (Specific details and instructions in C.Tools)

DUE: SEPT. 30, 15% OF FINAL GRADE

ASSIGNMENT # 2: A PERSONAL "CRITICAL CONSCIOUSNESS" ANALYSIS (Specific details in C. Tools)

DUE: OCTOBER 21, 15% OF FINAL GRADE

ASSIGNMENT # 3: RESEARCH PAPER ON A SOCIAL WORK PRACTICE TOPIC:

Each student will select a topic with which they are not already familiar to study in depth, and each will write a research paper (8-10 pp.) on their subject. A list of possible topics will be distributed in class/posted on Course Tools, and guidelines for research papers will also be posted.

DUE: NOVEMBER 25

30% OF FINAL GRADE

ASSIGNMENT # 4: STUDENT PRESENTATION

Once class is underway and students have selected the topic for their research papers, the instructor will form small groups of students with similar interests in a particular subject. The small groups will plan and prepare an in-class presentation on the topic. Groups will be encouraged to employ a variety of teaching tools in their presentation, and to educate about the substance of the topic, as well as to comment on the nature of the group process in preparing the presentation. A list of more specific guidelines will be distributed in class/posted on Course Tools.

DUE: NOVEMBER 24 and DECEMBER 2

20 % OF FINAL GRADE

ASSIGNMENT # 5: FINAL TAPE CRITIQUE

Students will do a taped interview of approximately 30-45 minutes in length with a different person than the one chosen for the first interview. As before, the person will agree to tell you about a real concern of theirs which they feel comfortable sharing, and you will provide the earlier stated (see assignment # 1) confidentiality guarantees. The student will discuss the interview in 4-5 typed pages according to criteria and guidelines which will be distributed in class/posted on Course Tools.

DUE: DECEMBER 9

15 % OF FINAL GRADE

COURSE OUTLINE: OVERVIEW

Sept. 2	Overview of Course, Intro. to Social Work Practice, Social Work Values and Roles Ethics: Principles and Dilemmas
Sept. 9	Relationship Building Skills: Preparing, Empathy, Active Listening
Sept. 16	Relationship sustaining and enhancing skills: Verbal following, exploring, focusing
Sept. 23	The Person of the social worker: Multi-cultural awareness and skills of working with Ethnic, racial, class, gender, cultural diversity.

- Sept. 30** Helping Process Overview: More skills
Overview of treatment models: differential approaches,
Evidence-based practice
ASSIGNMENT #1 DUE
- Oct. 7** Multi-dimensional assessment, planning and intervention:
Individuals: use of DSM V
- October 14: NO CLASS – FALL BREAK**
- Oct. 21** Skills of moving beyond assessment:
Goal setting, contracting, implementing change,
Additive empathy, interpretation, confrontation
ASSIGNMENT # 2 DUE
- Oct. 28** Assessment, planning & Intervention: families
- Nov. 4** Skills of working with groups
- Nov 11** Working with involuntary and hostile clients (first half)
Effective casework with Lesbian, Gay, Bisexual and
Transgendered Clients.(second half)
- Nov. 18** **STUDENT PRESENTATIONS:ASSIGNMENT # 4**
ASSIGNMENT #3, RESEARCH PAPER DUE
- Nov. 25** **STUDENT PRESENTATIONS: ASSIGNMENT # 4**
- Dec. 2** Skills as supervisee/supervisor
Skills in the ending phase of casework practice.
- Dec. 9** **ASSIGNMENT # 5 DUE: FINAL TAPE CRITIQUE**

OUTLINE: CLASS ASSIGNMENTS

Sept. 2: Overview of Course, Introduction to Social Work Practice, Social Work Values and Roles Ethics: Principles and Dilemmas

Required reading: Boyle, Hull, Mather, Smith & Farley, Chapter 2 “Values, Ethics & Ethical Dilemmas” in DIRECT PRACTICE IN SOCIAL WORK, 2nd ed., 2009. (C Tools)
NASW Code of Ethics (Course Tools)

Recommended reading: (The listed articles are all posted on C.ToolsI, and are all excellent pieces which discuss ethical issues in practice)

Compton, Galway and Cournoyer, Chapter 6, “Ethical Practice.” **(CTools)**

Corey, Corey & Callahan (1998). Issues and Ethics in the Helping Professions, Chapter 1. **(CTools)**

Reamer, Frederic G., “Ethics and Values in Clinical and Community Social Work Practice,” in Briggs, H. and Corcoran, K. (eds), Social Work Practice. 2001. **(CTools)**

Sept. 9: Relationship Building Skills: Preparing, Empathy, Active Listening

Required reading: Hepworth, Rooney, Ch. 5:” Building Blocks of Communication, Empathy and Authenticity” in DIRECT SOCIAL WORK PRACTICE: THEORY AND SKILLS, 7TH ED. (C TOOLS)

Brems, Christiane. “Attending Skills,” Ch. 4 in Basic Skills in Psychotherapy and Counseling. (C. tools)

Gibson, Lydialyle, “Mirrored Emotion,” University of Chicago Magazine, April 2006, pp.34-39. (CTools)

Turner, Francis (1996). Social Work Treatment, Chapter 1. **(CTools)**

**October 7: Multidimensional Assessment: Planning and Intervention:
Individuals; Use of DSM V.**

Required reading: Boyle, et. al., chapter 5 in DIRECT PRACTICE IN SOCIAL WORK, 2ND ed., "Knowledge and skills for Assessment," pp 153-189 (C Tools)
Rubin, Lillian, "The Man with the Beautiful Voice" in the book with that title.

Recommended Reading:

Lukas, Susan, (1993) Where To Start And What To Ask. New York: W. W. Norton.

October 14: NO CLASS, FALL STUDY BREAK

**October 21: Skills of moving beyond assessment;
Skills of implementing change.
Additive empathy, Interpretation, Confrontation
ASSIGNMENT # 2 DUE**

Required Reading: Boyle, et. al, Chapter 6, "Knowledge and Skills for Planning," (C Tools)

Hepworth, et. al, Chapter 17: Additive Empathy, Interpretation and Confrontation **(C Tools)**

October 28: Assessment, Planning and Intervention: Families

Required Reading: Walsh, Froma, "Family Therapy," Ch. 7 in Brandell J. (ed.) Clinical Social Work, pp.132-163 (C. Tools)

Bergner, Daniel, "The Case of Marie and Her Sons," New York Times Magazine, Sunday, July 23, 2006, PP. 28-ff. **(CTools)**

November 4: Skills of Working with Groups

Required reading: Garvin, Charles, "Group Treatment with Adults," Ch. 11 in Brandell, pp. 315-345. (C Tools)

**November 11: First half: Working with involuntary and hostile clients .
Second half: Working with Lesbian, Gay, Bisexual and Transgendered
clients**

Required reading: All of the “Jim Toy handouts” on CTools

Recommended reading: Goldstein, Eda G. and Noonan, Maryellen, “Nonvoluntary and Hard-to-reach Clients,” Chapter 10 in Short-Term Treatment and Social Work Practice, The Free Press (1999). (CTools)

ASSIGNMENT # 2 DUE

**November 18: STUDENT PRESENTATIONS (Assignment # 4)
 ASSIGNMENT # 3: RESEARCH PAPER DUE**

**November 25: STUDENT PRESENTATIONS
 (Assignment # 4)**

**December 2: Skills of supervision/of supervisee
 Skills in the termination process**

Required reading: Boyle, et. al, Ch. 14, “Knowledge and Skills of Termination,” (C. Tools)

December 9: FINAL TAPE CRITIQUE DUE today (Assignment # 5)