



**SW521-08. Interpersonal Practice with Individuals, Families and Small Groups
FALL 2014**

Time: Tuesdays 9:00 am – 12:00 noon

Location: SSWB B684

Professor Mieko Yoshihama, Ph.D., LMSW, ACSW

Office hours: Tuesdays 4pm-6pm or Wednesdays & Thursdays by appt.

Office: SSWB Telephone: 647-6255 E-mail: miekoy@umich.edu

Course Description:

This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families and small groups 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 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 case presentations and analyses, interactive media simulations/role playing, small group discussions, and didactic presentations of theory/models/procedures.

Relationships to Curricular Themes

Multiculturalism and Diversity are 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 and Social Change 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.

Promotion, Prevention, Treatment and 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.

Relationship to Social Work 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.

Text Book & Course Reader

Required texts and readings:

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
- Other required readings are available at the CTools course site.

Recommended books and readings:

- Recommended readings are available at the CTools course site.

Course Schedule Overview

**Session 1 (9/2) Introduction to the Course and Social Work Practice
Mission, Purposes and Roles of (direct) Social Work Practice
Ecological Systems Model and Person-In-Environment**

**Session 2 (9/9). Historical Evolution, Philosophies, Values, & Ethics
Culturally Relevant/Competent, Multi-Level Practice**

**Session 3 (9/16). Overview of Helping Processes
Relationship-Building and Listening**

Session 4 (9/23). Relationship Sustaining & Enhancing

Session 5 (9/30). First Interviews

Session 6 (10/7). Multidimensional Assessment

10/14/14 Fall Break – No class

Session 7 (10/21). Assessment of Families

Session 8 (10/28). Multidimensional Assessment+

Session 9 (11/4). Formulation of Intervention Goals, Plans and Contract

Session 10 (11/11). Self Awareness, Self Care, Critical Reflection

Session 11 (11/18). Forming and Conducting Groups

Session 12 (11/25). On-going, Change-Oriented Professional Action +

Session 13 (12/2). Students' Group Presentations

Session 14 (12/9). Monitoring, Evaluation, Termination & Integration/Celebration

Course Requirements

The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically strengthen social work knowledge and practice skills and to enable the student to achieve successfully the goals and objectives of the course.

A Note on Scholarly Discourse

What we will discuss in the class involves controversial issues, such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

ASSIGNMENTS AND DUE DATES (see pp. 10-11 for more detail)

We will be using a mastery-based, not a competitive, grading system. In other words, the grade you get will not depend on how well others in the class have done but on how well you have mastered the materials.

1. Class Attendance, Participation & Reflection Papers	15%	
2. Positionality Paper	15%	Due Session 4, 9/23/14
3. Audio Recording & Critique of a First Interview	20%	Due 10/10/14
4. Group Presentations	20%	During Session 13, 12/2/14
5. Assessment & Intervention Plan Paper*	30%	Due Session 14, 12/9/14

* *Details of the assignments are presented in class*

❖ For Audio Recording & Critique of a First Interview and Group Presentations, you are encouraged to share your ideas and plans in advance with your instructor.

Grading: Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Accommodations: Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me as soon as possible.

Class Attendance & Participation: This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which will require submitting a written report at the end of the class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as is practically possible.

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 is kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, <http://ssd.umich.edu/>, Email ssdoffice@umich.edu.

If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class.

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

ACADEMIC INTEGRITY

We adhere to high standards of academic integrity. Please familiarize yourself with the Rackham Academic and Professional Integrity Policy (<http://www.rackham.umich.edu/current-students/policies/academic-policies/section10>), which defines The Roles and Responsibilities of Graduate Students and Forms of Academic and Professional Misconduct.

Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

The Library Research Guide on Academic Integrity in Social Work is also available at <http://guides.lib.umich.edu/swintegrity>.

SELF and GROUP CARE

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus. The instructor is happy to assist you in locating any additional resources you may need.

- UM Counseling and Psychological Services (CAPS). 734-764-8312; <http://www.umich.edu/~caps/>
- UM Medical Center Psychiatric Emergency Services. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- UM Center for Education of Women. 734-764-6005; <http://www.umich.edu/~cew/>

ASSIGNED READINGS

Session 1 (9/2) Introduction to the Course and Social Work Practice Mission, Purposes and Roles of (direct) Social Work Practice Ecological Systems Model and Person-In-Environment

Required:

- Hepworth et al. (2013). Chap. 1 *Challenges of social work* (pp. 3-6).
- Hepworth et al. (2013). Chap. 2 *Direct practice: Domain, philosophy, and roles* (pp. 25-34).

Recommended:

- Cornell, KL (2006). Person-in-situation: History, theory and new directions for social work practice. *Praxis* 6, 50-57.
- Chu, W. C. K., & Tsui, M.-S. (2008). The nature of practice wisdom in social work revisited. *International Social Work*, 51(1), 47-54.
- Klein, W. C., & Bloom, M. (1995). Practice wisdom. *Social Work*, 40(6), 799-807.
- Dybicz, P. (2004). An inquiry into practice wisdom. *Families in Society*, 85(2), 197-203.

Session 2 (9/9). Historical Evolution, Philosophies, Values, & Ethics Culturally Relevant/Competent, Multi-Level Practice

Required:

- Hepworth et al. (2013). Chap. 1 *Challenges of social work* (pp. 7-11; 16-20). <In Ctools “Week 1 Required Readings” Folder>
- Hepworth et al. (2013). Chap. 4 *Operationalizing the cardinal social work values* (pp. 57-82).
- Truell, R. (2014, July 7). What is social work? The two international bodies representing social workers are preparing to vote on a new global definition of the profession. [Guardian Professional](http://www.theguardian.com/social-care-network/2014/jul/07/what-is-social-work). <<http://www.theguardian.com/social-care-network/2014/jul/07/what-is-social-work>>

Recommended:

- NASW Code of Ethics. (Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly) <https://www.socialworkers.org/pubs/code/>
- Min, T. (2011). The client-centered integrative strengths-based approach: Ending longstanding conflict between social work values and practice. *Canadian Social Science*, 7(2), 15-22.
- Saleebey, D. (2013). *The strengths perspective in social work practice*. Boston, MA: Pearson. <not in Ctools>
- Gray, M. (2011). Back to basics: A critique of the strengths perspective in social work. *Families in Society: The Journal of Contemporary Social Services*, 92(1), 5-11.
- Walker, R., & Staton, M. (2000). Multiculturalism in social work ethics. *Journal of Social Work Education*, 36(3), 449-462.
- Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81(1), 12-21.

Session 3 (9/16). Overview of Helping Processes Relationship-Building and Listening

Required:

- Hepworth et al. (2013). Chap. 3 *Overview of helping processes: The Helping Process* (pp. 37-45).
- Hepworth et al. (2013). Chap. 5 *Building blocks of communication: Conveying empathy and authenticity* (pp. 89-128).
- Reed, B. G., Newman, P. A., Suarez, Z. E., & Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice (Chap. 4, 60-98). In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work: Promoting competence in generalist practice*. Thousand Oaks, CA: Sage.

McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*. *Recommended:*

- Dyche, L., & Zayas, L H. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal*, 29(3), 245-258.

- Johnson, Y. M., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work, 54*(3), 220-231.

9/23/14 Positionality Paper Due

Session 4 (9/23). Relationship Sustaining & Enhancing

Required:

- Hepworth et al. (2013). Chap. 6 *Verbal following, exploring, and focusing skills*. <not in Ctools>

Recommended:

- Hepworth et al. (2013). Chap. 7 *Eliminating counterproductive communication patterns*. <not in Ctools>
- Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work, 52*(3), 251-259.
- Carr, E. S. (2003). Rethinking empowerment theory using a feminist lens: The importance of process. *Affilia, 18*(1), 8-20.

Session 5 (9/30). First Interviews

Required:

- **Hepworth et al. (2013). Chap. 3 *The interviewing process: Structure and skills* (pp. 45-54).** <In Ctools “Week 3 Required Readings” Folder>
- Lukas, S. (1993). How to conduct the first interview with an adult. In S. Lukas. *Where to start and what to ask* (Chap. 1, pp. 1-12). New York: Norton & Co.

Recommended:

- De Jong, P. & Miller S. D. (1995). How to interview for client strengths. *Social Work, 40*(6), 729-736.

Session 6 (10/7). Multidimensional Assessment

Required:

Hepworth et al. (2013). Chap. 8 *Assessment: Exploring and understanding problems and strengths*. <not in Ctools>

Recommended:

- McQuaide, S., & Ehrenreich, J. H. (1997). Assessing client strengths. *Families in Society, 78*(2), 201-212.
- Karls, J. M., & Wandrei, K. E. (1992). PIE: A new language for social work. *Social Work, 37*(1), 80-85.
- Cowger, C. D. (1994). Assessing client strengths: Clinical assessment for client empowerment. *Social Work, 39*(3), 262-268.
- Frances, A., & Jones, K. D. (2014). Should social workers use Diagnostic and Statistical Manual of Mental Disorders-5? *Research on Social Work Practice, 24*(1), 11-12.

10/10/14 Audio Recording & Critique of a First Interview due

10/14/14 Fall Break – No class

Session 7 (10/21). Assessment of Families

Required:

- Hepworth et al. (2013). Chap. 10 *Assessing family functioning in diverse family and cultural contexts*. <not in Ctools>
- Lukas, S. (1993). How to conduct the first interview with a family. In S. Lukas. *Where to start and what to ask* (Chap. 4, pp. 44-57). New York: Norton & Co.

Recommended:

- Hepworth et al. (2013). Chap. 15. *Enhancing family relationships*. <not in Ctools>
- Waites, C. (2009). Building on strengths: Intergenerational practice with African American families. *Social Work, 54*(3): 278-287.

- McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention* (3rd Ed.) New York: W. W. Norton & Company [Chapters 2 & 4]
- Fong, R. (2005). Social work practice with multiracial/multiethnic clients in D. Lum, Ed., *Cultural competence, practice stages and client systems: A case study approach* (Chapter 6. pp. 146-172). Belmont, CA: Thomson Brooks/Cole.

Session 8 (10/28). Multidimensional Assessment +

Required:

- Hepworth et al. (2013). Chap. 9 *Assessment: Intrapersonal, interpersonal, and environmental factors*. <not in Ctools>

Lukas, S. (1993). Looking, listening, and feeling: The mental status examination. In S. Lukas. *Where to start and what to ask* (Chap. 2, pp. 13-31). New York: Norton & Co. *Recommended:*

- Congress, E. P. (2004). Cultural and ethical issues in working with culturally diverse patients and their families: The use of the Culturagram to promote cultural competent practice in health care settings. *Social Work in Health Care*, 39(3-4), 249-262.
- Piedra, L.M. & Engstrom, D.W. (2009). Segmented assimilation theory and the life model: An integrated approach to understanding immigrants and their children. *Social Work*, 54(3): 270-272.
- Hodge, D.R., Limb, G.E., & Cross, T.L. (2009). Moving from colonization toward balance and harmony: A Native American perspective on wellness. *Social Work*, 54(3): 211-219.

Session 9 (11/4). Formulation of Intervention Goals, Plans and Contract

Required:

- Hepworth et al. (2013). Chap. 12 *Developing goals and formulating a contract*. <not in Ctools>

Recommended:

- Petre, C.G. & Walter, U.M. (2009). Evidence-based practice: A critical reflection. *European Journal of Social Work*, 12(2), 221-232.
- Hepworth et al. (2013). Chap. 14 *Developing resources, organizing, planning, and advocacy as intervention strategies*. <not in Ctools>
- Noel Bridget, B., & Valentine, D. (2000). Empowerment practice: A focus on battered women. *Affilia*, 15(1), 82-95.

Session 10 (11/11). Self Awareness, Self Care, Critical Reflection

Required:

- Adams, R.E., Figley, C.R. & Boscarino J.A. (2008). The compassion fatigue scale: Its use with social workers following urban disaster. *Research on Social Work Practice*, 18, 238-250.
- Yan, M. C. (2008). Exploring cultural tensions in cross-cultural social work practice. *Social Work*, 53(4), 317-328.
- Radey, M. and Figley, C.R. (2007). The social psychology of compassion. *Clinical Social Work Journal*, 35, 207-214.
- Read one or more of the following:
 - Swank, E.A. & Raiz, L. (2008). Attitudes toward lesbians of practicing social workers and social work students. *The Journal of Baccalaureate Social Work*, 13(2): 55-67.
 - Campbell, L. (2007). Utilizing compassion fatigue education in Hurricanes Ivan and Katrina. *Clinical Social Work Journal*, 35(3), 165-171.
 - Fahy, A. (2007). The unbearable fatigue of compassion: Notes from a substance abuse counselor who dreams of working at Starbucks. *Clinical Social Work Journal*, 35(3), 199-205.
 - Naturale, A. (2007). Secondary traumatic stress in social workers responding to disasters: Reports from the field. *Clinical Social Work Journal*, 35(3), 173-181.
 - Smith, B. D. (2007). Sifting through trauma: Compassion fatigue and HIV/AIDS. *Clinical Social Work Journal*, 35(3), 193-198.
 - Tyson, J. (2007). Compassion fatigue in the treatment of combat-related trauma during wartime. *Clinical Social Work Journal*, 35(3), 183-192.

- Bailey, B., Buchbinder, E., & Eisikovits, Z. (2011). Male social workers working with men who batter: Dilemmas in gender identity. *Journal of Interpersonal Violence, 26*(9), 1741-1762.

Recommended:

- Kim, H. & Lee, S.Y. (2009). Supervisory communication, burnout, and turnover intention among social workers in health care settings. *Social Work in Health Care, 48*(4): 364-385.

Session 11 (11/18). Forming and Conducting Groups

Required:

- Hepworth et al. (2013). Chap. 11 *Forming and assessing social work groups*. <not in Ctools>
- Hepworth et al. (2013). Chap. 16 *Intervening in social work group*. <not in Ctools>

Recommended:

- Seabury, B. A., Seabury, B. H., & Garvin, C. D. (2011). Assessing groups. In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work* (Chap. 14., pp. 401-437). Thousand Oaks, CA: Sage.
- Brabender, V. (2010). The developmental path to expertise in group psychotherapy. *Journal of Contemporary Psychotherapy, 40*(3), 163-173.

Session 12 (11/25). On-going, Change-Oriented Professional Action +

Required:

- Hepworth et al. (2013). Chap. 17 *Additive empathy, interpretation, and confrontation*. <not in Ctools>

Recommended:

- Hepworth et al. (2013). Chap. 18 *Managing barriers to change*. <not in Ctools>
- Gutierrez, L. M. (1990). Working with women of color: An empowerment perspective. *Social Work, 35*(2), 149-153.
- Rubin, L.B. (2003). *The man with the beautiful voice*. Boston: Beacon Press. <not in Ctools>

Session 13 (12/2). Students' Group Presentations

Session 14 (12/9). Monitoring, Evaluation, Termination & Integration/Celebration

Required:

- Hepworth et al. (2013). Chap. 19 *The final phase: Evaluation and termination*. <not in Ctools>
- **Review** Hepworth et al. (2013). Chapter 12 *Monitoring Progress and Evaluation* (pp. 355- 364). <not in Ctools>

Recommended:

- How to figure out when therapy is over. *New York Times*, October 30, 2007
<<http://www.nytimes.com/2007/10/30/health/views/30beha.html?scp=1&sq=therapy+is+over&st=nyt>>
- Hepworth et al. (2013). Chap. 13 *Planning implementing change-oriented strategies*. <not in Ctools>
- O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? *International Social Work, 54*(2), 174-190.
- Staniforth, B., Fouche, C., & O'Brien, M. (2011). Still doing what we do: Defining social work in the 21st century. *Journal of Social Work, 11*(2), 191-208.

ASSIGNMENTS

Guidelines for Written Assignments

All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed and double-spaced.
- Page number on each page.
- Be submitted via Ctools Drop Box by 5 pm on the due date (late papers will result in the deduction of 1/2 a letter grade).
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style). Papers that do not comply with an established convention will be returned, and a penalty for late submission will be applied.
- **Consult the Student Guide to make sure you are citing others' work appropriately and not committing plagiarism.**

1. Class Attendance, Participation & Reflection Papers (15%)

You need come to class well-prepared, which means doing all the readings and identifying issues for which you need clarification or further exploration. You are expected to actively participate in class discussion, small group discussion and various in-class exercises (e.g., role-plays).

At the end of each class, you will write and submit a short reflection of your learning. Some of the reflections will be shared anonymously in the class to aid mutual learning.

2. Positionality Paper. 3-5 typed pages (15%). Due 9/23/14

Based on the social identity inventory (to be provided in class), you create an imaginary client who least embodies who and what you are socio-culturally. Imagine you are asked to work with that person. Explore and discuss the nature of your feelings and thoughts (both positive and negative) as well as difficulties you may experience and how you might deal with them inside and outside the session. In addition, explore and discuss what might be possible reactions by the client and how you might address them.

3. Audio Recording & Critique (2-3 pages) of a First Interview (20%). Due 10/10/14

- 1) Ask an acquaintance, friend or distant family member (AVOID your own partner, child, parent, or sibling) to play the role of a distressed client who comes to see you for the first time. The less well-acquainted you are with your "client," the better. You might want to pair up with another social work student whom you don't know that well. Conduct a 10-15 min. audio-recorded interview with this person. Your interview begins from the very first contact you make with the client (e.g., introducing yourself). Focus on relationship building and preliminary exploration of the client's feelings and presenting problem(s).
- 2) Listen to the audio recording and discuss your feelings and thoughts (e.g., you did X and felt Y; you asked X because you thought Y). Reflect upon and analyze the use of (or lack of) relationship building skills, e.g., empathy, active listening.
 - You need to submit both the audio-recording and written critique.

4. Group Presentation (20%). 12/2/14 (in class)

Objectives: The goal of this group role-play project is to increase the students' sensitivity and competence in working with clients from various socio-cultural backgrounds.

Role play is a format for your group to demonstrate competency in interpersonal practice with diverse populations. Role-play—its preparation and presentation—represents integration of readings, lectures, in-class exercises and discussions, and personal and collective reflections.

One of the best ways to assess whether you understand a given concept or master a specific skill is how well you can teach it to others. Thus, I encourage you to approach to this group role-play as though you were teaching your fellow students. Think about what aspects of social work processes you want to emphasize if you were to teach the introduction to interpersonal practice and had only 10 minutes to do so.

You and your group members will create and present a 10-minute skit (in-class role play) involving a social worker and a client(s), which addresses:

- specific aspects of the social work values, e.g., acceptance, empathy, authenticity, self-determination
- specific aspects of social work skills e.g., active listening, verbal following
- barriers to effective worker-client relationships, e.g., socio-cultural differences

Procedures

1. Form a group with other students in the class. Ensure that your group members differs from you in some aspect, e.g., gender, ethnicity, race, class, age group, sexual orientation, (dis)abilities.
 2. Select aspects of social work processes and identify barriers to effective intervention. The role play should address the application of specific interpersonal practice skills in dealing with such barriers and their underlying professional values (e.g., why specific approaches are recommended). Single or multiple types of skills may be applicable and relevant.
 3. Create and present a 10-minute in-class role play of a social worker and a client or clients. Explore creative ways in which you can highlight and articulate the above issues within the short amount of time available, e.g. contrasting effective and ineffective ways of working, interspersing personal reflections, using narration, handouts, overhead, etc.
- * The role play will be videotaped and followed by debriefing/reflection and class feedback.

Note

- 1) Social work processes may include the preparation, the initial contact and/or relationship-building, preliminary assessment, active working phase, etc.; see Hepworth et al. for more details.
- 2) Specific skills used in interpersonal practice include relationship-building skills, verbal following, exploring, focusing, etc.; see Hepworth et al. for more details.

5. Assessment & Intervention Plan Paper (30%). Due 12/9/14

You will watch a video-taped interview and develop a multi-dimensional assessment and plan for intervention. Detailed guidelines for the paper will be provided in class.

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M UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

SW521 Student Profile

Name: _____ Phone (____) _____

E-mail: _____ Current Address (City) _____

Where (city, state, country) are you from? _____

Area of Concentration or Undergrad. Major _____

Practice Method: Major: IP CO MHS SPE Minor (if any): IP CO MHS SPE

First Year or Second Year? 1 2 Track: 16mos. 20mos. AS ED PT

Field Placement (if any) _____

Reason(s) for choosing Social Work _____

Please list any undergraduate and graduate degrees:

<u>Degree & Year Obtained</u>	<u>College/University</u>
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1. _____

2. _____

3. _____

Please list any previous "Social Work" experiences (please circle ones that are related to interpersonal practice):

1. _____

2. _____

3. _____

4. _____

Please describe your reason(s) for taking this course.

Please list two objectives you have for this course:

1. _____

2. _____

Anything else about you that you want the instructor to know?