



**SW521 Interpersonal Practice with Individuals, Families and Small Groups
WINTER 2015**

Time: Wednesdays 9:00 am – 12:00 noon

Location: SSWB B684

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

Office hours: Before & After the Class on Wednesdays or by appt.

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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: 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.

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#	Date	Topics/Issues/Skills	Blue=Assignments
1	1/7	Introduction to the Course and Social Work Practice Mission, Purposes and Roles of (direct) Social Work Practice Ecological Systems Model and Person-In-Environment	
2	1/14	Historical Evolution, Philosophies, Values, & Ethics SocioCulturally Relevant/Competent, Multi-Level Practice	
3	1/21	Overview of Helping Processes Relationship-Building and Listening	
4	1/28	Interviewing Skills; First Interviews (Partial Joint Session with SW703)	Positionality Paper Due
5	2/4	Relationship Sustaining & Enhancing	
6	2/11	Multidimensional Assessment	
7	2/18	Multidimensional Assessment+	Critique and Reflection of 1st Interview Due
8	2/25	Formulation of Intervention Goals, Plans and Contract	
	3/4	Spring Break – No class	
9	3/11	Ongoing, Change-Oriented Professional Action	
10	3/18	Working with Families (Joint Session with SW703)	
11	3/25	Putting it Together: Collective Assessment and Treatment Planning	Group Project
12	4/1	Forming and Conducting Groups (Joint Session with SW703)	
	4/3		Case Summary and Reflection Due
13	4/8	Self Awareness, Self Care, & Critical Reflection	Group Project
14	4/15	Termination, Integration & Celebration	Group Project

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. 11-12 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.

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| 1. Class Attendance, Participation & Reflection Papers | 15% |
| 2. Positionality Paper | 15% Due 1/28/15 |
| 3. Critique and Reflection of the First Interview* | 20% Due 2/18/15 |
| 4. Case Summary (Assessment, Goal-Setting, Intervention) & Reflection* | 35% Due 4/3/15 6pm |
| 5. Group Project* | 15% During Sessions 11-14 |

** Details of the assignments are presented in class*

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 (1/7) 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 (1/14). 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.
- 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.
- Saleebey, D. (2013). *The strengths perspective in social work practice*. Boston, MA: Pearson. <not in Ctools>

Session 3 (1/21). 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.

1/28/15 Positionality Paper Due

Session 4 (1/28). Interviewing Skills; First Interviews

❖ Part of the class time will be devoted to meeting with SW703 students; you will be assigned to a client with whom you will work over the course of the semester, and you will make your first contact.

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 5 (2/4). 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 6 (2/11). Multidimensional Assessment

Session 7 (2/18). Multidimensional Assessment +

2/18/15 Critique and Reflection of 1st Interview Due

Required:

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

- McQuaide, S., & Ehrenreich, J.H. (1997). Assessing client strengths. *Families in Society*, 78, 201-212.
- Karls, J.M., & Wandrei, K.E. (1992). PIE: A new language for social work. *Social Work*, 37, 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.
- Snowden L. R. (2003). Bias in mental health assessment and intervention: Theory and evidence. *American Journal of Public Health*, 93, 239-243.
- 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 8 (2/25). 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>
- Busch, N. B., & Valentine, D. (2000). Empowerment practice: A focus on battered women. *Affilia, 15*(1), 82-95.

3/4/15 Spring Break – No class

Session 9 (3/11). Ongoing, Change-Oriented Professional Action+

Required:

- Hepworth et al. (2013). Chap. 17 *Additive empathy, interpretation, and confrontation*. <not in Ctools>
- Hepworth et al. (2013). Chap. 13 *Planning implementing change-oriented strategies*. <not in Ctools>

Recommended:

- Van Ryn, M., & Fu, S. S. (2003). Paved with good intentions: Do public health and human service providers contribute to racial/ethnic disparities in health? *American Journal of Public Health, 93*(2), 248–255.
- Seabury, B. A., Seabury, B. H., & Garvin, C. D. (2011). Individual change. In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work* (Chap. 11., pp. 291-332). Thousand Oaks, CA: Sage.
- Gutierrez, L. M. (1990). Working with women of color: An empowerment perspective. *Social Work, 35*(2), 149-153.
- Hepworth et al. (2013). Chap. 18 *Managing barriers to change*. <not in Ctools>
- Rubin, L.B. (2003). *The man with the beautiful voice*. Boston: Beacon Press. <not in Ctools>

Session 10 (3/18). Working with Families: Assessment and Intervention

* The class will meet with SW703.

Required:

- Brown, Neil, D. & Samis, Michelle D. D. (1986-7). The application of structural family therapy in developing the binuclear family. *Mediation Quarterly, 14*-15, 51-69
- Goldenberg, I. & Goldenberg, H. (2000). Adopting a family relationship framework (Chap. 1, pp. 3-42). In *Family therapy: An overview*. Belmont, CA: Brooks/Cole.
- Keim, J. (1999). Strategic therapy (Chap. 9, pp.210-221) In D. M. Lawson & F. F. Prevatt (Eds.), *Casebook in family therapy*. Belmont, CA: Brooks/Cole.
- O'Hanlon, B. (1994). The third wave. *Family Therapy Networker, 18*(6), 19-27
- Kerr, M. E. (1988, September). Chronic anxiety and defining a self. *The Atlantic Monthly*, pp. 76-95.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). Creating genograms (Chap. 2, pp. 20-60). In *Genograms: Assessment and intervention* (3rd Ed.). New York: W. W. Norton & Company. This chapter is meant to help you in the development of your own genogram for family development next week. It is extremely helpful, but does not need to be read (in full) for class.

Recommended:

- Hepworth et al. (2013). Chap. 10 *Assessing family functioning in diverse family and cultural contexts*. <not in Ctools>
- Hepworth et al. (2013). Chap. 15. Enhancing family relationships. <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.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). Tracking family patterns through time and space (Chap. 4, pp. 81-113). In *Genograms: Assessment and intervention* (3rd Ed.) New York: W. W. Norton & Company.
- Waites, C. (2009). Building on strengths: Intergenerational practice with African American families. *Social Work, 54*(3), 278-287.

Session 11 (3/25). Putting it Together: Collective Assessment and Treatment Planning

Group Project

Session 12 (4/1). Forming and Conducting Groups

* The class will meet with SW703.

Required:

- Hepworth et al. (2013). Chap. 11 *Forming and assessing social work groups*.
- Hepworth et al. (2013). Chap. 16 *Intervening in social work group*.

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.

4/3/15 Case Summary and Reflection Due

Session 13 (4/8). Self Awareness, Self Care, Critical Reflection

Group Project

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 14 (4/15). Termination, Integration & Celebration

Group Project

Required:

- Hepworth et al. (2013). Chap. 19 *The final phase: Evaluation and termination*. <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>>
- 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 on Ctools via Drop Box (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).

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

2. Positionality Paper. 3-5 typed pages (15%). Due 1/28/15

Based on the social identity inventory (to be provided in class), you create an imaginary client who would present particular challenges to work with (e.g., those who least embodies who and what you are socio-culturally). Imagine you are asked to work with that person. In this paper, you will:

- 1) identify and reflect on how you would feel about working with this imaginary client prior to the first encounter, what feelings and thoughts you may experience while you are interacting with the client, and what difficulty, if any, you may experience;
- 2) explore and discuss how you might deal with the above inside and outside the session;
- 3) explore and discuss what reactions your client may have toward you, and how you might address them; and
- 4) discuss what new insight, if any, have you developed about your positionalities as you worked on this assignment.

Some helpful tips:

- Focus on yourself. Applying the PIE perspective and locate yourself in the environment. Your positionalities interact with those of your imaginary client in the specific socio-cultural, -political, and -historical context.
- You are strongly encouraged to explore many dimensions of your positionalities, especially those that you have not been given much attention or thought before. Some of your positionalities are familiar to you, and others, not so familiar. You may not have thought of some of them as important dimensions of you as a person and/or as a social worker. Some give you varying degrees of privilege, and others are associated with experiences of oppression and discrimination. Importantly, you do have feelings about many of these positionalities, which may get triggered in various social work practice contexts whether you are aware or not.
- Listen to yourself, and reflect on your thoughts and feelings, and be candid about what you feel (what you think would feel) in working with your imaginary client.
- Refrain from intellectualizing your feelings although it is tempting. You are encouraged and expected to write about your feelings and thoughts in the first person account.
- You are encouraged to refer to the readings and class discussions when/where you can.

3. Critique and Reflection of the First Interview 20%, Due 2/18/15

In this paper, you will reflect on your first session with the simulated client, focusing on engagement and interview skills.

* More detailed instructions will be provided in class to guide you on this assignment.

4. Case Summary (Assessment, Goal-Setting, Intervention) and Reflection 35%, Due 4/3/15

Following the second and third sessions with the simulated client, you will write a three-part paper (approximately 8-10 pages) that consists of:

- 1) a detailed bio-psycho-social assessment of your client
- 2) a description of the goal-setting process you have engaged in with your client
- 3) a summary of your work with your simulated client

* More detailed instructions will be provided in class to guide you on this assignment.

5. Group Project, 15%, In Class (e.g., Sessions 11 through 14)

Based on the psycho-social assessment of the client you conducted in class, your group will formulate the treatment plan and demonstrate how you will work with the client by way of a short role play and discussion.

* More detailed instructions will be provided in class to guide you on this assignment.

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SW521 Student Profile

Name: _____ Phone (____) _____

E-mail: _____ Current Address (City) _____

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

Undergrad. Major or Area of Concentration _____

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:

Degree & Year Obtained

College/University

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 reasons 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?