Course Description:
This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. The student's field experience and future practice methods courses will build upon the skills rehearsed in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

Course Content:
In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be taught and rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will learn and practice specific skills, such as empathic inquiry and collaborative exploration to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as the historical, political, situational, environmental and psychological factors relevant to the client's functioning. Students will practice the use of specific assessment tools, such as biopsychosocial assessment, genograms, ecomaps, and family sculpting to discern patterns of functioning, to assess strengths and vulnerabilities, and to plan, implement and monitor process of growth or change strategies. Students will practice methods of intervention specific to three modalities of intervention, such as CBT, Motivational Interviewing and Psychodynamic Psychotherapy. Additionally, students will learn strategies of self-regulation in order to stay cognitively and emotionally able to effectively intervene in therapeutic relationships. Students will practice methods of evaluating change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

Course Objectives:
Upon completion of this course, students will be able to:
(1) Demonstrate skills for engagement such as empathic inquiry, active listening, collaborative exploration, case recording and goal setting.
(2) Utilize three assessment tools to identify client strengths and vulnerabilities, as well as sources of biopsychosocial, cultural, sociopolitical and spiritual risks and supports.

(3) Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by (a) Demonstrating self-awareness of their own privilege, identity, positionality and life experiences impact on their capacity to relate to others with different personal privilege, identity, sociopolitical 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.

(4) Conduct culturally sensitive interpersonal practice by: (a) Articulating socio-political, environmental, family and/or individual-level contributing factors of at least two specific disorders, prevention and/or treatment goals, developing measurable prevention and treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the individualized needs of clients. (b) Implementing treatment protocols consistent with treatment plans and sensitive to clients' situations (c) Recognizing basic termination issues that pertain to interpersonal practice.

(5) Demonstrate intervention skills specific to two evidence informed treatment modalities such as CBT, Motivational Interviewing, and Psychodynamic Psychotherapy.

(6) Demonstrate capacity for strategic use of self in the therapeutic relationship by identifying their own sociopolitical, environmental, and experiential or emotional/cognitive factors that may support or impede the therapeutic relationship.

Course Design:
This course will use various methods such as individual exercises, simulations, class discussion, and small group work to examine and practice the material presented.

Course Relation to Curricular Themes

Theme Relation to Social Justice:
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.

Theme Relation to Behavioral and Social Science Research:
Behavioral and Social Science Research will be presented in this course to support practice methods, skills, and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

Relationship to SW Ethics and Values:
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 will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination.
Course Requirements and Grading

Attendance:
Class attendance and participation are critical to your learning and the success of this course. Attendance and participation will make up 35% of your final grade. Attendance at all classes is required. Students must notify the instructor prior to an absence. **If more than one class session is missed, the final grade will be lowered by one level for each additional missed class (e.g. A- becomes a B+).**

Participation:
You are expected to actively participate in each class session. This includes being prepared for each class and contributing verbally, through active listening, or by participating in all small group activities. The use of laptops to enhance (and not interfere with) your learning is allowed and encouraged.

Religious Observances:
Students will be excused from class for religious observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

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. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

- A+ = 100
- B+ = 89-91
- C+ = 79-81
- D = 66-71
- A = 97-99
- B = 86-88
- C = 76-78
- E = less than 66
- A- = 92-96
- B- = 82-85
- C- = 72-75

All assignments are expected to be handed in on their due date prior to the class session start time and late assignments will be marked down 5% for every day late.

Expectations of Work:
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. Although workload may vary from week to week, students can expect to spend an average of six hours per week in preparation for this course. Each student is expected to be on time, prepared for class by having completed all readings and assignments, and to participate in the learning environment.
Please note that academic integrity is of utmost importance. For details on student responsibilities for academic conduct, please see the Student Code of Academic and Professional Conduct in the Student Guide to the Master’s in Social Work Degree Program (http://www.ssw.umich.edu/studentguide/2008/). Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation. Plagiarism is taken very seriously and is grounds for expulsion. Plagiarism is defined as representing someone else’s ideas, words, statements, or works as one’s own without proper acknowledgement or citation. Plagiarism includes self-plagiarism, which is reusing one’s own work without acknowledging that the text appears elsewhere.

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 Guide, Vol. 1, Sec. 8.01 states that and I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

Accommodations for Students with Disabilities:
If you need an accommodation for a disability, please let me know. We can work with the office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such. For more information, please contact the Services for Students with Disabilities Office at G664 Haven Hall (734) 764-3000, (734) 615-4461 (TDD), (734) 619-6661 (VP) or email ssdoffice@umich.edu

Course Assignments

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>(1) Attendance &amp; Participation</td>
<td>35%</td>
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<tr>
<td>(2) Active Listening Process Recording</td>
<td>25%</td>
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<tr>
<td>(3) TF-CBT Online Course Completion</td>
<td>15%</td>
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<tr>
<td>(4) Behavior Change Assignment</td>
<td>25%</td>
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Brief Descriptions of the Assignments
(details of each assignment and grading rubrics will be posted on Canvas as the dates near)

Attendance and Participation
As described elsewhere in this syllabus, attendance and participation are key components of the learning associated with each course. This is especially true for a skills-based course like this one. Any more than one absence will result in a lower grade as described elsewhere in this syllabus, and you must participate throughout class, as evidenced by engaged listening, thoughtful verbal participation, and/or small-group participation. Students will rate their own participation level. Completion of in-class activities, worksheets, and journal assignments will be included in the participation grade.
Active Listening/Process Recording
Students will complete an active listening assignment with a focus on the process of engagement. Students will be required to utilize basic interviewing skills and empathic responses. Components of the assignment include an audio recording of the interview, a write-up of a section of the interview with processing and critical comments, and a reflection of the experience.

TF-CBT Online Certification
As a basic outline of CBT-related skills, students should complete the free online TF-CBT training available at http://tfcbt.musc.edu/. Students will hand in a completion certificate to show that they completed the training as requested.

Behavioral Change Experience
Students will engage in their own behavior change experience. Students will choose a target behavior and set a goal for changing their behavior. Over the course of one month, they will track their progress and reflect on factors enhancing and challenging their ability to change. This assignment will also include reflection and a write-up that includes relevant literature on changing behavior.

Course Readings
No texts are required.
All readings are listed in the course outline and are posted on Canvas http://umich.instructure.com

Suggested Texts for Purchase:
Trauma Stewardship by Laura van Dernoot Lipsky
The Boy Who Was Raised as a Dog by Bruce Perry and Maia Szalavitz

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>9/14/15</td>
<td>Welcome, Introduction to Interpersonal Social Work</td>
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<tr>
<td>Class 2</td>
<td>9/21/15</td>
<td>Basic Engagement Skills</td>
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| Class 3 | 9/28/15 | **Ethics**  
**Suicide Assessment** | knowledge to others. *Psychological Bulletin*, 125(6), 737-759.


| Class 5 | 10/12/15 | **Assessment** | FALL BREAK 10/19/15  
Enjoy your break!! |
| Class 7 | 11/2/2015 | **TF-CBT** | Perry, B.D. and Szalavitz, M. (2006). *The Boy who was Raised as a Dog.*  
Ch. 8: The Raven |
### Class 8
**11/9/15**

**Models of Interventions**


### Class 9
**11/16/16**

**Family Therapy**


### Behavior Change Final Write-Up **Due 11/23/15**

### Class 10
**11/23/15**

**Group Therapy**


### Class 11
**11/30/15**

**Evaluation**


### Class 12
**12/7/15**

**Termination Supervision**


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<td><em>Social Work Education, 40</em>(2), 337-349.</td>
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