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 & Practice Behaviors
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.

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.

**Competency Practice Behaviors covered in this course:**

**Competency #3**
Apply critical thinking to inform and communicate professional judgments. Social workers:
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Competency #4**
Engage diversity and difference in practice. Social workers:
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants.

**Competency #6**
Engage in research-informed practice and practice-informed research. Social workers:
- use practice experience to inform scientific inquiry
- use research evidence to inform practice.

**Competency #7**
Apply knowledge of human behavior and the social environment. Social workers:
- use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- critique and apply knowledge to understand person and environment.

**Competency #10 (a)–(d)**
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Social workers:
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives;
- select appropriate intervention strategies.

**Accommodations for Students with Disabilities**
If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability or special need to me I will treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities (G664 Haven Hall or 734-763-3000).
Health and Wellness Services
Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu); 734-936--0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet: http://www.apastyle.org/manual/ Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

Intellectual Honesty and Plagiarism
It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from http://www.ssw.umich.edu/studentGuide/2007/.

Course Requirements

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<tr>
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<td>Attendance &amp; Participation</td>
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<td>Process Recording</td>
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<td>TF-CBT Online Course Completion</td>
<td>11/2/2015; by Midnight</td>
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<tr>
<td>Behavioral Change Assignment</td>
<td>Progress Reports Due: 11/2, 11/9, 11/16; by Midnight Final write-up/reflection Due: 11/23/2015; by Midnight</td>
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<td>Total Possible Points</td>
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Attendance & Participation (35 points)
Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two point deduction for that day.

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.
Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

Process Recording (25 Points)
DUE: Monday, 10/26/15 by Midnight.

You will submit three parts for this assignment:
- The actual audio recording of your interview
- A process recording of the interview
- A reflection on your experience

1. AUDIO-RECORDED INTERVIEW (3 points)

Ask a friend, colleague, or fellow student if you can do a 10 – 15 minute audio-taped interview with him/her/they. Please disguise or create an alias for the interviewee to protect their confidentiality. It will be important that you inform the interviewee that this is part of a course assignment and it will be reviewed by the Lecturer. Ask your interviewee to share a key life event that caused mild to moderate distress during the interview. At some point during the interview, be sure to address/ask about how their event impacted their functioning and what they did to help resolve and/or heal from the distressing experience. Your goal is to gain a strong understanding of their experience.

PLEASE DO NOT USE YOUR CHILD OR PARTNER: Social Workers should avoid dual relationships and therefore it is not recommended for this assignment even though it is just to practice your skills.

Your role is to focus on using empathic responses with emphasis on all layers of active listening skills. It will be important to ask clarifying questions to gain a deeper understanding of their experience, while remaining fully present with your interviewee. When you are done interviewing, ask for some feedback as to how your interviewee experienced you in your role. Did they feel listened to and understood? What was the experience like for them to have someone “just” listen and inquire?

2. PROCESS RECORDING (5 points)

After the interview, but BEFORE you review the recording, sit down and draft a pre-process recording of the interview, recalling what was said and in what order. Then, play back the interview to complete a 2-column process recording, including what was said (column 1) and your reactions/thoughts (column 2). Make note of how accurately or inaccurately you captured the process/interview, what you “heard” and what you didn’t, and consider why that might be.

*Refer to Cooper and Lesser text, which has been uploaded to CANVAS for example (pages 3 – 7).
3. REFLECTION and INTEGRATION (2-3 pages, single-spaced)

When you have completed your interview and process notes, write a paper reflecting on your experience. Please integrate the following questions (in narrative form) in your reflection. Feel free to include any other thoughts that you have about your experience and this assignment.

- Briefly describe why you chose the person you did to interview. Where there known or assumed differences between you and the interviewee? If so, did their differences have any impact on how you conducted the interview? (2 points)

- Describe the shared key event and how your interviewee presented throughout the interview, and what you observed. Be specific about what you observed regarding affect, posture, body language, voice tone, and eye contact. (3 points)

**Briefly summarize YOUR understanding of the key event/presenting issue.**

- Describe what your interviewee said about their experience with you. How did they describe your listening and attendance? (1 point)

- What was the experience like for you? How was it to “just” listen, only being able to ask clarifying questions, make empathic or summarizing comments, and avoid giving advice? How do you feel you did in that role? What do you feel you could work on to become better at this? [Note: I am looking for your honest self-reflection here] (4 points)

- What reactions did you have internally to the subject matter of the conversation? What key dynamics occurred, if any? (1 point)

- How closely did your process notes connect to the actual interview? What are your thoughts on the degree of match or mismatch? (1 point)

***SEE CANVAS SITE FOR MORE DETAILS & EXAMPLES***

**TF-CBT Online Certification (Due 11/2/2015)**

TF-CBTWeb is a free 10 hour web-based learning of Trauma-Focused Cognitive Behavioral Therapy provided by the Medical University of South Carolina. This online training was developed to gain an understanding of each component in this evidence-based practice; video demonstrations and detailed didactic instruction is provided in each module.

Students are required to complete this online training available at [http://tfcbt.musc.edu/](http://tfcbt.musc.edu/). The certificate of completion must be upload to the CANVAS website prior to the identified due date. Your grade will be provided upon completion of all modules.

**Behavior Change Assignment (25 Points)**

This is a three part assignments; all work must be uploaded to CANVAS.

**Components to be submitted:**

- Goal-setting write-up (submit with final write-up on 11/23/2015)
- Weekly progress reports (Due 11/2, 11/9, and 11/16/2015)
- Final write-up and reflection Due 11/23/2015)

**GOAL-SETTING WRITE-UP (2 Points)**

You will start this assignment in class on 10/26. The write up will be due with your final submission of
With a partner, you will be using class time to interview one another and help one another set realistic goals for change. Make goals SMART (Specific, Measurable, Attainable, Realistic, and Time-Limited). Review the sample goals provided on the CANVAS site.

Write a 2-3 paragraph reflection before beginning that covers the following questions. Again, you need to submit this with your final reflection but should write it ahead of time.

1. What stage of readiness for change are you in?
2. Thinking about the factors that enhance and promote behavior change that you read about and learned in class, which do you have present internally and in your current life circumstances?
3. What is your goal for behavior change?
4. How much ownership do you feel over this goal?
5. How is your plan set up to help you succeed? How are you using rewards, accountability, contingency plans, etc.?

1. WEEKLY PROGRESS REPORT (6 Points)

Each week, you will submit (via Canvas) a progress report that will include a screenshot or scanned in copy of your progress chart. In addition, you will write a short (~2 paragraphs) reflection about how your progress went, factors that promoted change, and factors that made change difficult. Each progress report will need to be written in SOAP Note format.

Answer the following questions in your weekly reflection:

1. How do you feel about your progress toward behavior change this week?
2. How does this week’s progress make you feel about your overall goal (e.g. too big, too small, achievable, worthwhile, etc)?
3. What were factors in your control that enhanced or impeded your ability to implement change?
4. What were factors out of your control that enhanced or impeded your ability to implement change?

You will receive 1 point for the completion of each report and 1 point for each reflection. Late progress reports will earn only ½ the completion point.

2. FINAL WRITE-UP AND REFLECTION (5 Points)

After completion of this assignment, please write a 2-3 page (double spaced) summary and reflection of your experience. You should reflect on your overall experience with the behavior change. Summarize factors both intrinsic and extrinsic that enhanced or impeded your ability to reach your goal.

Please also include some thoughts on what you learned and how this will shape the way you think about or approach behavior change with clients. What are your thoughts on what is “meaningful change?” Can it be measured? What does it mean for a goal to be SMART and client-centered?

Refer to in-class lectures and articles you have read to complete this reflection. How does the theory on behavior change tie into your experience? How does your experience lead you to your own thoughts and conclusions about behavior change?
The final write up will be graded out of 5 possible points. Reflections receiving full credit will show: (1) thoughtfulness of one’s own experience; (2) will refer to theory, readings, and lecture on motivation, theories of change, and factors that promote change and tie it into the living experience of behavior change; and (3) will connect the experience to future experiences in interpersonal practice with clients.

Sample Behavior Change Goals:
(1) Managing sleep hygiene (e.g. stop using electronics 20 minutes before bed, get up before 7:30 every day, etc)
(2) Meditation (e.g. meditate 3x a week, 5 min daily)
(3) Stop/reduce nail biting (e.g. raise awareness of nail biting by snapping a rubber band, record triggers for nail biting)
(4) Alcohol use reduction (e.g. limit to 5 drinks/week)

Grading for this Course
A+ = 100%  
B+ = 89 – 91%  
C+ = 78 – 80%
A = 96 – 99%  
B = 85 – 88%  
C = 74 – 77%
A- = 92 – 95%  
B- = 81 – 84%  
C- = 70 – 73%

Incompletes
Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that a 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.

COURSE OUTLINE
*MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE*

9/14  Introduction to Interpersonal Social Work
      Icebreaker
      Brene Brown TedTALK
      Review of course expectations & syllabus

      Required Readings:


9/21  Basic Engagement Skills

      Required Readings:

9/28  Ethics & Suicide Assessment

**Required Readings:**


10/5  All Day CAFAS Training in Detroit

10/12  Assessment

**Required Readings:**


10/19  Fall Break – No Class

10/26  Goal Setting and Intervention Planning

**Required Readings:**


11/2  Intervention Planning& TF-CBT

**Required Readings:**

Perry, B.D. and Szalavitz, M. (2006). The Boy who was Raised as a Dog. Ch. 8: The Raven

11/9 Models of Interventions

*Guest Speaker: Jim Svensson, LMSW*

**Required Readings:**
Chapter 4: The Client as a Common Factor: Clients as Self-Healers


11/16 Family Therapy

**Required Readings:**


**Optional Reading:**

11/23 Group Therapy

**Required Readings:**


11/30 Evaluation

**Required Readings:**

12/7 Termination & Supervision

**Required Readings:**

12/14 Final Class – Promoting Self-care Celebration!!!

**Required Reading:**