Welcome to 511 Social Work Practice Lab

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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 MEDIA POLICY
Phone, laptops, tablets, etc are not permitted to be used in class. If you have a specific learning need please come speak with me and I am more than happy to find an appropriate solution with you. I also understand that emergencies sometimes happen, however please speak with me if you feel you have a reason to be exempted from this policy at any time during the semester.

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 rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will 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, situational and environmental factors relevant to the client’s social 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 and spiritual risks and supports.
(3) 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) describe 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 etiology of at least two specific disorders, treatment and prevention goals, developing measurable treatment and prevention objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special 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 mindful use of self in the therapeutic relationship by identifying their own environmental, experiential or emotional/cognitive triggers 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.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES
(1) Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice.

(2) 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.

(3) Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

(4) 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.

MISCONDUCT
Confidentiality and Mandatory Reporting
As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a Social Worker. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333.

Student Sexual Misconduct Policy
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and
stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734-936-3333 and at http://sapac.umich.edu (Links to an external site.). Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu. Reports to law enforcement can be made to University of Michigan Police Department at 734-763-3434.

RELATIONSHIP OF THE COURSE TO 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

**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.**

**Assessment**

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.
REGARDING RELIGIOUS AND ACADEMIC CONFLICTS

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University’s policy that every reasonable effort should 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.

It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Student Ombudsperson. Final appeals will be resolved by the Provost.

The following assignments, Media files, and readings are subject to change at the lecturer’s discretion.

Thank you

Assignments:

Participation:

Due the experiential nature of this class, every student is expected to participate in class to their fullest capacity. Attendance is a significant part of participation and a sign in sheet will be passed around at every class. 2 points will be deducted from the overall 20 points for every unexcused absence.

September 9, 2015
SEED WEEK

September 16, 2015 Introductions/ Interviewing Skills

Make semester long group assignments
Duncan Chart: Therapeutic Relationship
Engagement-Common Factors, Practicing Engagement skills, reframing, recapping, body language, eye contact, active listening, etc...
Reading: Contributing Factors of Change in the Therapeutic Process

September 23, 2015 Process of Change

Process of change/assessing for change—Basic interviewing, open ended questions. Vinettes, students in small groups practice interviewing.
Assignment: Interview A due 9/30
Reading: Derber--Pursuit of Attention and Comas-Dias-Jacobsen Article

September 30, 2015 Transference and Counter Transference
More assessment: Reading scenarios. Finding the transference. Checking in the self finding the counter transference. What is resistance?

NOT IN THE READING FOLDER
Reading: The enduring effects of abuse and related adverse experiences in childhood

Interview A: Due September 30, 2015 @ 5PM
You are required to interview and video someone in our class that you have met recently--You can NOT pick a person you have any significant history with. They do not have to be in your “in class group.” Watch the interview and select one critical moment in the interview where you used one of the specific engagement skills successfully, then select one critical moment where you thought the engagement skill did not give you the results you were hoping for.
After selecting the two critical moments, transcribe the events, and assess what happened, and why you feel this was a successful or unsuccessful event. Lastly create a folder in umich.BOX.com and share it with me, upload the specific moments in your video to your folder on BOX. I will watch the moments, and respond to your work. (15 points)

October 7, 2015 Assessment Tools
Assessment Tools: Beck, ACE’s, 4 Corners, Substance Abuse, Genograms--What did you learn? Discussion in small groups
Reading: DSM Opening

Journal Entry 1: Due October 7, 2015 @5PM
Due October 7 at the beginning of class
Answers the following three questions in 2-3 pages:
How do you feel the class is going?
What have you learned about relationship and engagement?
How are your responses related to an article you read?
(10 points)

October 14, 2015 How to Use the DSM
Reading scenarios. Diagnosing with the DSM, understanding the importance of appropriate diagnosing. Why this can be difficult and how it effects other parts of treatment.
Reading: Courmier--Motivational Interviewing

October 21, 2015 Interventions and treatment Plans
Creating treatment plans, using interventions. The importance of including the client in setting goals and creating treatment goals. Class with write a treatment plan for clients in scenarios.

Interview B: Due October 21, 2015 @5PM
You are required to interview and video the same person who was in the original interview, you will need to select an assessment tool based on the first interview and have the “client” complete the assessment. Watch the interview and discuss the reasons you selected the assessment you did. Describe how you felt it went when you conducted the assessment. Select two successful critical events during the assessment, and one unsuccessful critical event.
After selecting the three critical moments, transcribe the events, and assess what happened, and why you feel this was a successful or unsuccessful event. Lastly upload the specific moments in your video to your folder on BOX at umich.box.com. I will watch the moments, and respond to your assessments. (10 points)
Lastly write a one page self reflection on how it felt to be assessed, how you think it went and what you learned about the process, and yourself. (5 points)
October 28, 2015 Practice Day
Class with practice experiential learning interventions through out class

November 4, 2015 Working with Families
Understanding Family Dynamics. Recognizing the roles that are being played by family members. Learning to productively deal with anger, passive aggressive behaviors, and other unpleasant feelings/actions and come up in family work. Reading to be assigned

Journal Entry 2: Due November 4, 2015 @5PM
Due November 4 at the beginning of class
Answers the following three questions in 2-3 pages:
How do you feel the class is going?
What have you learned about assessment?
How are your responses related to an article you read?
(10 points)

November 11, 2015 Group Work
Focusing on how to work with groups, the benefits, the difficulties, and everything in between. Reading to be assigned

November 18, 2015 Evaluation
Learning what is important and what is less important. Recognizing progress and a need for change in treatment plans when necessary. Reading to be assigned

November 25, 2015
No Class-Thanksgiving Break

December 2, 2015 Evaluation/Termination
We will discuss how evaluation relates to termination, and the importance of healthy termination with clients and therapist. Reading to be assigned

Journal Entry 3: Due December 2, 2015 @5PM
Due December 2 at the beginning of class
Answers the following three questions in 2-3 pages:
How do you feel the class is going?
What did you learn about Interventions?
How do your responses relate to an article you read?
(10 points)

December 9, 2015 Termination
Recognizing how and when to have a healthy end to the therapeutic relationship.
Open discussion about the class, positives and negatives

Final Assignment: Due December 14, 2015 @5PM
Using your “client” throughout the class as the subject, write an assessment and treatment plan using the General Adult Assessment document. HINT: Do not make up responses for your “client.” If you did not discuss a particular topic with you “client” write that under the heading. The idea of this assignment is to learn how to write an assessment/treatment plan not to practice your creative writing skills.
(20 points)