Interpersonal Practice with Individuals, Families and Small Groups
Fall 2015
Section SW 521-009

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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
Students will learn various social work roles (e.g. counselor/therapist, group facilitator,
mediator, broker, advocate, and resource planner), recognizing that these roles must be
based on an awareness of cause and effect and on the adherence to social work values and
ethics. Students will understand 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 will also learn how self-awareness and the
conscious use of self affect the helping relationship.

In this course all phases of the IP treatment and prevention process (i.e. engagement,
assessment, evaluation, planning, intervention, and termination) will be presented with
attention to how they are applied to work with individuals, families, and small groups.
Students will learn 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 situational and
environmental factors relevant to the client's social functioning. Students will understand
patterns of functioning, to assess strengths and limitations, and to plan, implement and
monitor change strategies. Students will learn the importance of evaluating methods of
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. Various
prevention, treatment, and rehabilitation models will be covered as well as various IP
skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

CORE COMPETENCIES

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:
1.1 advocate for client access to the services of social work;
1.2 practice personal reflection and self-correction to assure continual professional development; 1.3 attend to professional roles and boundaries;
1.4 demonstrate professional demeanor in behavior, appearance, and communication;
1.6 use supervision and consultation.

COMPETENCY 2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
2.1 recognize and manage personal values in a way that allows professional values to guide practice;
2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
2.3 tolerate ambiguity in resolving ethical conflicts;
2.4 apply strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:
3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
3.2 analyze models of assessment, prevention, intervention, and evaluation; and
3.3 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 understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a
consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:
4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences; and
4.4 view themselves as learners and engage those with whom they work as informants.

COMPETENCY 5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:
5.1 understand the forms and mechanisms of oppression and discrimination;

COMPETENCY 6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:
6.1 use practice experience to inform scientific inquiry and
6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:
9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(a)—Engagement
Social workers:
10.a.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
10.a.2 use empathy and other interpersonal skills; and
10.a.3 develop a mutually agreed-on focus of work and desired outcomes.

COMPETENCY 10(b)—Assessment
Social workers:
10.b.1 collect, organize, and interpret client data;
10.b.2 assess client strengths and limitations;
10.b.3 develop mutually agreed-on intervention goals and objectives; and 10.b.4 select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention
Social workers:
10.c.2 implement prevention interventions that enhance client capacities; 10.c.3 help clients resolve problems;
10.c.4 negotiate, mediate, and advocate for clients; and
10.c.5 facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation
Social workers:
10.d.1 critically analyze, monitor, and evaluate interventions.

COURSE OBJECTIVES
Upon completion of this course, students will be able to:

1. Describe and apply research-based knowledge and practice with individuals, families and small groups. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize potential impact, sexual orientation, power privilege on inter
Practice Behaviors 4.1, 4.3, 5.1

3. Carry out the roles of counselor/client
manager, mediator, group facilitator
responsive (by attention to social identities such as social class, sexual orientation, gender, ethnicity, social
Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2,

4. Demonstrate basic interpersonal
empathic and critical/creative thinking, case contracting.
role-plays and other activities to facilitate understanding of the course content. Course content will also
be outlined and enhanced by handouts provided in class. It is my hope is that you will
glean basic techniques and skills in this course. It will be practice-oriented and we will
highlight basic techniques of reflective listening, attunement, asking questions and

5. Operationalize the NASW code
recognize value dilemmas as they emerge in inter
Behaviors 2.2, 2.3)

COURSE DESIGN
Most classes will be structured to include a lecture or presentation, and a discussion or
activity period. We will utilize small group work, class discussions, power point,
experiential exercises, audiovisuals, writing exercises, case examples, role-plays and
other activities to facilitate understanding of the course content. Course content will also
be outlined and enhanced by handouts provided in class. It is my hope is that you will

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. Critical consciousness about power
imbalances between worker and client and between client and agency will also be explored.

(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.

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. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

REQUIRED TEXT

IMPORTANT: The text may be obtained through Ulrich’s Bookstore (new or used it should be in by 9/18) or through the following link: http://www.cengagebrain.com/shop/isbn/9780840028648 or other internet book sites. The digital copy is often much cheaper and may be an easier way for you to access the material wherever you may be. Some sites will also allow you to rent the book for a specific length of time.

Additional readings may be assigned throughout the course and will be made available either through CANVAS or other digital formats.

EXTRA READING IF YOU HAVE TIME OR INTEREST
• Cavert, Chris, and Frank, Laurie (1999). Games (& Other Stuff) for Teachers: Classroom Activities that Promote Social Learning. Woods ‘N Barnes Publishing

LEARNING NEEDS and ACCOMMODATIONS
If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

EXPECTATIONS FOR OUR CLASSROOM COMMUNITY

1. We will work to develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. We will work intentionally to create an environment where that sort of interaction is safe and constructive for the entire group.
2. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
3. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.
COURSE REQUIREMENTS

Attend each session (20 points); absences will lower your grade since:
a) Some material considered essential to the objectives of the course will only be
presented in class;
b) The application of key concepts and student co-learning requires participation in class
discussions and exercises.
c) Predictability, reliability and consistency are core to any strong relationship... “being
there” is incredibly important to clients, so it is important in this class
d) Attendance means participating and attending to others. Using computers or mobile
devices to text, shop, Facebook, etc. will significantly reduce your attendance points.
Unless you have a family emergency, (and please speak to me about it ahead of time)
please put your phones away.
e) Please communicate with this instructor about all absences. Just not showing up for
class is treated differently than an absence, which involves canceling or communicating
with me about your circumstances.

Completion of Five Graded Assignments

All assignments due by the start of class on the assigned due date (5:00pm).

a) 3 class journal entries – 15 points total (5 points each)
b) Genogram - 15 points
c) Ecomap – 5 points
d) Listening exercise - 5 points
e) Class presentation by peer group of therapeutic model – 10 points
f) Psychosocial Assessment and Treatment Plan - 30 points

Course Assignments

1. Journals: There are 3 opportunities for students to write a short (1 page at most)
journal that will generally be a reflection on your experience in this section of 521.
Please follow the following guidelines:
a) How are you doing personally?
b) How is this class, specifically, fitting into your expectations and needs as
an MSW student?
c) Any additional comments you’d like to share (anything you’ve noticed, a
moment to share, a social work event you found interesting, a skill you hope
you’ll learn, a resource you found, etc.).

2. Genogram & EcoMap: Create a genogram and ecomap. Decide who represents
your family. You can include multiple sets of parents, siblings, your own children,
extended family members, or others who have played an integral role in your family
life. Your assignment will be graded on both creativity and professionalism in your
presentation. You can generate your diagrams using a computer program (e.g.,
Microsoft Word, Power Point), using or it can be neatly handwritten. (It is preferable that you create a computer-generated diagram.) If your diagram is on one sheet of paper, it can be no larger than an 11 x 14 sheet. Alternatively, you can use a single or several 8 x 11 pages to display your diagrams. In addition, you must write a 2-3 page narrative describing your family genogram. There are 3 parts to be included in this narrative. First, you should begin by defining what the term “family” means to you and describing how your definition of family influenced the content of your genogram & ecomap. Second, you should explain how your use of symbols, choice of selected family members, connecting lines, and boundaries represent the members of your family and particularly the relationships within the family. Explain any “custom” lines you may have created. Make sure to have these lines represented on your key. You should also discuss your reasons for excluding family members that it may have been logical to include. Finally, a 3rd part to your assignment, is a reflection piece to indicate if by doing this assignment you learned anything new or saw anyone in a different light than you did prior to the assignment.

This narrative must be double-spaced, typed, and written in complete sentences and paragraph form. You should have clear transitions between sentences and paragraphs. Not only will this narrative be graded for content, you will receive points for grammar and writing style. Be sure to carefully proof your assignment for spelling and typographical errors. Make sure you include a key.

3. Listening / Process Recording: You are asked to record an audio interview with an actual client or willing substitute. From the recording, you will choose a critical portion of the material to transcribe into 2 to 3 pages of the verbal process word for word.

Please provide some personal reflection regarding your intent during the interview session and what interviewing skills you were attempting to use, including the three broad types of verbal interventions discussed in class: support or shift responses, confrontation, clarification, paraphrasing, normalizing, asking permission, change talk questions, open-ended questions, reflective listening, confidence ratings, affirming statements, advice / feedback, supporting statements that promote self-efficacy.

You will be asked to identify the verbal interventions you made in the process (at least 3). Describe the client’s response and whether you see the intervention as having an effective or ineffective outcome.

If you are using an actual client, please change identifying information to protect their identity AND make sure that you have written permission to record the interview.

Overall paper should be no longer that 6 pages (including transcript).
4. Class presentation of therapeutic modalities: Work in groups of 1-2 to design a 10-minute presentation of a specific therapeutic modality. Presentation overviews are due to me the class before the presentation is given. The overviews can take the form of power point slide print out, a short paper, etc. where the presentation is briefly explained and the questions below are addressed.

Presentations and presentation overviews must include:
*Identification of key people associated with the treatment model
*Populations where the treatment model has been found to be most helpful
*Basic overview and key defining factors of the treatment model
*Is it considered to be “evidenced-based?”
*Create and share a bibliography to share with your classmates
*A demonstration of the model being used or a technique from the model (you can use video, role playing, youtube, etc. Be creative).

5. Assessment/Treatment Plan/Implementation Paper: 4-6 pages

You are asked to produce a social work Psychosocial Assessment and Treatment Plan.

1. Name, age, gender, and grade of child (1 points)
2. Brief family history (4 points)
   - Family structure
   - Current living situations
   - Significant medical and/or social information
3. Educational concerns – if applicable (1 point)
4. Previous mental health treatment – if applicable (1 point)
5. Presenting problem for seeking treatment at this time (6 points)
   Identify lagging skills linked to presenting problem
6. 6 session treatment plan (10 points)
   - General Information –
     diagnosis
     overall goals for case
     length & frequency of sessions
   - Specific information for each session –
     Goal(s) and Objective(s)
     Specific interventions to be tried and their purpose
     Counseling / therapy “homework” for child and/or caregiver
     Describe anticipated caretaker involvement

7. Evaluation (4 points)
   How will you know when the client’s goal has been met? What type of data do you collect? How do you document / prove the completion of the goal?
8. Overall presentation: clear, concise, well written, spelling, etc. (3 points)
For students who are not currently in a field placement where this assignment can relate to a current client, you may choose to write this paper on a willing substitute.

GRADING:

A+ = 100 points   A = 95-99 points   A- = 90-94 points
B+ = 88-89 points B = 85-87 points   B- = 80-84 points
C+ = 78-79 points C = 75-77 points C- = 70-74 points
D = 60-69 points   E = Below 60 points/failing

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class 1 – 9/16</th>
<th>Intro / review course &amp; expectations</th>
<th>JOURNAL 1 DUE (done in class)</th>
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</thead>
<tbody>
<tr>
<td>Class 2 – 9/23</td>
<td>Basic interviewing</td>
<td>Hepworth et al., Chapter 1 - 3. The Challenges of Social Work; Direct Practice: Domain, Philosophy, and Roles; Overview of the Helping Process</td>
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<tr>
<td>Class 3 – 9/30</td>
<td>Ethics, standards</td>
<td>Hepworth et al., Chapter 4. Operationalizing the cardinal social work values.</td>
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<tr>
<td>Class 4 – 10/7</td>
<td>Interviewing / Effective Communication</td>
<td>Hepworth, et al., Chapter 5 - 7. Building blocks of communication: Communicating with empathy and authenticity, Verbal following, exploring, and focusing skills, Eliminating counterproductive communication patterns</td>
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<tr>
<td>Class 5 – 10/14</td>
<td>Assessment</td>
<td>Hepworth et al., Chapter 8 - 9. Assessment: Exploring and understanding problems and strengths, Assessment: Intrapersonal, interpersonal, and environmental factors</td>
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<tr>
<td><strong>LISTENING EXERCISE DUE</strong></td>
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| Class 6 – 10/21 | Goal setting | Hepworth et al., Chapter 12. Developing goals and formulating a contract
Hepworth et al., Chapter 14. Developing resources, planning, and advocacy as intervention strategies |
| **JOURNAL 2 DUE** |
| Class 7 – 10/28 | Individual | Hepworth et al., Chapter 13. Planning and implementing change-oriented strategies |
| Class 8 – 11/4 | Family | Hepworth et al., Chapter 10. Assessing family functioning.
Hepworth et al., Chapter 15. Enhancing family functioning and relationships |
| Class 9 – 11/11 | PRESENTATIONS | MATERIALS FOR CLASS PRESENTATIONS OF THERAPEUTIC MODELS DUE |
| **GROUP PRESENTATIONS** |
| Class 10 – 11/18 | Group | Hepworth et al., Chapter 11. Forming and assessing social work groups
Hepworth et al., Chapter 16. Intervening in social work groups |
| Class 11 – 11/25 | NO CLASS | Long Holiday Weekend! |
| Class 12 – 12/2 | PANEL DAY | Hepworth et al., Chapter 19. The Final Phase: Evaluation and Termination
Panel of social workers to discuss IP work. We’ll have someone to talk about working with veterans, private practice, agency work, infant mental health work, family therapy, school |
| Class 13 – 12/9 | Barriers to change & Resources & advocacy | Hepworth et al., Chapter 18 Managing Barriers to Change |
| Class 14 – 12/16 | Exam / Paper week | JOURNAL 3 DUE – can be emailed. Due by 5pm 12/16 |

PSYCHOSOCIAL ASSESSMENT & TREATMENT PLAN DUE

Revised 10/2/15