INSTRUCTOR: Mari Pitcher, LMSW, Adjunct Lecturer
CONTACT INFO: pitcherm@med.umich.edu
Phone: 919-949-4376
OFFICE HOURS: Mondays, 5-630p or by appointment

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.

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.

**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.

Required Text:
There are no required texts. There are, however, texts that we will be drawing from, in particular the DSM 5. The DSM 5 is available online:
http://www.psychiatryonline.com.proxy.lib.umich.edu/
Other relevant articles and resource will be posted on Canvas.

Learning Needs and Accommodations:
If you need or desire an accommodation for a disability, please let us know at your earliest convenience. 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 us 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, we will (to the extent permitted by law) treat that information as private and confidential.

Also, please notify us if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Attendance and participation:
• Participation is critical to a successful learning and growth experience in this class. The course is a simulation lab that provides a safe environment to develop and hone your clinical skills. To maximize your experience, and that of your colleagues, please come prepared to share experience and knowledge, ask questions, and provide feedback. Disengagement and/or using laptops/tablets/phones are not appropriate and will negatively impact your participation and attendance grade component.
• Attendance and participation comprise 15% of your grade. If you are unable to attend class, please notify me, via text, at least two hours prior to class. A sign-in sheet will be made available at the beginning and end of every class. Two points will be deducted for every class that is missed. (You will be allowed one excused absence for an emergency or religious observance. In order for the absence to be excused, please send me an e-mail, prior to your absence, with an explanation for your absence).
Session Agendas:

Session 1: 9/12/15 Introduction to Class, Community-Building; Listening, Empathy and Engagement
Readings:

Session 2: 9/19/15 Ethics, Social Identity, Client Character Development Work
Readings:

Session 3: 09/26/15 Knowledge and Skills for Assessment & Planning. Guest lecturers
Readings:

Session 4: 10/03/15 Knowledge & Skills for Assessment & Planning
Readings:

Session 5: 10/10/15 Goal Setting, Motivational Interviewing
Readings:
Fall Break: Oct 17-18

Session 6: 10/24/2016 Cognitive-Behavioral Intervention
Readings:

Session 7: 10/31/2016 Cognitive-Behavioral Intervention, continued
Readings:

Session 8: 11/07/15 Group Work

Session 9: 11/14/16 Family work
Readings:

Session 10: 11/21/16 Child Play Therapy
Readings:
Session 11: 11/28/16 Trauma Work
Readings:

11/23/2016 Thanksgiving Recess Begins at 5:00pm

Session 12: 12/05/16 Knowledge & Skills for Termination and Evaluation
Readings:

Session 13: 12/12/2016 Integration and Self-Care
Readings:

Assignments and due dates:

A brief explanation of your required assignments, and their due dates, is outlined below. At least two weeks prior to each assignment due date, a detailed rubric will be available on Canvas. All assignments must be handed in on paper and given to me personally; I will not accept e-mailed assignments or assignments left in my mailbox. You will lose two points for each day an assignment is late and any assignment more than five days late will result in zero credit for the assignment.

**Simulated Client Work:** The core pedagogy for this class will be simulated client interviews. You will be the social work practitioner for a simulated client AND a simulated client for a social work practitioner. In each case you will complete two sessions (approx.50 minutes long) outside of class and video record those sessions. The practitioner will then post the video and it will be available to be viewed by you, the client, and the instructor. All assignments for the lab relate to these simulated interviews.
1. Character Development Workup-10 points (Due September 26, 2016)
These assignments help you prepare to play the role of a simulated client.
- Write a 1-2 page description of the client you will simulate. Further detail to be reviewed in class.
- List the sources you have used to gain understanding of the client and the client’s life circumstances. Ideally, you will have at least 3 professional sources and also some lay resources.

2. Session 1: Bio-psycho-social Assessment of Simulated Client:
Reflection Paper and Video Recording of session -20 points; 3-4 double-spaced type written pages. Due October 10, 2016
- Post your video recording on Canvas. Instructions will be provided in class.

After reviewing the video of your first session, write an essay answering the following questions:
- Overall, how effectively did you engage your client in the session?
  - Give examples to illustrate your conclusions
  - Describe factors that contributed to or detracted from effective engagement.
  - How comprehensive was your assessment? What assessment components did you omit and why?
- Describe at least three “strengths” and three “areas for improvement” for your interviewing during this session.
- What goals do you have for your interviewing skills in the second session?
- In what way do privilege, oppression, diversity, and social justice impact your work with this client?

3. Session 2: Goal Setting and Intervention Session with Simulated Client:
Reflection Paper and Video Recording of session: 25 points; 3-4 pages double spaced type written paper. Due November 14, 2016
- Post your video recording on Canvas. Instructions will be provided in class.

After reviewing the video of your second session, write an essay answering the following questions:
- Overall, how effectively did you engage your client in the session?
  - Give examples to illustrate your conclusions. (add time-stamps when warranted)
  - Describe factors that contributed to or detracted from effectiveness in engagement.
  - How well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals?
  - What clinical interventions did you use and how effective were they?
- Name at least three strengths and three “areas for improvement” for your interviewing during this session.
How did you performance on the second interview differ from the previous interview? What key things did you learn by comparing and contrasting the two interviews?
What goals do you have for your interviewing skills in the next session?
Several additional questions related to client feedback will be added.

4. Final Reflection Paper 20 points: 25 points, 3-4 pages double spaced type written paper. (Due December 12, 2016)

Looking back at both of your client sessions, please engage in professional and personal reflection as you answer the following questions. You are not limited to the content invoked by these questions; please address any significant insights you have gained through the simulated client process.

Engagement and Ethics
- Describe your efforts to address power dynamic in your work? What did you to balance power of worker role? What did you do maximize client empowerment?
- What ethical issues, if any, arose in your work with this client? How were they addressed?
- What issues arose for you as a worker that contributed to how you managed your relationship with this client?
- What clinical areas of assessment and/or intervention do you feel you need to focus on to further improve your clinical skills?

Diversity
- In what ways did the client’s socio-economic, race, age, sexual orientation, gender, spirituality impact your interactions, assessment and interventions?
- How was your self-regulation impacted by client-therapist differences?

Client Role Reflection
- What did you learn from the client role?
- From the client life you simulated
- About intervention
- About yourself
- Aha moments

Final Reflections
How would you modify this class in order to improve your learning experience? Please provide concrete suggestions.

GRADING:

- Attendance & Participation: 15 points
- Client Work-up 15 points
- First Session Reflection Paper 20 points
- Second Reflection Paper 25 points
- Final Reflection Paper 25 points

Grading Scale and Grade Disputes:
98-100 = A+; 94-97 = A; 93= A-
91-92 = B+, 88-90 = B, 86-87 = B-
86= C+; 83-85= C;80-82= C-
Below 80; not passing

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an e-mail, within seven days of the receipt of your graded assignment, detailing the specific concerns you have related to the grade. Within one week of receiving your e-mail, I will contact you to set up a time to review your concerns in a one-on-one meeting.

SAFETY and EMERGENCY PROTOCOLS:

UM Emergency Alert is a mass, urgent notification system, comprised of a variety of methods by which the University can notify students, faculty and staff of an active, major campus emergency:

- Text messages (SMS) to cell phones
- Voice messages to phones
- Emails
- Digital Signage
- University Website
- Twitter

When the Division of Public Safety and Security determines there is an active emergency in which the public safety of the campus may be at risk, an urgent notification through the UM Emergency Alert system will be initiated. Examples are:

- When a person actively shooting a weapon is on the loose
- When a tornado or a severe thunderstorm with expected winds greater than 70 miles per hour is predicted to strike the campus area
- When a major hazardous material spill is impacting a large portion of campus.

Localized incidents within a building (such as a small fire or hazardous material spill in a lab) probably won’t require a mass notification.

As a large multi-campus system, we require more than a single mode of notification in an emergency. UM Emergency Alert will add to the array of communication methods DPSS uses during campus emergencies, such as crime alerts, campus emails, digital signage and local news media outlets.

In order to receive these urgent notification alert messages, faculty, staff and students may register telephone or cell phone numbers and a device to receive text messages. Additionally, the University automatically will register all faculty, staff and student umich email addresses.

Active Shooter Instructions

1 - RUN

- Have an escape route and attempt to evacuate
- Evacuate regardless if others agree
- Leave your belongings
2 - HIDE

- Hide out of shooter’s view
- Lock and/or barricade the door
- Silence your cell phone
- Always be aware of a new escape route

3 - FIGHT

- Goal: Distract, Disorient, Disarm
- Designate an attack team
- FIGHT as a last resort

INFORMATION YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR

- Location of the active threat
- Number of shooters
- Physical description of shooters
- Number and type of weapons and/or suspicious packages

AFTER THE THREAT

- Avoid pointing or yelling
- Keep your hands visible at all times
- Know that help for the injured is on its way

PROFILE OF AN ACTIVE SHOOTER

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms. In an active shooter situation, the victims usually are selected at random and the event is unpredictable and quickly evolves.

COPING WITH AN ACTIVE SHOOTER

- Be aware of your environment and any possible dangers
- Locate the two nearest exits
- If you are in a classroom or office, lock and barricade the door(s)
- Make an informed decision and take appropriate actions

CALL 911 WHEN IT IS SAFE TO DO SO