



**SW521-1 Interpersonal Practice with Individuals, Families and Small Groups
WINTER 2017**

Time: Wednesdays 9:00 am – 12:00 noon

Location: SSWB B760

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Office hours: After the Class on Wednesdays or by appt.
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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 Schedule Overview

Session	Date	Topics/Issues/Skills
1	1/4	Introduction to the Course and Social Work Practice Mission, Purposes and Roles of (direct) Social Work Practice
2	1/11	Philosophies, Values & Ethics Social Work Practice Models/Approaches and SocioCulturally Relevant/Competent, Multi-Level Practice
3	1/18	Helping Processes and Critical Consciousness Relationship-Building and Listening
	1/25	<Positionality Paper Due>
4	1/25	Interviewing Skills; First Interviews
5	2/1	Relationship Sustaining & Enhancing <Client Description Due 2/1/17>
6	2/8	Simulated First Interviews in Class
7	2/15	Multidimensional Assessment
	2/17	<First Interview Video Annotation Due>
8	2/22	Multidimensional Assessment Formulation of Intervention Goals, Plans and Contract
	3/1	Spring Break
9	3/8	Working with Children, Adolescents & Youth
10	3/15	Working with Families
11	3/22	Forming and Conducting Groups
12	3/29	Ongoing, Change-Oriented Professional Action
13	4/5	Final Examination - Assessment & Intervention Plan
14	4/12	Termination & Evaluation Reflection, Integration, and Moving Forward

Course Content

This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies. Students also learn how self-awareness and the conscious use of self affects the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice.

In this course, all phases of the IP treatment process (i.e. engagement, assessment, intervention and evaluation) are presented and applied to social work practice with individuals, families, and small groups. Students learn how to assess vulnerabilities and strengths in clients' lives that relate to attributes (e.g. ability, age, class, color, culture, ethnicity, family structure, gender {including gender identity and gender expression}, marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as well as situational and environmental factors relevant to the client's social functioning. Students learn how to assess risks, and barriers, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

Course Objectives

Upon completion of this course, students using a social work practice framework will be able to:

1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1)
3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4)
4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3)
5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

Course Design: This course employs a number of pedagogical strategies to promote skill development such as: simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

Theme Relation to Multiculturalism & Diversity is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics 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 are explored.

Theme Relation to Social Justice are central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are 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 Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

Theme Relation to Behavioral and Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

Relationship to SW Ethics and Values. Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

Course Requirements

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. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically strengthen social work knowledge and practice skills and to enable the student to achieve successfully the goals and objectives of the course.

Text Book & Course Reader

Required texts and readings:

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
- Other required readings are available at the CANVAS course site.

Recommended books and readings:

- Recommended readings are available at the CANVAS course site.

ASSIGNMENTS AND DUE DATES (see INSTRUCTIONS FOR ASSIGNMENTS below for more detail)

We will be using a mastery-based, not a competitive, grading system. In other words, the grade you get will not depend on how well others in the class have done but on how well you have mastered the materials.

1. Class Attendance, Participation & Reflection Papers	15%
2. Positionality Paper	20% Due 1/25/17 before class
3. Critique and Reflection of the First Interview & Video Annotation	35%
1) The client description to be submitted via Canvas: Due 2/1/17	
2) Video-taped, simulated interview in-class on 2/8/17	
3) Video annotation to be submitted via VideoANT: Due 2/17/17 midnight	
Assessment & Intervention Plan	30% Due 4/9/17 midnight

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.

Class Attendance & Participation: This interpersonal practice course involves a wide range of experiential learning exercises and in-class discussions, and some of the material considered essential to achieving the course objectives will only be presented in class. Therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which will require submitting a written report at the end of the class. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let’s discuss them individually and explore ways in

which you may become a more active participant in class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave early, you must notify the instructor as soon as possible. If you miss more than two class sessions, you need to meet with the instructor; you may complete an optional assignment to make up for the missed session.

Accommodations: If you have a disability or condition that may interfere with your participation in this course, please contact me as soon as possible to discuss accommodations for your specific needs. This information is kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, <http://ssd.umich.edu/>, Email ssdoffice@umich.edu.

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 must formally request an incomplete from the instructor prior to the final week of classes.

A Note on Scholarly Discourse

What we will discuss in the class involves controversial issues, such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

ACADEMIC INTEGRITY

We adhere to high standards of academic integrity. Please familiarize yourself with the Rackham Academic and Professional Integrity Policy (<http://www.rackham.umich.edu/current-students/policies/academic-policies/section10>), which defines The Roles and Responsibilities of Graduate Students and Forms of Academic and Professional Misconduct. The Library Research Guide on Academic Integrity in Social Work is also available at <http://guides.lib.umich.edu/swintegrity>.

Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

SELF and GROUP CARE

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

Mental Health and Wellbeing

University of Michigan is committed to advancing the *mental health* and wellbeing of its students.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- ❖ Counseling and Psychological Services (CAPS). (734) 764-8312, <https://caps.umich.edu/>
- ❖ University Health Service (UHS). (734) 764320, <https://www.uhs.umich.edu/mentalhealthsvcs>
- ❖ UM Medical Center Psychiatric Emergency Services. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- ❖ UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>

- ❖ UM Center for Education of Women. 734-764-6005; <http://www.umich.edu/~cew/>
- ❖ For alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness

- In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.
- All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.
- Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.
- If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.
- Office of Student Services School of Social Work | Room 1748 [734-936-0961](tel:734-936-0961)
- For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.
- Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

ASSIGNED READINGS

Session 1 (1/4) Introduction to the Course and Social Work Practice Mission, Purposes and Roles of (direct) Social Work Practice

Required:

- Hepworth et al. (2013). Chap. 1 *Challenges of social work*.

Recommended:

- Chu, W. C. K., & Tsui, M.-S. (2008). The nature of practice wisdom in social work revisited. *International Social Work, 51*(1), 47-54.
- Klein, W. C., & Bloom, M. (1995). Practice wisdom. *Social Work, 40*(6), 799-807.

Session 2 (1/11). Philosophies, Values, & Ethics Social Work Practice Models/Approaches and SocioCulturally Relevant/Competent, Multi-Level Practice

Required:

- Hepworth et al. (2013). Chap. 2 *Direct practice: Domain, philosophy, and roles*.
- Hepworth et al. (2013). Chap. 4 *Operationalizing the cardinal social work values* (pp. 57-82).
- Truell, R. (2014, July 7). What is social work? The two international bodies representing social workers are preparing to vote on a new global definition of the profession. [Guardian Professional](http://www.theguardian.com/social-care-network/2014/jul/07/what-is-social-work). <<http://www.theguardian.com/social-care-network/2014/jul/07/what-is-social-work>>

Recommended:

- NASW Code of Ethics. (Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly) <https://www.socialworkers.org/pubs/code/>
- Min, T. (2011). The client-centered integrative strengths-based approach: Ending longstanding conflict between social work values and practice. *Canadian Social Science, 7*(2), 15-22.
- Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society, 81*(1), 12-21.
- Saleebey, D. (2013). *The strengths perspective in social work practice*. Boston, MA: Pearson. <not in CANVAS>

Session 3 (1/18). Helping Processes and Critical Consciousness Relationship-Building and Listening

Required:

- Reed, B. G., Newman, P. A., Suarez, Z. E., & Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice (Chap. 4, 60-98). In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work: Promoting competence in generalist practice*. Thousand Oaks, CA: Sage.
- Hepworth et al. (2013). Chap. 3 *Overview of helping processes: The Helping Process* (pp. 35-45).
- Hepworth et al. (2013). Chap. 5 *Building blocks of communication: Conveying empathy and authenticity* (pp. 89-128).

Recommended:

- McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*.
- Appio, L., et al. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. *Journal of Clinical Psychology* 69(2), 152-161.
- Lambert, M. J. (2013). The efficacy and effectiveness of psychotherapy *Bergin and Garfield's handbook of psychotherapy and behavior change* (Chap. 6, pp. 169-218). Hoboken, N.J.: John Wiley & Sons.

1/25/17 Positionality Paper Due**Session 4 (1/25). Interviewing Skills; First Interviews***Required:*

- Hepworth et al. (2013). Chap. 3 *The interviewing process: Structure and skills* (pp. 45-54). <In “Week 3 Required Readings” Folder>
- Lukas, S. (1993). How to conduct the first interview with an adult. In S. Lukas. *Where to start and what to ask* (Chap. 1, pp. 1-12). New York: Norton & Co.

Recommended:

- De Jong, P. & Miller S.D. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.

2/1/17 Client Description Due**Session 5 (2/1). Relationship Sustaining & Enhancing***Required:*

- Hepworth et al. (2013). Chap. 6 *Verbal following, exploring, and focusing skills*.

Recommended:

- Hepworth et al. (2013). Chap. 7 *Eliminating counterproductive communication patterns*.
- Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work*, 52(3), 251-259.

Session 6 (2/8). Simulated Interviews in Class*Recommended: Review the previously assigned readings such as the following:*

- Lukas, S. (1993). How to conduct the first interview with an adult. In S. Lukas. *Where to start and what to ask* (Chap. 1, pp. 1-12). New York: Norton & Co.;
- Hepworth et al. (2013). Chap. 5 *Building blocks of communication: Conveying empathy and authenticity*;
- Hepworth et al. (2013). Chap. 6 *Verbal following, exploring, and focusing skills*;
- Hepworth et al. (2013). Chap. 7 *Eliminating counterproductive communication patterns*;
- You may find some of the tools provided in Hepworth et al. (2013) relevant and helpful, such as Fig. 6.2. *Recording for Verbal Skills* (p. 162) and *Assessing Verbal Barriers to Communication* (p. 182).

Recommended reading for the Video Annotation Assignment:

- Myers, P. L. (2003). Process Recording: Importing a Technique from Social Work Field Instruction. *Journal of Teaching in the Addictions*, 2(1), 99-108.

2/17/17 Critique and Reflection of 1st Interview Due 10pm EST

Session 7 (2/15). Multidimensional Assessment

Required:

- Hepworth et al. (2013). Chap. 8 *Assessment: Exploring and understanding problems and strengths*.
- Hepworth et al. (2013). Chap. 9 *Assessment: Intrapersonal, interpersonal, and environmental factors*.
- Lukas, S. (1993). Looking, listening, and feeling: The mental status examination. In S. Lukas. *Where to start and what to ask* (Chap. 2, pp. 13-31). New York: Norton & Co.

Recommended:

- Cowger, C. D. (1994). Assessing client strengths: Clinical assessment for client empowerment. *Social Work, 39*(3), 262-268.
- Snowden L. R. (2003). Bias in mental health assessment and intervention: Theory and evidence. *American Journal of Public Health, 93*, 239-243.
- Hodge, D.R., Limb, G.E., & Cross, T.L. (2009). Moving from colonization toward balance and harmony: A Native American perspective on wellness. *Social Work, 54*(3): 211-219.

Session 8 (2/22). Multidimensional Assessment, continued Formulation of Intervention Goals, Plans and Contract

Required: In addition to the Session 7 readings,

- Hepworth et al. (2013). Chap. 12 *Developing goals and formulating a contract*.

Recommended:

- Ruffolo, M. C., Perron, B. E., & Voshel, E. H. (2016). Change planning. In Ruffolo, M. C., Perron, B. E., & Voshel, E. H. (Eds.), *Direct social work practice: theories and skills for becoming an evidence-based practitioner*, (Chap. 7, pp. 127-147). Los Angeles: Sage.
- Hepworth et al. (2013). Chap. 14 *Developing resources, organizing, planning, and advocacy as intervention strategies*. <not in CANVAS>
- Busch, N. B., & Valentine, D. (2000). Empowerment practice: A focus on battered women. *Affilia, 15*(1), 82-95.

3/1/17 Spring Break – No class

Session 9 (3/8). Working with Children, Adolescents & Youth

* The class will meet with SW521-2 (Prof. Robert Ortega)

Required: To be assigned

Recommended:

- Paylo, M. J. (2005). Helping families search for solutions: Working with adolescents. *The Family Journal, 13*(4), 456-458.

Session 10 (3/15). Working with Families

Required:

- Hepworth et al. (2013). Chap. 10 *Assessing family functioning in diverse family and cultural contexts*.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). Creating genograms (Chap. 2, pp. 20-60). In *Genograms: Assessment and intervention* (3rd Ed.). New York: W. W. Norton & Company.
- Halevy, J. (1998). A genogram with an attitude. *Journal of Marital and Family Therapy, 24*(2), 233-242.

Recommended:

- McGoldrick, M., Gerson, R., & Petry, S. (2008). Tracking family patterns through time and space (Chap. 4, pp. 81-113). In *Genograms: Assessment and intervention* (3rd Ed.) New York: W. W. Norton & Company.
- Keim, J. (1999). Strategic therapy (Chap. 9, pp.210-221) In D. M. Lawson & F. F. Prevatt (Eds.), *Casebook in family therapy*. Belmont, CA: Brooks/Cole.
- Brown, Neil, D. & Samis, Michelle D. D. (1986-7). The application of structural family therapy in

developing the binuclear family. *Mediation Quarterly*, 14-15, 51-69

Session 11 (3/22). Forming and Conducting Groups

Required:

- Hepworth et al. (2013). Chap. 11 *Forming and assessing social work groups*.
- Hepworth et al. (2013). Chap. 16 *Intervening in social work group*.
- Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2), 11-26.

Recommended:

- Seabury, B. A., Seabury, B. H., & Garvin, C. D. (2011). Assessing groups. In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work* (Chap. 14., pp. 401-437). Thousand Oaks, CA: Sage.
- Brabender, V. (2010). The developmental path to expertise in group psychotherapy. *Journal of Contemporary Psychotherapy*, 40(3), 163-173.

Session 12 (3/29). Ongoing, Change-Oriented Professional Action

Required:

- Hepworth et al. (2013). Chap. 17 *Additive empathy, interpretation, and confrontation*.
- Hepworth et al. (2013). Chap. 13 *Planning implementing change-oriented strategies*.

Recommended:

- Van Ryn, M., & Fu, S. S. (2003). Paved with good intentions: Do public health and human service providers contribute to racial/ethnic disparities in health? *American Journal of Public Health*, 93(2), 248-255.
- Hepworth et al. (2013). Chap. 18 *Managing barriers to change*.
- Rubin, L.B. (2003). *The man with the beautiful voice*. Boston: Beacon Press. <not in CANVAS>

Session 12 (4/5). Final Examination - Assessment & Intervention Plan

**Session 14 (4/12). Termination & Evaluation
Reflection, Integration, and Moving Forward**

Required:

Hepworth et al. (2013). Chap. 19 *The final phase: Evaluation and termination*. <not in CANVAS>

Recommended:

- O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? *International Social Work*, 54(2), 174-190.
- Staniforth, B., Fouche, C., & O'Brien, M. (2011). Still doing what we do: Defining social work in the 21st century. *Journal of Social Work*, 11(2), 191-208.
- How to figure out when therapy is over. *New York Times*, October 30, 2007
http://www.nytimes.com/2007/10/30/health/views/30beha.html?_r=0

INSTRUCTIONS FOR ASSIGNMENTS

Guidelines for Written Assignments

All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed and double-spaced.
- Page number on each page.
- Be submitted on CANVAS (late papers will result in the deduction of 1/2 a letter grade).
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style). Papers that do not comply with an established convention will be returned, and a penalty for late submission will be applied.
- **Consult the Student Guide to make sure you are citing others' work appropriately and not committing plagiarism.**

1. Class Attendance, Participation & Reflection Papers

You need come to class well-prepared, which means doing all the readings and identifying issues for which you need clarification or further exploration. You are expected to actively participate in class discussion, small group discussion and various in-class exercises (e.g., role-plays).

Frequently, you will write and submit a short reflection of your learning at the end of the class. Some of the reflections will be shared anonymously in the class to aid mutual learning.

2. Positionality Paper. 3-5 typed pages

Based on the social identity inventory (to be provided in class), you create an imaginary client who would present particular challenges to work with (e.g., those who least embodies who and what you are socio-culturally, those with whom you share a lot in common). Imagine you are asked to work with that person. In this paper, you will:

- 1) identify and reflect on how you would feel about working with this imaginary client prior to the first encounter, what feelings and thoughts you may experience while you are interacting with the client, and what difficulty, if any, you may experience;
- 2) discuss how you might deal with the above inside and outside the session;
- 3) examine what strengths you bring to working with this client;
- 4) explore what reactions your client may have toward you, and how you might address them; and
- 5) discuss what new insight, if any, have you developed about your positionalities as you worked on this assignment.

Some helpful tips:

- Focus on yourself. Provide only a VERY BRIEF description of your imaginary client. You do not need to develop the character or back-story of this client.
- Applying the PIE (person-in-environment) perspective and locate yourself in the environment. Your positionalities interact with those of your imaginary client in the specific socio-cultural, -political, and -historical context.
- You are strongly encouraged to explore many dimensions of your positionalities, especially those that you have not been given much attention or thought before. Some of your positionalities are familiar to you, and others, not so familiar. You may not have thought of some of them as important dimensions of you as a person and/or as a social worker. Some give you varying degrees of privilege, and others are associated with experiences of oppression and discrimination.
- You do have feelings about many of these positionalities, which may get triggered in various social work practice contexts whether you are aware or not. Listen to yourself, and reflect on your thoughts and feelings, and be candid about what you feel/would feel in working with your imaginary client.
- Refrain from intellectualizing your feelings although it is tempting. You are encouraged and expected to write about your feelings and thoughts in the first person account.
- You are encouraged to refer to the readings and class discussions when/where you can.

3. Critique and Reflection of the First Interview: Video Annotation

This is a 3-part assignment; each component has a different due date.

1) Create a Simulated Client

- 1) Students will pair up (in class 1/25/17).
- 2) Student develops a client character using the outline of the character development guide (to be posted on Canvas and/or provided in class).
- 3) Write a 1-2 page description of the client you will simulate and upload the client description via Canvas. **Due 2/1/17.**
- 4) Student (as a client) fills out a biopsychosocial form and submit to their role-play partner who plays the role of social worker **in class on 2/1/17 or a mutually-agreed upon time.**

2) Video-Taped First Interview with Simulated Client (2/8/17 in-class)

You conduct a 20-minute simulated first interview, video-record it in class.

- Each student will play the role of social worker and client, respectively.
- In this interview, you will focus on engagement, empathic communication, relationship building, sustaining, and enhancing skills.
- The goals of the first interviews include: to make contact with and engage the client; to let the client tell their stories; and to gain relevant information about the clients and come to a mutual understanding of the client's "presenting problem."
- Be intentional about using/practicing empathic responding (Level 3 and above) and verbal following skills (e.g., furthering, paraphrasing, open- and closed-ended questions, clarifying, summarizing, seeking concreteness, providing and maintaining focus).
- You will record the following statements at the beginning and the end of the program:
 - At the beginning: "THE FOLLOWING IS A FICTIONAL ROLE PLAY - ALL NAMES, PLACES, AND EVENTS ARE FABRICATED."
 - At the end: "THE PRECEDING WAS A FICTIONAL ROLE PLAY - ALL NAMES, PLACES, AND EVENTS WERE FABRICATED."
- ✓ Written instructions on how to record the interview will be made available in-class and/or on Canvas.
- ✓ SSW web office and facilities staff will be available to provide technical support in class.
- After both of the interviews (one in which you played the role of client, and the other, the role of social worker) were completed, you and your partner will provide/receive feedback to/from each other about the interview in general, and engagement and relationship building, sustaining, and enhancing skills, in particular. The feedback will inform the video annotation (see below).

3) Video Annotation (Digital Process Recording) (to be submitted via VideoANT by 2/17/17)

You will review the video and review and reflect on your action (and inaction) and, using a free application called VideoANT, annotate the following (we will go over them in-class):

- 1) Identify at least two sections where you utilized empathic communication skills.
- 2) Identify at least two sections where you utilized some of the verbal following skills (e.g., furthering, paraphrasing, use of open- and closed-ended questions, seeking concreteness, focusing), and specify what skills you used.
- 3) Identify at least one section in which you think you worked with the client effectively AND at least one section in which you think you were not able to work with the client so effectively. In each section, you annotate the following:
 - a) Client's actions/behaviors (your observations). Be specific about what you observed regarding affect, posture, body language, voice tone, and eye contact;
 - b) Worker's (gut-level) feelings, somatic (body) reactions, thoughts, and/or experiences at the time (Be as open and honest as you can and do not worry about having to use any special professional language – focus on remembering and describing what you were feeling/experiencing during the

interview);

- c) Worker's actions/behaviors (what you did and did not do);
- d) Client's reactions and any other notable observations; and
- e) Your reflective assessments of the section, including reflections on the skills used and challenges faced, alternative responses, suggestions for change.

Pay attention to the potential link between what is going on inside (e.g., feeling nervous, not being sure about what to say next) and what you end up doing (e.g., talk for a long time, talk fast(er)/soft(er), change subjects, ask stacked questions, smile, look down). Knowing this link and knowing your tendency can help you anticipate and avoid acting in a way that might lead to counterproductive interaction.

Note: A section often consists of more than a single action by the worker and the client's response.

- ✓ The instructions for annotation <*Annotation Instructions (Ant)*> will be made available in-class and/or on Canvas:
- ✓ SSW web office and facilities staff will be available to provide technical support in class.

*** Important ****

- ✓ Make sure you have shared the video with the instructor twice (YouTube and VideoANT). See *Sharing Your Video with Your Instructors* in both the *iPod YouTube Recording Instructions* and the *Annotation Instructions*.
- ✓ It is important to choose the privacy selection "Private" AND add users by indicating the instructor's email address (miekoy@umich.edu).

4. Assessment & Intervention Plan

You will watch a video-taped interview and develop a multi-dimensional assessment and plan for intervention. Detailed guidelines and instructions for the paper will be provided in class.

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SW521 Student Profile

Name: _____ Phone (____)_____

E-mail: _____ Current Address (City) _____

Where (city, state, country) are you from? _____

Undergrad. Major or Area of Concentration _____

Practice Method: Major: IP CO MHS SPE Minor (if any): IP CO MHS SPE

First Year or Second Year? 1 2 Track: 16mos. 20mos. AS ED PT Other

Field Placement _____

Reason(s) for choosing Social Work _____

Please list any undergraduate and graduate degrees:

<u>Degree & Year Obtained</u>	<u>College/University</u>
1. _____	_____
2. _____	_____
3. _____	_____

Please list any previous "Social Work" experiences (please circle ones that are related to interpersonal practice):

1. _____
2. _____
3. _____
4. _____

Please describe your reasons for taking this course.

Please list two objectives you have for this course:

1. _____
2. _____

Anything else about you that you want the instructor to know?