



SW521: Interpersonal Practice with Individuals, Families and Small Groups

W '17 – Prof. R.M. Ortega, LMSW, PhD

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Office Hours: Monday 10am-12pm, 1pm-3pm. Other days possible with 24 hour notice.

Please make requests via e-mail.

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:

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.

Relationship of Course to Four Curricular Themes:

- *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.
- *Social Justice and Social Change* 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.
- *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.

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

Relationship of the Course to Social Work 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 Accommodations:

If you have difficulties understanding readings, assignments, or participating in discussion for linguistic, cultural or other reasons, I invite you to discuss them with me as soon as possible so we can explore ways to facilitate your active participation in class.

If you need or desire an accommodation for an ability challenge, please let me 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 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 formally disclose a disability (via ADA), I will (to the extent permitted by law or SSW policy) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, (734) 763-3000, (734) 615- 4461 (TDD), (734) 619-6661 (VP). You are especially encouraged to contact our own Office of Student Services any time you are in need of additional support or accommodations (Email ssdoffice@umich.edu).

Regarding religious observances, the University of Michigan, as an institution, does not observe religious holidays yet every reasonable effort will be made to accommodate religious obligations if observances 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 will be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is a student's obligation to notify me well in advance (at least one month) if religious observances during the semester conflict with class attendance or due dates for assignments.

Regarding student mental health and wellbeing, the 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) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

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.

1. Class Attendance and Participation (15% of Grade)

As a foundation interpersonal practice course we will engage in a range of experiential learning exercises. You are expected to attend all class sessions and actively participate in class discussions, small group discussions, and various in-class exercises. Class attendance will be taken and absences will result in a grade reduction. You need to inform the instructor of your absence as soon as is practically possible and more than two absences requires a meeting with the instructor.

2. Required – Completed 3 Log Assignments (Total 30% of Grade)

3. Required - Critique and Reflection of the First Interview & Video Annotation (30% of Grade)

(a) The client description to be submitted via Canvas: Due 2/1/17

(b) Video-taped, simulated interview in-class on 2/8/17

(c) Video annotation to be submitted via VideoANT: Due 2/17/17 midnight

4. Required - Final Exam (25% of Grade) – (April 12)

Grading [Grading Policy for Academic Courses (Faculty Manual - Standard 7.05)]

A grades are given for EXCEPTIONAL individual performance and EXCEPTIONAL mastery of material. The use of A+, A, and A- should distinguish the degree of superiority w/ perfect attendance equal to an A.

B grades are given to students who demonstrate MASTERY of the material. B+ should be used for students who perform just above the mastery level but not in an exceptional manner. B- should be used for students just below the mastery level

C grades are given when mastery of the material is MINIMAL. A C- grade is the lowest grade which carries credit.

D grades indicate deficiency and carry no credit

E grades indicate failure and carry no credit

Incomplete grade for course: Incomplete grades 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.

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.

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).

The Library Research Guide on Academic Integrity in Social Work is also available at <http://guides.lib.umich.edu/swintegrity>.

Required Readings:

Available on the CANVAS course site.

Course Schedule Overview

WEEK 1	January 4	Introduction to the Course and Social Work Practice
WEEK 2	January 11	Values & Ethics; Culturally Responsive Practice
WEEK 3	January 18	Overview of Helping Processes
WEEK 4	January 25	Interviewing Skills; First Interviews
WEEK 5	February 1	Relationship Sustaining & Enhancing
WEEK 6	February 8	Simulated Interviews in Class
WEEK 7	February 15	Bio-Psycho-Socio (and Spiritual) Assessment
WEEK 8	February 22	Assessment for Treatment
WEEK 9	March 1	SPRING BREAK
WEEK 10	March 8	Phases of Practice
WEEK 11	March 15	Working with Families
WEEK 12	March 22	Working with Groups
WEEK 13	March 29	Working with Children, Youth & Adolescents
WEEK 14	April 5	Termination & Integration
WEEK 15	April 12	Final Exam - In Class

ASSIGNED READINGS

WEEK 1 (1/4). Introduction to the Course and Social Work Practice

Required:

- Cornell, KL (2006). Person-in-situation: History, theory and new directions for social work practice. *Praxis* 6, 50-57.
http://www.canonsociaalwerk.eu/1940_Hamilton/Person%20in%20situation.pdf
- International Federation of Social Work, Global definition of social work.
<http://ifsw.org/get-involved/global-definition-of-social-work/>
- MacKay, T. & Zuffrey, C. (2015). 'A who doing a what?': Identity, practice and social work education. *Journal of Social Work*, 15(6), 644-661.
- Maschi, T., Baer, J. & Turner, S.G. (2011). The psychological goods on clinical social work: A content analysis of the clinical social work and social justice literature. *Journal of Social Work Practice*, 25(2), 233-253. {Note: Read 243-247.}
- Shdaimah, C.S. & McCoyd, J.L.M. (2012). Social work sense and sensibility: A framework for teaching an integrated perspective. *Social Work Education*, 31(1), 22-35.

WEEK 2 (1/11). Values & Ethics; Culturally Responsive Practice

Required:

- Johnson, Y. M., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work*, 54(3), 220-231.
- 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/code.asp>
- Lee, E (2010). Revisioning cultural competencies in clinical social work practice. *Families in Society*, 91(3), 272-279.
- Ortega, R.M. and Faller, K.C. (2011). Training child welfare workers from a cultural humility perspective. *Child Welfare*, 90(5), 27-49.

WEEK 3 (1/18). Overview of Helping Processes

Required:

- 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.
- Collins, S. (2015). Hope and healing in social work. *Practice: Social Work in Action*, 27(3), 197-213.
- CSWE Advanced social work practice in clinical social work
<http://www.cswe.org/File.aspx?id=26685>
- Koprowska, J. (2003). The right kind of telling? Locating the teaching of interviewing skills within a systems framework. *British Journal of Social Work*, Vol. 33 (3), 291-308.
- Letendre, J. & Mogro-Wilson, C. (2016). Practice wisdom meets evidence-based practice: Building capacity in agencies. *Social Work with Groups*, 39(4), 326-338. DOI: 10.1080/01609513.2015.1081841

- 10 building blocks to effective and non-effective communication.
http://www.straightupvc.org/letstalk/docs/letstalk_ten_building_blocks.pdf

WEEK 4 (1/25). Interviewing Skills; First Interviews

Required:

- Hepworth et al. (2013). Chap. 3 *The interviewing process: Structure and skills* (pp. 45-54).
- 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.
- Munson, M., Cole, A., Jaccard, J., Kranke, D., Farkas, K. & Frese III, F.J. (2016). An engagement intervention for young adults with serious mental health conditions. *The Journal of Behavioral Health Services and Research*, 43(4), 542-563.
- Walsh, J., Hochbrueckner, R., Corcoran, J., & Spence, R. (2016) The lived experience of schizophrenia: A systematic review and meta-synthesis, *Social Work in Mental Health*, 14(6), 607-624, DOI: 10.1080/15332985.2015.1100153

WEEK 5 (2/1). Relationship Sustaining & Enhancing

Required:

- Hepworth et al. (2013). Chap. 6 *Verbal following, exploring, and focusing skills*.
- Hepworth et al (2013) Chapter 7 *Eliminating counterproductive communication patterns*
- Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work*, 52(3), 251-259.

WEEK 6 (2/8). Simulated Interviews in Class

Required:

- Hepworth et al. (2013). Chap. 5 *Building blocks of communication: Conveying empathy and authenticity* (pp. 89-128).

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. 6 *Verbal following, exploring, and focusing skills*;
- Hepworth et al. (2013). Chap. 7 *Eliminating counterproductive communication patterns*;

Session 7 (2/15). Multidimensional Assessment

- 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.
- Ruffolo, M. C., Perron, B. E., & Voshel, E. H. (2016). Assessment in social work with individuals and families. 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. 6, pp. 99-125). Los Angeles: Sage.

- Frances, A., & Jones, K. D. (2014). Should social workers use Diagnostic and Statistical Manual of Mental Disorders-5? *Research on Social Work Practice, 24*(1), 11-12.
- 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.

WEEK 8 (2/22). Multidimensional Assessment

Formulation of Intervention Goals, Plans and Contract

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

WEEK 9 (3/1). SPRING BREAK - NO CLASS

WEEK 10 (3/8). 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.*

WEEK 11 (3/15). Working with Families: Family, Transgenerational, and Multi-Systemic Approaches Forming and Conducting Groups

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.

WEEK 12 (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.*
- Kelly, B.L. & Hunter, M.J. (2016). Exploring group dynamics in activity-based group work with young people experiencing homelessness. *Social Work with Groups, 39*(4), 307-325. DOI: 10.1080/01609513.2015.1061962
- 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. doi: 10.1300/J009v30n02_03

WEEK 13 (3/29). Working with Children & Families

Required:

- Levy, A.J. & Frank, M.G. (2011). Clinical practice with children. Chapter 5 in J.R. Brandell (ed.) *Theory and Practice in Clinical Social Work (2nd ed.)*. Thousand Oaks, CA: Sage Publications, 101-121.
- Lucente, R.L. & Mishne, J.M. (2011). Clinical social work with adolescents. Chapter 6 in J.R. Brandell (ed.) *Theory and Practice in Clinical Social Work (2nd ed.)*. Thousand Oaks, CA: Sage Publications, 122-152.

WEEK 14 (4/5). Termination & Integration

Required:

- Hepworth et al. (2013). Chap. 19 *The final phase: Evaluation and termination*.
- Bein, A., Torres, S. & Kurilla Jr., V. (2000). Service delivery issues in early termination of Latino clients. *Journal of Human Behavior in the Social Environment*, 3(2), 43-59, DOI: 10.1300/J137v03n02_04
- Stupak, D. Hook, M.K., & Hall, D.M. (2007). Participation in counseling: Does family matter? An analysis of a community population. *Journal of Mental Health Counseling*; 29 (3), 259-268.

WEEK 15 (4/13). Final Examination