



SW 511 -001 –Interpersonal Practice Skills Laboratory

3 credits

Prerequisites: None

Instructor: Sarah Fraley, LMSW ACSW

Contact information: (734)787-1995; svoor@umich.edu

Location: TBA

Office Hours: 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 Objectives and Practice Behaviors:

- (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.

RELATIONSHIP TO THE 4 CURRICULAR THEMES

Multiculturalism and Diversity issues using PODS will be explored by identifying the various roles assumed by social workers and in client-hood. 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.

Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in client-hood. 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.

Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context

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

SOCIAL WORK ETHICS & VALUES

Social work ethics and values will be addressed within the course as they pertain to the delivery of services and the application of behavioral health setting policies and procedures. The NASW Code of Ethics will be used to inform students about professional conduct expectations and comportment as a social worker. Each social worker's ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. 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. Students are required to abide by the NASW Code of Ethics while enrolled in the program.

ACCOMODATIONS

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.

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.

Instructor Expectations:

CLASSROOM CONDUCT

Student should plan to attend every class and be on time for class, including after scheduled breaks. Students should plan to attend each class prepared to participate. This includes answering questions, sharing personal experiences, participating in discussions and asking questions. If you are unable to attend class please contact the instructor through email before the start of class. If more than two classes are missed, despite the reason, the student will receive a 0 for participation which is 35% of the total grade.

We are all expected to respect one another's opinions and comments. Students who are unable to participate in respectful dialogue will be asked to step out of the classroom and will not receive credit for participation that day.

Students are expected to remain engaged throughout each class. Student will be allowed to use electronic devices only if they are used to support classroom activities.

INSTRUCTOR CONTACT AND ADDITIONAL INFORMATION

Students needing to contact the instructor are asked to do so via email: svoor@umich.edu

In the event of a class cancellation, an announcement will be posted via CANVAS

ASSIGNMENTS

Attendance and Participation: (35 POINTS) Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed. Please communicate any classes that you may miss to this instructor via email, (svoor@umich.edu) before the start of class. Any failure to communicate an absence to this instructor will result in a two point deduction for this day.

Character Profile: (10 POINTS) Write a 2 page description of your own personal client character including:

A.

- Client's **name, age, and identifying information** (family system, work/school, race)
- Presenting problem
- Possible DSM V diagnosis
- Important and relevant family information
- Important and relevant life circumstance

B.

- Discuss at least 2 sources that you used to develop your character – movies, clinical articles, memoirs. Reference at least 1 current article that explores or examines your DSM 5 diagnosis or life circumstances relevant to your client character.
- Discuss how your character is impacted by issues of privilege and oppression

Genogram and Ecomap of Fellow Student's Client Character (15 POINTS)

- Use active listening skills to develop both a genogram and an ecomap of another student's client character
- A portion of class time will be allotted to begin this assignment

Video Recording of Engagement and Assessment (20 POINTS)

- Record a 5-10 minute block of an introductory interaction with a client character
- Utilize the skills of rapport building and information gathering
- Write a 1-2 page description of the following:
 1. Empathetic Responding: Does your client feel understood by you? Why or why not? Do your responses accurately reflect the emotional nuances of the client's communications? Describe your verbal and non-verbal communications
 2. Overall engagement: Overall, how effectively did you engage your client in this session. What factors contributed to positive engagement and which distracted
 3. Strengths: Describe at least 3 strengths of your client interaction
 4. Areas of improvement: Describe 3 areas of improvement

Video Recording of Intervention (20 POINTS)

- Record a 10-15 minute intervention session with a client character
- Choose a method of intervention, (CBT, Motivational Interviewing, Problem Solving)
- Show intervention techniques and goal setting with your client
- Write a 1-2 page description of the following:
 1. How well did you utilize intervention strategies?
 2. What are your goals for on-going work with this client?

3. What new direction might be explored?
4. Explain your client's sense of empowerment and what you did or did not do to enhance this
5. Discuss any ethical dilemmas that surfaced during your interaction

Grading for this Course

A+ = 100%	B+= 89 –91%	C+= 78 –80%
A = 96 –99%	B = 85 –88%	C = 74 –77%
A- = 92 –95%	B- = 81 –84%	C- = 70 –73%

9/5/17 CLASS 1

Introduction to 511, course description, expectations, and syllabus review Icebreaker

Identification of individual change behavior

- **REQUIRED READING:**

1. Kam, P. K. (2012). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. *International Social Work*.

9/12/17 CLASS 2

Stage of Change Model

Empathy and Engagement Skills

Identification of individual state of change

- **REQUIRED READING: ##**

1. Nickerson, R. S. (1999). How we know—and sometimes misjudge—what others know: Imputing one's own knowledge to others. *Psychological Bulletin*, 125(6), 737-759
2. Decety, J., & Ickes, W. (Eds.). (2009). *What is Empathy?*, *Social Neuroscience of Empathy*. Cambridge, MA, USA: MIT Press.

9/19/17 CLASS 3

Guest Speaker: Ozone House

Class 2 continued

9/26/17 CLASS 4

Ethics in Social Work Practice
Suicide Assessment
Protective Services
Professional Responsibilities

- **REQUIRED READING: ##**
 1. Tarasoff Case
 2. Knight, C. (2012). Social workers' attitudes towards and engagement in self-disclosure. *Clinical Social Work Journal*, 40(3), 297-306.

10/3/17 CLASS 5

Evidence-Based and Evidence-Informed Practice
Assessment

- **REQUIRED READING: ##**
 1. 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
 2. Kalibatseva, Z., and Leong, F.L. (2014). A critical review of culturally sensitive treatments for depression: Recommendations for intervention and research. *Psychological Services*, 11(4), 433–450.

10/10/17 CLASS 6

Assessment Continued

Guest Speaker: Mentality Magazine

- **REQUIRED READING: ##**
 1. Schrobsdorff, Susanna (Nov. 2016). Anxiety, Depression, and the Modern Adolescent. *Time Magazine*
 2. Subscribe to and read at least 3 articles from Mentality Magazine (www.mentalitymagazine.org)

10/17/17 CLASS 7

CBT, Trauma Informed Care and Problem Solving

- **REQUIRED READING:**

1. Bigfoot, D.S., and Schmidt, S.R. (2010). Honoring Children, Mending the Circle: Cultural Adaptation of Trauma-Focused Cognitive-Behavioral Therapy for American Indian and Alaska Native Children. *Journal of Clinical Psychology*, 66(8), 847-856.

2. Winship, G., and Knowles, J. (1996). The Transgenerational Impact of Cultural Trauma: Linking Phenomena in Treatment of Third Generation Survivors of the Holocaust. *British Journal of Psychotherapy*, 13(2), 259-266

10/24/17 NO CLASS!!

10/31/17 CLASS 8

Class 7 continued

11/7/17 CLASS 9

Family Intervention

Guest Speaker: Family Assessment Center

- **REQUIRED READING: ##**

1. Bergeron, M. A. Y. (2016). Factors that Support the Use of Child–Parent Psychotherapy as an Intervention for Child–Parent Dyads Exposed to Pediatric Medical Traumatic Stress. *Clinical Social Work Journal*, 1-11.

2. Fife, S. T., & Whiting, J. B. (2007). Values in family therapy practice and research: An invitation for reflection. *Contemporary Family Therapy*, 29(1-2), 71-86.

11/14/17 CLASS 10

**COMBINED CLASS WITH 521 – NO CLASS MEETING
TONGIHT**

11/21/17 CLASS 11

Technical Approaches and Change Strategies

- **REQUIRED READING: ##**

1.Hubble, M.A., Duncan, B.L., and Miller, S.C., eds(1999). The Heart of Soul of Change: What works in therapy. Washington, D.C.: American Psychological Association. .

11/2/17 CLASS 12

Treatment Planning Getting Stuck Disengagement / Termination

12/5/17 CLASS 13

Putting It All Together

- **REQUIRED READING:**

1. Richards, K. C., Campenni, C. E., & Muse-Burke, J. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. *Journal of Mental Health Counseling, 32(3), 247-264.*

12/12/17 CLASS 14

LAST CLASS!!!

SUMMARY, SELF-CARE, AND CELEBRATION!!!

** Please note: Additional readings may be added before the date of class

STUDENT RESOURCES:

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.

References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: <http://owl.english.purdue.edu/owl/resource/560/01/> for further help citing references in course assignments.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.