UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

SW 521 - 001 – Interpersonal Practice with Individuals, Families and Small Groups

INSTRUCTOR: Abigail Eiler, LMSW, MSW
               rowea@umich.edu; 734-845-1442
CLASS: Mondays; 9:00 – 12:00PM, SSWB 2752
OFFICE HOURS: Mondays; 8:00-9:00AM and by appointment only
SUBJECT: Interpersonal Practice
CREDITS: 3
PREREQUESITES: None

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-affect 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 & Practice Behaviors

Upon completion of this course, students 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 uses an engaged learning approach and employs a number of pedagogical strategies to promote knowledge and skill development.

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ a number of pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. The course will be practice-oriented and will highlight foundational clinical techniques needed to work effectively with clients and colleagues.

Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination, and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency will also be explored.

This course will include the following Competencies and Practice Behaviors:

1.1 Identify as a professional social worker and conduct oneself accordingly. Advocate for client access to the services of social work.
1.2 Identify as a professional social worker and conduct oneself accordingly. Practice personal reflection and self-correction to assure continual professional development.
1.3 Identify as a professional social worker and conduct oneself accordingly. Attend to professional roles and boundaries.
1.4 Identify as a professional social worker and conduct oneself accordingly. Demonstrate professional demeanor in behavior, appearance, and communication.
1.6 Identify as a professional social worker and conduct oneself accordingly. Use supervision and consultation.
2.1 Apply social work ethical principles to guide professional practice. Recognize and manage

personal values in a way that allows professional values to guide practice.

2.2 Apply social work ethical principles to guide professional practice. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.

2.3 Apply social work ethical principles to guide professional practice. Tolerate ambiguity in resolving ethical conflicts.

2.4 Apply social work ethical principles to guide professional practice. Apply strategies of ethical reasoning to arrive at principled decisions.

3.1 Apply critical thinking to inform and communicate professional judgments. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

3.2 Apply critical thinking to inform and communicate professional judgments. Analyze models of assessment, prevention, intervention, and evaluation.

3.3 Apply critical thinking to inform and communicate professional judgments. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4.1 Engage diversity and difference in practice. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

4.2 Engage diversity and difference in practice. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

4.3 Engage diversity and difference in practice. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

4.4 Engage diversity and difference in practice. View themselves as learners and engage those with whom they work as informants.

5.1 Advance human rights and social and economic justice. Understand the forms and mechanisms of oppression and discrimination.

6.1 Engage in research-informed practice and practice-informed research. Use practice experience to inform scientific inquiry.

6.2 Engage in research-informed practice and practice-informed research. Use research evidence to inform practice.

7.1 Apply knowledge of human behavior and the social environment. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

7.2 Apply knowledge of human behavior and the social environment. Critique and apply knowledge to understand person and environment.

9.1 Respond to contexts that shape practice. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

10A.1 Engagement - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

10A.2 Engagement - Use empathy and other interpersonal skills

10A.3 Engagement - Develop a mutually agreed-on focus of work and desired outcomes

10B.1 Assessment - Collect, organize, and interpret client data

10B.2 Assessment - Assess client strengths and limitations

10B.3 Assessment - Develop mutually agreed-on intervention goals and objectives

10B.4 Assessment - Select appropriate intervention strategies

10C.2 Intervention - Implement prevention interventions that enhance client capacities

10C.3 Intervention - Help clients resolve problems

10C.4 Intervention - Negotiate, mediate, and advocate for clients

        10C.5 Intervention - Facilitate transitions and endings
        10D.1 Evaluation - Critically analyze, monitor, and evaluate interventions

Theme Relation to Social Justice
Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in 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 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.

Theme Relation to Behavioral and Social Science Research
Behavioral and Social Science Research is reflected in the theoretical base developed
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 to SW 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 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.

Accommodations for Students with Disabilities
If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability or special need to me I will treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities (G664 Haven Hall or 734-763-3000).

Health and Wellness Services
Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Nyshourn Price-Reed (ndp@umich.edu); 734-936--0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using: ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at
http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

Counseling and Psychological Services (CAPS) has a psychotherapist embedded in the School of Social Work. CAPS is committed to creating an environment based on values of multicultural, multi-disciplinary and multi-theoretical practices that allow our diverse student body to access care, receive high quality services and take positive pathways to mental health. The on-site CAPS office is located on the 4th Floor of the School of Social Work. https://caps.umich.edu/

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-ADAcompliance@umich.edu.
Office of Student Services School of Social Work | Room 1748 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/.

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: http://www.apastyle.org/manual/ 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. These are taken from http://www.ssw.umich.edu/studentGuide/2007/.

Special thanks to Mary Ruffolo, PhD, and Daphne Brydon, LMSW, LMFT, PhD Candidate, for their endless contributions to developing the structure and content of this course.

Course Requirements

Required Course Textbooks:
1.) M. Ruffolo, B. Perron, & E. Harbeck Voshel (2016) Direct Social Work Practice: Theories and Skills for Becoming an Evidence-Based Practitioner. CA: Sage Publications.
There is a companion website for the textbook that includes quizzes, extra resources, website activities, and multimedia learning tools. https://study.sagepub.com/ruffolo

2.) Stevenson, B. (2015). Just Mercy: A Story of Justice and Redemption. NY, NY: Spiegel and Grau Publishers.

Course Assignments & Grading	Due Date	Points
Attendance & Participation	*Ongoing*	10
Six CANVAS Reflections/Discussion Questions	*Ongoing; due by 12/4*	10
Inter-professional Video & Reflection	*September 18, 2017 (before class)*	5
Bio-Psycho-Social-Spiritual Assessment	*October 10, 2017*	30
Book Review & Outside of Class Discussion	*November 20, 2017*	15
Intervention Planning	*December 4, 2017*	30
Total Possible Points		**100**

Assignment details can be found on CANVAS in the "ASSIGNMENTS" Folder

<u>**Grading for this Course**</u>

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%

<u>**Attendance & Participation (10 points)**</u>
As a foundation practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed

Your attendance and participation also reflects the basic elements of any social work relationship – you show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. <u>Your grade will be negatively impacted if more than one class is missed as an unexcused absence</u>. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). <u>Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day.</u>

A Note on the Learning Environment: The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a "teacher and a learner" in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

Religious Observances
Students will be excused from class for religious observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations 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 shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student's participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested. Course Schedule:

Incompletes
Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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COURSE OUTLINE
MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

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9/11   Introduction to Interpersonal Social Work
Brene Brown TedTALK
Discussion about vulnerabilities in social work and interpersonal practice
Review of course expectations & Syllabus
Integrative Themes that Guide Social Work Practice

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 1, p.1-10
                        Chapter 2, p. 11-34

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-2/case-discussion-questions

9/18   Identity and Basics of Clinical Practice & MOOC Introduction to IPE
(Begin) Assessment in Social Work with Individuals and Families
Engagement Skills and Relationship Building Skills
Stages of Change
Transference and Countertransference in Practice

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et al Text: Chapter 5, p. 77-96
                        Chapter 6, p. 99-126

- Pre Class Discussion/Reflection: https://study.sagepub.com/ruffolo/student-resources/chapter-5/casediscussion-questions

Assignment Due (before class): MOOC Video & Reflection

9/25   Social Work Ethics & Intro to Suicide and Culture
Professional Values, Ethics and Professional Use of Self

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et al Text: Chapter 4, p.55-76

- NASW Code of Ethics: https://www.socialworkers.org/pubs/code/code.asp

- Pre-class Discussion/Reflection: https://study.sagepub.com/ruffolo/student-resources/chapter-4/casediscussion-questions

10/2   Trauma-informed Care & Assessments Cont.
Special Considerations: etiology of common disorders, research on adverse childhood experiences, attachment research, working cross-culturally with a range of diversity factors

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 3, p. 35 -54

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-3/casediscussion-questions

- View TED Talk by Bryan Stevenson:
  https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en

Suggested Readings:
Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture and context seriously. Administration and Policy in Mental Health and Mental Health Services Research, 37(1-2), 48-60.

Maiter, S.. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. Clinical Social Work Journal, 37(4), 267.

Pettus-Davis, C. & Epperson, M.W. (2014, June). From mass incarceration to smart decarceration. American Academy of Social Work and Social Welfare, Grand Challenges Initiative Concept Paper. St. Louis, MO: Center for Social Development, George Warren Brown School of Social Work, Washington University in St. Louis. Available at: http://csd.wustl.edu/Publications/Documents/WP14-31.pdf

10/9 Goal Setting and Intervention Planning

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 7, p. 127-148

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-7/casediscussion-questions

- View TED Talk: How childhood trauma affects health across a lifetime: https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

10/16 Fall Study Break – *No Class*

10/23 DWMHA System of Care Presentation – *Guest Speaker*

10/30 CBT & TF-CBT
Core Intervention Skills -CBT and Behavioral Approaches
Motivational Enhancement

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 8, p. 149-178

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-8/casediscussion-questions

11/6 Models of Interventions: Assessing and Treating Substance Use Disorders
Motivational Interviewing
Using Problem-Solving, Psychoeducational and Multisystemic Intervention Approaches
Case/Care Management Skills

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 9, p. 179-202

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-9/casediscussion-questions

11/13 All Day CAFAS Training (continuation into SW511 class)

11/20 Individual Therapy

<u>Required Reading & Tasks to Prepare for Class Session:</u>

Bass, C., van Nevel, J., & Swart, J. (2014). A comparison between dialectical behavior therapy, mode deactivation therapy, cognitive behavioral therapy, and acceptance and commitment therapy in the treatment of adolescents. *International Journal of Behavioral Consultation and Therapy*, *9*(2), 4.

Dessel, A. B., Jacobsen, J., Levy, D. L., McCarty-Caplan, D., Lewis, T. O., & Kaplan, L. E. (2017). LGBTQ Topics and Christianity in Social Work: Tackling the Tough Questions. Social Work & Christianity, 44.

Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior therapy*, *35*(4), 639-665.

11/27 Family & Group Therapy
Working with Families -Models, Skills and Interventions
MECA Maps
Working with Groups, Understanding Group Development & Core Skills in Group Interventions

<u>Required Reading & Tasks to Prepare for Class Session:</u>

- Ruffolo et. al Text: Chapter 10, p. 203-216

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-10/casediscussion-questions

- Yan, M.C. & Yuk-Lin R. W. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. Families in Society, 86:2, 181-188.

12/4   Evaluation/Outcome Monitoring, Types of Termination and Supervision

<u>Required Reading & Tasks to Prepare for Class Session:</u>

- Ruffolo et. al Text: Chapter 11, p. 217-236

- Pre-class Discussion Question/ Reflections: https://study.sagepub.com/ruffolo/student-resources/chapter-11/case-discussion-questions

12/11 Self-care & Professional Development

<u>Required Reading & Tasks to Prepare for Class Session:</u>

- Ruffolo et. al Text: Chapter 12, p. 237-252