

UNIVERSITY OF MICHIGAN

School of Social Work

SW 521: Interpersonal Practice with Individuals, Families and Small Groups

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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 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

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 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, 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.

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 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.

Attendance and Participation in Class Sessions: 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 a minimum of two hours prior to the class session so that arrangements can be made for you to address the material that you missed. Participation and attendance is 10% of your grade. Your grade will be reduced by 2pts for each absence greater than one excused absence..*

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.

Accommodations for Students with Disabilities: If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, (734) 763-3000, (734) 6154461 (TDD), (734) 619-6661 (VP) or Email ssdoffice@umich.edu .

Religious Holidays: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should 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. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

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 Guide, Vol. 1, Sec. 8.01 states that an 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.

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.***

Course Assignments & Grading::

1. Multiculturalism & Diversity Interview: 25 points. **Class presentation on Oct 9**
2. Genogram Exercise: 15 points. **Due on Oct 16 by 11:59pm**
3. Bio-Psycho-Social-Spiritual Assessment: 25 points. **Due on Oct 27 by 11:59pm.**
4. Intervention/Treatment Plan: 25 points. **Due on Nov 13 by 11:59pm.**
5. Class participation and attendance: 10 pts

ASSIGNMENT GUIDELINES

All assignments and papers are due by 11:59pm on the dates posted in the syllabus. Late assignments will result in an automatic reduction of points. Assignments more than 5 days late will not be accepted.

FOR ALL ASSIGNMENTS YOU WILL BE GRADED ON:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow (also see next section)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity)
- Insightfulness and clinical acuity
- Integration of reading materials
- Ability to discern which aspects of use of self would be important in assessment or intervention

WRITING SKILLS:

Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and in most of your classes, you will be asked to demonstrate proper

grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other writing resources online (e.g., <http://apastyle.apa.org/> and/or <http://grammar.ccc.commnet.edu/grammar/>).

When you cite a source for one of your papers, please use APA style citation. Please be aware that there will be a reduction of points for poor writing skills, including grammatical errors. Please use the Sweetland Writing Center if you require writing assistance.

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. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

A+ = 100	B+ = 89-91	C+ = 79-81	D = 66-71
A = 97-99	B = 86-88	C = 76-78	E = less than 66
A- = 92-96	B- = 82-85	C- = 72-75	

Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates that the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.

Work Expectation: 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 gain social work knowledge, to develop social work practice skills and values, and to enable the student to achieve successfully the goals and objectives of the course.

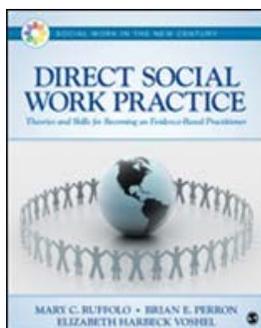
Grade Disputes:

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

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>



Course Schedule:

Sept. 11

Integrative Themes that Guide Social Work Practice (Social Justice, Ecological Systems, Empowerment, Social-Cultural, Evidence-Informed)

The Mission of Social Work and Core Values

Required Reading/Tasks to Prepare for Class Session:

Chapter 2, p. 11-34

In-class Discussion Question/ Reflection <https://study.sagepub.com/ruffolo/student-resources/chapter-2/case-discussion-questions>

Sept. 18

Engagement Skills and Relationship Building Skills

Stages of Change

Transference and Countertransference in Practice

Professional Values, Ethics and Professional Use of Self

Required Reading/Tasks to Prepare for Class Session:

Chapter 4, p. 55-76

Chapter 5, p. 77-96

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

Sept. 25

Assessment in Social Work with Individuals and Families

Special Considerations: etiology of common disorders, research on adverse childhood experiences, attachment research, working cross-culturally and with a range of diversity factors

Required Reading/Tasks to Prepare for Class Session:

Chapter 3, p. 35 -54

Chapter 6, p. 99-126

In Class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-4/casediscussion-questions>

<https://study.sagepub.com/ruffolo/student-resources/chapter-3/casediscussion-questions>

Oct. 2

Open class session for genogram interviews or to complete genogram.

Genogram Due by midnight on October 12.

Oct. 9

Interpersonal Practice in Cultural Context

Required Reading/Tasks to Prepare for Class Session:

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>

Oct 16: No Class: FALL BREAK

Oct. 23

Intervention Planning

Introduction to CBT

Required Reading/Tasks to Prepare for Class Session:

Chapter 7, p. 127-148

In-Class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-7/casediscussion-questions>

Oct. 30

Core Intervention Skills -CBT and Behavioral Approaches

DBT and Mindfulness Work

Required Reading/Tasks to Prepare for Class Session:

Chapter 8, p. 149-178

In Class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-8/casediscussion-questions>

Nov. 6

Motivation and Solutions

Preview Video on Motivational Enhancement Skills:

http://studysites.sagepub.com/ruffolo/materials/M5/M5_MotivationalEnhancement%20Skills_20141211_SWF&HTML5.htm

Nov. 13

Motivations & Solutions

Using Problem-Solving, Psychoeducational and Multisystemic Intervention Approaches

Case/Care Management Skills

Required Reading/Tasks to Prepare for Class Session:

Chapter 9, p. 179-202

In Class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-9/casediscussion-questions>

Nov 20

Working with Families -Models, Skills and Interventions

Working with Children & Adolescents

Required Reading/Tasks to Prepare for Class Session:

Chapter 10, p. 203-210

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.

In Class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-10/casediscussion-questions>

Nov. 27

Working with Groups

Understanding Group Development

Core Skills in Group Interventions

Required Reading/Tasks to Prepare for Class Session:

Chapter 10, p. 211-16

Manivong J. Ratts , Loni Anthony & KristiAnna Nicole T. Santos (2010)
The Dimensions of Social Justice Model: Transforming Traditional Group Work Into a Socially Just Framework, *The Journal for Specialists in Group Work*, 35:2, 160-168, DOI: 10.1080/01933921003705974

Theodore R. Burnes & Katherine L. Ross (2010) Applying Social Justice to Oppression and Marginalization in Group Process: Interventions and Strategies for Group Counselors, *The Journal for Specialists in Group Work*, 35:2, 169-176

Dec. 4

Evaluation and Outcome Monitoring

Required Reading/Tasks to Prepare for Class Session:

Chapter 11, p. 217-236

Video Screen Recording on Using Pub Med:

<http://link.brightcove.com/services/player/bcpid2430760473001?bckey=AQ~~,AAAAPmbRRLk~,C5G7jhYNTie-BQn35EzdQ3XgaDHO8Snk&bctid=3945415120001>

Video Screen Recording on RSS Feeds:

<http://link.brightcove.com/services/player/bcpid2430760473001?bckey=AQ~~,AAAAPmbRRLk~,C5G7jhYNTie-BQn35EzdQ3XgaDHO8Snk&bctid=4066353700001>

Dec. 11

Taking Care of Yourself

Focus on Wellness

Class Closure

Lifelong Learning and Professional Development

Required Reading/Tasks to Prepare for Class Session:

Chapter 12, p. 237-252

COMPETENCY 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

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

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/>.