



**SW 521/511- Interpersonal Practice with  
Individuals, Families and Small Groups**

*However much concerned I was at the problem of misery in the world, I never let myself get lost in broodings over it. I always held firmly to the thought that each one of us can do a little to bring some portion of it to an end.*

~Albert Schweitzer

Fall 2017

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Office Hours:

**Monday 12:15 – 1:30**

**Thursday 12:15 – 1:00**

**Others gladly by appointment – Please email me to schedule a time.**

**Required Text:**

Cooper, M.G and Lesser, J.G. (2011). *Clinical Social Work Practice*, 4<sup>th</sup> or 5th edition. Boston: Allyn and Bacon

**COURSE DESCRIPTION**

This course presents foundation knowledge and skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change 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, religion, and ability as these relate to interpersonal practice.

**COURSE CONTENT**

Students will learn various social work roles (e.g. counselor/therapist, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. **Students will understand the importance of developing relationships with clients, colleagues,**

**supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students will also learn how self-awareness and the conscious use of self affect the helping relationship.**

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

### **COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

- (1)** Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups AND critique the strengths and weakness of these various frameworks.
- (2)** Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
  - (a) demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
  - (b) describe how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
- (3)** Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.
- (4)** Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical thinking, case recording, and contracting.
- (5)** Conduct culturally sensitive interpersonal practice by:
  - (a) engaging diverse client systems
  - (b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
  - (c) articulating treatment and prevention goals, developing measurable treatment and prevention objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
  - (d) implementing treatment protocols consistent with treatment plans and sensitive to clients' situations
  - (e) recognizing basic termination issues that pertain to interpersonal practice.
- (6)** Operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice.

### **CSWE PRACTICE BEHAVIORS:**

### **Practice Behavior 3**

- Apply critical thinking to inform and communicate professional judgments
  - Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
  - Demonstrate effective oral and written communication
  - Analyze models of assessment, prevention, and intervention

### **Practice Behavior 4**

- Engage diversity and difference in practice
  - Recognize and communicate understanding of the importance of difference in shaping life experiences
  - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

### **Practice Behavior 7**

- Apply knowledge of human behavior and the social environment
  - Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
  - Critique and apply knowledge to understand person and environment

### **Practice Behavior 10**

- Engage, assess, intervene and evaluate...
  - Use empathy and other interpersonal skills
  - Collect, organize and interpret client data
  - Select appropriate intervention strategies

### **RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

- (1) *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 children and their broader systems, children/client and interventionist and between client and agency will also be explored.**
- (2) *Social Justice and Social Change* will be central to the topic of various roles assumed by social workers and in clienthood. 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.
- (3) *Promotion, Prevention, Treatment, and Rehabilitation* will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

- (4) *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.

#### **RELATIONSHIP OF THE COURSE TO 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 will be used to give students direction about these ethical issues. 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. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

#### **ACCOMMODATIONS**

**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 or due dates for assignments so that we can make appropriate arrangements.

#### **SAFETY AND 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](mailto:ssw-ADAcpliance@umich.edu).

Office of Student Services  
School of Social Work | Room 1748  
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

### COURSE DESIGN

This is the 2<sup>nd</sup> iteration of a combined 521/511 and we will be working with two other sections of 521/511. The 521 classes will be more aimed at teaching and learning theory, and our 511 lab classes will be utilized for practice and reflection, though we will still do some practice in 521. Though 521 and 511 are technically separate courses, we will run it as one course. So the assignments, reading, etc., will cover both the morning and afternoon sessions.

Learning happens best in a supportive, comfortable environment. To that end, we will use various methods such as individual exercises, class discussion, and small group work to examine the material presented. We will use PowerPoint, videos, movie clips and song clips to illustrate topics.

My hope is that you will glean basic techniques even within the classroom experience. I will try to highlight basic techniques of reflective listening, attunement and asking questions. Because we will be exploring topics that can raise strong feelings, it is important that you practice listening to and respecting others, especially when strong and/or opposing opinions are offered. Your contributions to a supportive learning environment will be much appreciated. All students will be expected to contribute visually (attending to others) and verbally (talking and listening).

**Two major themes will underlie most of our discussions, though they will not often be reflected in the readings. The first major theme will be: *what makes humans who we are?* Attachment theory will be presented to help us consider this question. The second major theme will be: *what helps people change?* Your preconceived ideas about both these arenas will impact how you perceive information in this class. Together, we will explore our ideas and thoughts about “what makes us tick.” *This course will be most useful to you if you are willing and able to reflect on your own thoughts, feelings and ideas.***

### COURSE REQUIREMENTS

**Attend each session; absences will lower your grade since:**

- Some material considered essential to the objectives of the course will only be presented in class;
- The application of key concepts and student co-learning requires participation in class discussions and exercises.
- Predictability, reliability and consistency are core to any strong relationship... “being there” is incredibly important to clients, so it is important in this class
- Attendance means participating and attending to others. Using computers or mobile devices to text, shop, Facebook, etc. will reduce your grade by one point for each occurrence. Unless you have a family emergency, (and please speak to me about it ahead of time) please put your phones away.

**Completion of a Character Development Paper**

**Completion of three Annotated Client Simulation Videos and a SOAP note**

**Provide supportive feedback to one peer’s annotation of each of the 3 simulations**

**Completion of a Bio-Psychosocial-Spiritual Assessment**

## GRADING

In the spirit of a lab experience that encourages you to stretch and develop, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading.

Everyone starts with 90 points. Students can lose points by not doing acceptable work and not participating at an acceptable level. I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of key issues- the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc.

***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I help you deepen your understanding of something that is helpful for me to know too.

- I will occasionally award a bonus point for assignments that are exceptionally well done and for exceptional class participation and contributions.
- You will lose 1 point for the 1<sup>st</sup> assignment that I judge as unacceptable. You may then resubmit the assignment in acceptable form for credit. If not returned, you will get no credit for the assignment. You will lose 2 points for the 2<sup>nd</sup> unacceptable assignment and 3 points for the 3<sup>rd</sup> unacceptable assignment and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.
- Lose 1 point for a missed class. Upon 3<sup>rd</sup> absence, 5 point deduction for each absence.
- Arrive by start of class at 9:10 and 2:10. Return from break at specified times. One point deduction for two late arrivals.
- Unauthorized use of phones or laptops deduction of 1 point per occurrence. I may not bring this to your attention at the time, but I do track when cell phones and technology distract students. If you have an emergency that requires you to text or check your email, please let me know.

### **SW521/511 Course Assignments Fall 2017 Prof. Julie Ribaldo**

#### **Developing your client character (Due Oct. 9)**

Begin to review the Life Script/AAI document (in files) and the Gotham Character Development document to help you begin to think about developing a client. The Life Script/AAI is a

document you can use to think about questions you would ask a client during assessment, but in this instance you will be using it to help develop your simulated client's background story. Instructions regarding the paper will be posted in Canvas in the upcoming week.

## Annotation of 1<sup>st</sup> Session (Due Oct. 29)

### Practice Focus: Assessment

### Clinical Focus: Empathic Responding

- **Label First Annotation as Presenting Problem:** Give a one paragraph overview of the client's key information (age, identity, presenting problem in their words)
- **Identify a 5 – 10-minute** block of video that illustrates a positive portion of your work with the client
  - Put a comment at the start that says "High water mark begin"
  - Put a comment at the end that says "High water mark end" and discusses how that segment represents effective practice skills.
  - What strengths do you identify in this portion of the video
    - Highlight Listening and Empathic Responding Skills (See Hepworth Chapter 5 and the Interviewing Skills Checklist in Files).
- **Identify a 5-10-minute** block of video that illustrates a point of difficulty or less effective practice with the client
  - Put a comment at the start that says "Low water mark begin"
  - Put a comment at the end that says "Low water mark end" and discuss how you might have improved on that segment.
  - What areas of improvement do you identify in this portion of the video - set 3 goals for yourself that you can reflect upon when you do your second simulation. Include these in an "annotation" at the end of your first video annotation
- **Add queries** for peer review – what do you want a peer to comment on?

*At the end of your first video annotation add annotations for the following:*

- **Label Annotation: SOAP**
  - Subjective Complaint**
  - Objective Observations**
  - Assessment**
  - Plan**
- **Label Annotation: EMPATHIC RESPONDING:**

Does your client feel UNDERSTOOD by you? Why do you think this is or is not the case?

Do your responses accurately reflect the emotional nuance of the client's communications?

Do you use voice and intensity of expression to reflect a finely attuned understanding of the client's moment-by-moment experiences?

Do you connect current feelings to previous expressions or accurately identify patterns?

How well did you address issues of privilege, oppression or identity?

- **Label Annotation: Goals**

Considering your strengths and areas for growth, what are three skills you want to practice during the next simulation?

## Annotation of 2<sup>nd</sup> session (Due Nov. 19)

### Practice Focus: Treatment Planning and Goal-setting

### Clinical Focus: Collaboration and Partnership

- **LABEL First Annotation: SOAP and fill in.**
- **Summarize the overall "gist" of the session** (i.e., client continued to explore the roots of his depression and all of the ways it presents in his daily life...) – i.e. remind me "who" your client is (I will be watching 22 of these and won't be able to keep all of your clients straight).
- **Identify a 5 - 10 minute** block of video that illustrates a positive portion of your work with the client
  - Label the start: "High water mark begin"
  - Label the end: "High water mark end" and discusses how that segment represents effective practice skills in the annotation.
  - Strengths (could be a listening skill, a helpful question, a re-frame that helps the client go deeper, seeking client wisdom, etc.)
  - Note where you have improved from the goals you set after the first session.
- **Identify a 5-10 minute block** of video that illustrates a point of difficulty or less effective practice with the client
  - Label the start: "Low water mark begin"
  - Label the end: "Low water mark end" and discuss how you might have improved on that segment.
  - Areas for improvement (could be in timing, pacing, style of intervention, misattunement, etc.)



- **Add queries** for peer review,
- **At the end of the annotation, add three annotations with the following labels:**
- Partnership and Collaborations- Did you acknowledge client courage, perseverance, or success? Does the Client FEEL this acknowledgment from you? What “tells” you yes or no? What does their capacity or lack of capacity to accept your acknowledgment tell you clinically? How did issues of privilege or oppression, and identity impact your relationship?
- Key insights--What key things did you learn by comparing and contrasting the two interviews?
- Goals for next session--What goals do you have for your interviewing skills in the next session?

## **Bio-Psychosocial-Spiritual Assessment (Due Nov. 26)**

In this component of the assignment, you will write up an assessment plan following your 2<sup>nd</sup> simulation.

**In typical social work practice, you generally cannot go over 4 single-spaced pages in writing a biopsychosocial assessment, so you would have to distill your ideas and write thoroughly yet concisely. For this assignment, as you are learning to distill what you have heard, you may write up to 5 single-spaced pages.**

### **Assessment Portion**

Your assessment needs to include the following headings and corresponding information (see Sample in C & L, 4<sup>th</sup> ed., Chap. 4; see also Konrad chapter for an assessment specific to children). If any area is unelaborated as yet, note why and the plan for gathering information:

Referral information/Identifying Information

Referral Source

Presenting Problem

Clinical Presentation - what did you observe about body language, voice tone, affect, eye contact, and range and expression of emotions?

History of the Problem - describe onset, duration, intensity, what has been tried in the past, i.e., glean as much detail as you can about the nature of the problem

Family Background - key family members and demographics, as appropriate, relationships, parental histories (could use a genogram to map out three generations)

Key Social Functioning - relationships, employment, emotional and concrete supports, finances, stresses, education, religion-spirituality, legal history, physical and psychological health and well-being, interests and hobbies

Mental Status Exam (See Cooper and Lesser, 4<sup>th</sup> edition, pps. 50 – 53 and mental status questionnaire in files)

Developmental History - Salient birth and early developmental history; any history of early loss or separation from parents; medical or educational concerns, any history of potentially traumatic events, history of exposure to violence, abuse or neglect, presence of emotionally invested people in client's life as a child, peer/social relationships

Socio-political Context - Identification of any effects of poverty, racism, discrimination, privilege, and oppression on your client's presenting concerns

Suicide/Homicide Assessment

Clinical Case Formulation Summary - Three to four paragraph summary

Three beginning goals with two objectives each (note that the objectives should assist in achieving goals)

What intervention techniques, models will you apply in the third session?

- Specify what model you chose and why you think it's appropriate for this client at this time.
- Give some detail about how you plan to implement the intervention in the session (but beware that you may have an agenda in mind that does not fit where your client is for that session, so don't feel wedded to your agenda)

### **Reflection and Integration Portion**

In one to two single-spaced pages, and in narrative form, reflect on the experience. Some questions to guide you (but you are not limited by them):

- What skills did you use to form an alliance – what was the result?
- What experiential, cultural or spiritual values may have colored your perspective?
- What areas of transference or countertransference might you anticipate?
- What reactions did you have to the process, the client, the content and/or the assignment?
- What are your key take-aways or "aha's" from this assignment

### A Guide to Writing your Assessment:

Before beginning to write, it is important to reflect on what you have learned about your client:

- Examine risk and protective factors
- Explore connections among factors with awareness of which ones are obvious or based on facts and which are more speculative and hypothetical (i.e. A Logical Educated Guess (LEG) – do you have a LEG to stand on?)
- Write the case formulation in narrative/story form using the steps above
- Edit for clarity and objectivity
- In the clinical case formulation summary:
  - Avoid statements that might be offensive to the client and/or family
  - Emphasize strengths and vulnerabilities/challenges related to the presenting issues
  - Address the various domains noted (Biological, Psychological, Social, Relational, and Cultural/Spiritual)
  - Stay descriptive vs. evaluative
  - Make sure recommendations are clear, concise and practical
  - Be brief

### Annotation of 3<sup>rd</sup> Session (Due Dec. 3)

#### Practice Focus: Intervention

#### Clinical Focus: Deepening Partnership

- At the start of the annotation, **create an annotation labeled: Intervention Plan**. Briefly describe the intervention plan you had for this session. Briefly describe what you actually did if it differed from the plan? Summarize the overall “gist” of the session (i.e., client continued to explore the roots of his depression and all of the ways it presents in his daily life...) – i.e. remind me “who” your client is (I will be watching 22 of these and won’t be able to keep all of your clients straight).
- Identify a block of video that illustrates a positive portion** of your work with the client. Label the start: “High water mark begin.” Label the end: “High water mark end” and discuss how that segment represents effective practice skills in the annotation. Comment on the intervention “technique” used e.g. open-ended question, disputing dysfunctional thoughts, a twinning or joining comment, an intersubjective observation, the miracle question.
- Identify a 5-10 minute block of video that illustrates a point of difficulty** or less effective practice with the client. Label the start: “Low water mark begin.” Label the end: “Low water mark end” and discuss how you might have improved on that segment.
- Add queries for peer review**
- At the end of the video, add annotations with the following labels:**
  - Intervention effectiveness: Overall, how effectively you implement the session?
  - Plan for next session: What would be your plan for your next session?
  - Plan for ongoing work: What would be your plan for ongoing work with this client?

- How would you continue work on current goals?
- What other or new directions might be explored?
- What additional interventions might be tried (e.g. group, family, other models, etc.)
- Overall engagement: Overall, how well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals? How did you do in sharing your thinking process (transparency) with the client?
- Client empowerment: Describe your efforts to address power dynamics in your work? What did you do to balance power of worker role? What did you do to encourage your client’s sense of capacity and “agency?”
- Ethical issues: What ethical issues, if any, arose in your work with this client? How were they addressed? How did issues of privilege or oppression, and identity impact your relationship?

In all assignments, you will be assessed on:

- **Meeting parameters of assignment**
- **Clarity of thought**
- **Effort/ability to self-reflect**
- **Demonstration of social work values related to empathy, strengths-based thinking, and client dignity**
- **Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate papers that earn extra points from others)**
- **Integration of reading materials into paper**
- **The ability to discern which aspects of use of self would be important in assessment or intervention**
- **Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong**

521/511 Weekly Agenda  
 2017

All readings, besides those found in the required or optional text, can be found on Canvas in the “Files” section

WEEK	TOPIC	READING
FOUNDATIONAL CONCEPTS and SKILLS		

**9/11 – Week One**

A.M. (1)	Course Introductions Social Justice and Social Work	Cooper and Lesser (C & L): Chap. 1, 2 & 5
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P.M. (2) Intro to IP Work Hepworth (Canvas), pp. 83-127  
 Common Elements of Effective Practice  
 Engagement Skills  
 Empathy and Listening

**9/18 – Week Two**

A.M. (3) Engagement and Interviewing C & L: Chap. 3, 4  
 Code of Ethics Review Code of Ethics:  
<https://www.socialworkers.org/pubs/code/default.asp>

P.M. (4) Intro to Assessment C & L: Chap. 14  
 APA – DSM-5 Cultural  
 Formulation Interview  
 Trauma Assessment Tools (PDF)

**9/25 – Week Three**

A.M. (5) Risk Assessment Re-Read Chap. 2 section on  
 (with Rich Tolman) Suicide Assessment  
 Peruse the DSM:  
<http://psychiatryonline.org.proxy.lib.umich.edu/>

P.M. (6) Attachment and Davies – *Attachment & Development*  
 Human Development Slade – *Imagining Fear*  
 Gojman-de-Millan, et al., 2017  
*Attachment In rural and urban Mexico*

NOTE: During the upcoming week, answer the AAI/LifeScript questions and the Gotham Character Development Worksheet with a client in mind. You will receive instructions on developing your character next week so it will be helpful to have some ideas of your person in mind. These will not be turned in but will be utilized in the writing of your “character development” paper. Reading some of the case studies in C & L may help you think of the kind of client you want to portray. You should NOT choose the hardest kind of client...we want to make this manageable for each of you as a therapist and getting an actively homicidal, suicidal, psychotic or excessively hostile client does not allow you to practice.

WEEK	TOPIC	READING
<b>CLIENT DEVELOPMENT AND SIMULATION PREP</b>		

**10/2 – Week Four**

A.M. (7) Assessment and Intervention Planning C & L – Chap. 6 & 7  
 Self-Psychology Konrad – *Child Assessment*

P.M. (8) Client Character Dev. Part 1  
 (Scott Weisman) Johnstone, Chap. 1 & 2

**10/9 – Week Five**

A.M. (9) Trauma Theory  
 Being a Therapist  
 (aka being therapeutic) C & L – Chap. 13 (5<sup>th</sup> edition)  
 Rubin – *Doing Therapy*  
 Hardy – *Healing Hidden Wounds of  
 Racial Trauma*  
 Safyer - Mental Status Exam

P.M. (10) Client Character Development II  
 (Scott Weisman) Use the AAI/Life Script and  
 Gotham worksheet to have  
 your snapshot and precipitating  
 event ready

**October 16 – NO CLASS – FALL BREAK – ENJOY!**

**10/23 – Week Six**

A.M. (11) Multicultural Practice  
 Final Prep for simulations C & L: Chap. 5 & 11  
 Evans, G. and Kim, P  
 Walker & Rosen: *Walking a  
 Piece of the Way*  
 Re-read DSM-5 Cultural  
 Formulation Interview

P.M (12) Client Simulations 1 Review how to record & upload videos  
 Prep for your first client “Interview” –  
 what questions do you plan to ask?

WEEK	TOPIC	READING
<b>CORE INTERVENTIONS</b>		

**10/30 – Week Seven**

A.M. (13) Child Therapy Review Genogram Symbols  
 Konrad - *Therapeutic  
 Communication with Children*

P.M. (14) Motivational Interviewing  
 Solution-Focused Therapy  
 (Rich Tolman) C & L: Chap. 12  
 Solution Focused Manual  
 Watch example of MI (45 min)

[https://search-alexanderstreet-com.proxy.lib.umich.edu/view/work/bibliographic\\_entity%7Cvideo\\_work%7C1779157](https://search-alexanderstreet-com.proxy.lib.umich.edu/view/work/bibliographic_entity%7Cvideo_work%7C1779157))

**11/6 – Week Eight**

- |           |   |  |
|-----------|---|--|
| A.M. (15) | Relational Psychotherapy<br>Narrative Psychotherapy | C & L: Chap. 8 & 11  |
| P.M. (16) | Cognitive Behavioral Therapy<br>(Scott Weisman)     | C & L: Chap.9 & 10<br>Hayes – <i>Adaptation of CBT Across Cultures</i> |

**11/13 – Week Nine**

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|-----------|----------------------------|---|
| A.M. (17) | Child-Parent Psychotherapy | Lieberman – <i>Angels in the Nursery</i><br>Bergeron – <i>CPP and Pediatric Medical Traumatic Stress</i><br>Byng-Hall - <i>The Crucial Role of Attachment in Family Therapy</i><br>Review AAI/Life Script Questions |
| P.M. (18) | Simulation 2               |   |

**11/20 – Week Ten**

- |           |                                 |   |
|-----------|---------------------------------|---|
| A.M. (19) | Debrief Simulations<br>Catch up | Rubin - <i>What makes therapy work?</i><br>Seligman – <i>Why How You Feel Matters</i>   |
| P.M. (20) | Family Therapy                  | Goldstein – <i>Couples and Family Therapy</i><br>Brown and Samis - <i>The Application of Structural Family Therapy in Developing the Binuclear Family</i> |

**11/27 – Week 11**

- |           |   |   |
|-----------|---|---|
| A.M. (21) | Simulation Prep<br>Family Therapy Part 2<br>(Scott Weisman) | Akyil - <i>Being a Family Therapist: Multicultural Competency Through the Lenses of an Immigrant Therapist</i><br>Halevy – <i>A Genogram with an Attitude</i> |
| P.M. (22) | Simulation 3  |   |

**12/4 – Week 12**

- |           |  |  |
|-----------|--|--|
| A.M. (23) | Debrief Sim. 3<br>Termination<br>Self-Care & Reflective Practice | Ray – <i>Progress and Termination</i><br>Bennett and Deal - <i>Beginnings and Endings in Social Work Supervision: The Interaction Between Attachment and Developmental Processes</i><br>Jones Harden - <i>You Cannot Do it Alone</i> |
| P.M. (24) | Group Therapy<br>(Rich Tolman)                                   | Toseland – <i>Group Dynamics</i><br>Jacobs et al., - <i>The First Meeting</i>  |

**12/11 – Week 13**

A.M.        Group Therapy 2  
              (Rich Tolman)

P.M.  
              Intervention with Larger Systems

Heckman - *The Dollars and Cents of  
              Investing Early*  
Lally - *Good Health, Strong Families and  
              Positive Learning Experiences*  
Shedler - *The Efficacy of Psychodynamic  
              Psychotherapy*