



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Interpersonal Practice with Individuals, Families and Small Groups  
Fall 2017  
Section SW 521-010

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Class schedule: September 5 – December 12, 2017

Final Exam / Final project week: December 13-19, 2017

## 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

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.

## CORE SOCIAL WORK COMPETENCIES

**COMPETENCY 1**—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:

- 1.1 advocate for client access to the services of social work;
- 1.2 practice personal reflection and self-correction to assure continual professional development;
- 1.3 attend to professional roles and boundaries;
- 1.4 demonstrate professional demeanor in behavior, appearance, and communication;
- 1.6 use supervision and consultation.

**COMPETENCY 2**—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- 2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- 2.2 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 tolerate ambiguity in resolving ethical conflicts;
- 2.4 apply strategies of ethical reasoning to arrive at principled decisions.

**COMPETENCY 3**—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 3.2 analyze models of assessment, prevention, intervention, and evaluation; and
- 3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**COMPETENCY 4**—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology,

race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

- 4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- 4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- 4.4 view themselves as learners and engage those with whom they work as informants.

**COMPETENCY 5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- 5.1 understand the forms and mechanisms of oppression and discrimination;

**COMPETENCY 6—Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- 6.1 use practice experience to inform scientific inquiry and
- 6.2 use research evidence to inform practice.

**COMPETENCY 7—Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 7.2 critique and apply knowledge to understand person and environment.

**COMPETENCY 9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- 9.1 continuously discover, appraise, and attend to changing locales, populations,

scientific and technological developments, and emerging societal trends to provide relevant services; and

**COMPETENCY 10**—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**COMPETENCY 10(a)**—Engagement

Social workers:

10.a.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

10.a.2 use empathy and other interpersonal skills; and

10.a.3 develop a mutually agreed-on focus of work and desired outcomes.

**COMPETENCY 10(b)**—Assessment

Social workers:

10.b.1 collect, organize, and interpret client data;

10.b.2 assess client strengths and limitations;

10.b.3 develop mutually agreed-on intervention goals and objectives; and 10.b.4 select appropriate intervention strategies.

**COMPETENCY 10(c)**—Intervention

Social workers:

10.c.2 implement prevention interventions that enhance client capacities; 10.c.3 help clients resolve problems;

10.c.4 negotiate, mediate, and advocate for clients; and

10.c.5 facilitate transitions and endings.

**COMPETENCY 10(d)**—Evaluation

Social workers:

10.d.1 critically analyze, monitor, and evaluate interventions.

**COURSE OBJECTIVES** (with Corresponding competencies identified)

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 cri

- tique 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

Most classes will be structured to include a lecture or presentation, and a discussion or activity period. We will utilize small group work, class discussions, power point, experiential exercises, polling, audiovisuals, writing exercises, case examples, role-plays and other activities to facilitate understanding of the course content. Course content will also be outlined and enhanced by handouts and presentations provided in class. It is my hope is that you will glean basic techniques and skills in this course. It will be practice-oriented and we will highlight basic techniques of reflective listening, making connections, asking questions, and commenting.

## 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 worker and client 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.

#### REQUIRED TEXT

[Empowerment Series: Direct Social Work Practice: Theory and Skills, 10th Edition](#)

Dean H. Hepworth; Ronald Rooney; Glenda Dewberry Rooney; Kim Strom-Gottfried

ISBN-10: 1-305-63380-6

ISBN-13: 978-1-305-63380-3

IMPORTANT: The text may be obtained through Ulrich's Bookstore in digital format. Keep in mind that the digital copy has a 'ReadSpeaker' function for those who may want or need this ability to have the text read aloud. Some digital sites will also allow you to rent the book for a specific length of time.

Reading assignments will vary each week in length. Some weeks have longer reading assignments than others. Feel free to spread out the reading assignments to better meet your schedule, knowing that we will discuss the reading assigned on the given date on the syllabus.

Additional readings may be assigned throughout the course and will be made available either through CANVAS or other formats.

## EXTRA READING IF YOU HAVE TIME OR INTEREST

- Axline, Virginia (1969). Play Therapy. New York: Ballantine Books
- Cavert, Chris, and Frank, Laurie (1999). Games (& Other Stuff) for Teachers: Classroom Activities that Promote Social Learning. Woods 'N Barnes Publishing
- Frank, Laurie S. (2004). Journey Toward the Caring Classroom. Woods 'N Barnes Publishing
- Goodyear – Brown, Paris (2002) Digging for Buried Treasure : 52 prop based play therapy interventions for treating the problems of childhood. Sundog Ltd; Spiral edition
- Kaduson, H. and Schaefer, C. (Eds.) (1997). 101 Favorite Play Therapy Techniques. New York: Guilford Pub. Inc.
- [Kreidler](#), William J. and [Furlong](#) Lisa (1995). Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs. Kendall/Hunt Publishing Company
- Landreth, Garry (1991). Play Therapy: The Art of the Relationship. Muncie, IN: Accelerated Development Press
- Lowenstein, Liana (1999). Creative Interventions for Troubled Children & Youth. Canada: Champion Press
- Norton, Carol, and Norton, Byron (2002). Reaching Children Through Play Therapy- An Experiential Approach – 2nd edition. Denver: White Apple Press
- Rohnke, Karl (2003). Silver Bullets- A Guide to Initiative Problems, Adventure Games, and Trust Activities. Kendall/Hunt Publishing Company
- Rohnke, Karl (1997). Quicksilver: Adventure Games, Initiative Problems, Trust Activities, & a Guide to Effective Leadership. Kendall/Hunt Publisher Company

## LEARNING NEEDS and 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.

## EXPECTATIONS FOR OUR CLASSROOM COMMUNITY

1. We will work to develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. We will work intentionally to create an environment where that sort of interaction is safe and constructive for the entire group.

2. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
3. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.

## COURSE REQUIREMENTS

Attendance: Attend each session (20 points); absences will lower your grade since:

- a) Some material considered essential to the objectives of the course will only be presented in class;
- b) The application of key concepts and student co-learning requires participation in class discussions and exercises.
- c) Predictability, reliability and consistency are core to any strong relationship... "being there" is incredibly important to clients, so it is important in this class
- d) Attendance means participating and attending to others. Using computers or mobile devices to text, shop, Facebook, etc. will significantly reduce your attendance points. Unless you have a family emergency, (and please speak to me about it ahead of time) please put your phones away.
- e) Please communicate with this instructor about all absences. Just not showing up for class is treated differently than an absence, which involves canceling or communicating with me about your circumstances.

Completion of Five Graded Assignments:

In fairness to all, one point is deducted for every day assignments are late. All assignments due by the start of class on the assigned due date (5:00pm). Detailed descriptions of each assignment and corresponding grading rubrics are available on the CANVAS website for this class.

- a) 3 class journal entries – 15 points total (5 points each)
- b) Genogram - 15 points
- c) Ecomap – 5 points
- d) Listening exercise - 5 points
- e) Class presentation by peer group of therapeutic model – 10 points
- f) Psychosocial Assessment and Treatment Plan - 30 points

## GRADING:

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A



"C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

A = 95 -100 points

A- = 90-94 points

B+ = 88-89 points

B = 85-87 points

B- = 80-84 points

C+ = 78-79 points

C = 75-77 points

C- = 70-74 points

D = 60-69 points

E = Below 60 points/failing

### COURSE OUTLINE

		Reading due this date
Class 1 – 9/6	Intro / review course & expectations	<b>JOURNAL 1 DUE (done in class)</b>
Class 2 – 9/13	Basic interviewing	Hepworth et al., Chapter 1 - 3. The Challenges of Social Work; Direct Practice: Domain, Philosophy, and Roles; Overview of the Helping Process  <b>ECOMAP DUE</b>
Class 3 – 9/20	Ethics, standards	Hepworth et al., Chapter 4. Operationalizing the cardinal social work values.  National Association of Social Workers Code of Ethics <a href="http://www.socialworkers.org/pubs/code/default.asp">http://www.socialworkers.org/pubs/code/default.asp</a>  <b>GENOGRAM and G/E Written reflection DUE</b>
Class 4 – 9/27	Interviewing / Effective Communication	Hepworth, et al., Chapter 5 - 7. Building blocks of communication: Communicating with empathy and authenticity, Verbal following, exploring, and focusing skills, Eliminating counterproductive communication patterns
Class 5 – 10/4	Assessment	Hepworth et al., Chapter 8 - 9. Assessment: Exploring and understanding problems and strengths, Assessment: Intrapersonal, interpersonal, and environmental factors  <b>LISTENING EXERCISE DUE</b>
Class 6	Goal setting	Hepworth et al., Chapter 12. Developing goals and

- 10/11		<p>formulating a contract</p> <p>Hepworth et al., Chapter 14. Developing resources, planning, and advocacy as intervention strategies</p> <p><b>JOURNAL 2 DUE</b></p>
Class 7 - 10/18	<b>Individual</b>	Hepworth et al., Chapter 13. Planning and implementing change-oriented strategies
Class 8 - 10/25	<b>Family</b>	<p>Hepworth et al., Chapter 10. Assessing family functioning.</p> <p>Hepworth et al., Chapter 15. Enhancing family functioning and relationships</p>
Class 9 - 11/1	<b>PRESENTATIONS</b>	<p><b>MATERIALS FOR CLASS PRESENTATIONS OF THERAPEUTIC MODELS DUE</b></p> <p><b>GROUP PRESENTATIONS</b></p>
Class 10 - 11/8	<b>Groups</b>	<p>Hepworth et al., Chapter 11. Forming and assessing social work groups</p> <p>Hepworth et al., Chapter 16. Intervening in social work groups</p>
Class 11 - 11/15	<p><b>Trauma-informed care / emotional regulation</b></p> <p><b>TLC certified LMSW to present</b></p>	Hepworth et al., Chapter 18 Managing Barriers to Change
11/22	<b>NO CLASS</b>	<b>Long Holiday Weekend!</b>
Class 12 - 11/29	<b>PANEL DAY</b>	<p>Hepworth et al., Chapter 17 Additive Empathy, Interpretation, and Confrontation</p> <p><b>Panel of social workers to discuss IP work. We'll have someone to talk about working with a variety of populations like: veterans, private practice, agency work, hospice, geriatrics, infant mental health work, family therapy, school social work, and/or individual therapy.</b></p>
Class	<b>Evaluation and</b>	Hepworth et al., Chapter 19. The Final Phase:

13 – 12/6	termination	Evaluation and Termination  <b>JOURNAL 3 DUE</b>
Class 14 – 12/13	Paper / Final class session	<b>PSYCHOSOCIAL ASSESSMENT &amp; TREATMENT PLAN DUE by 5pm</b>  <b>No Scheduled class BUT those who want to stay: Start working on the creation of you own therapeutic game</b>

### **Student Mental Health and Wellbeing**

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](tel:7347648312) 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](tel:7347648320) and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

### **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](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/>.

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