



**Interpersonal Practice with Individuals,
Families and Groups**

SW 521 001

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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 affects 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 employs a number of pedagogical strategies to promote skill development such as: simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

Theme Relation to Multiculturalism & Diversity is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics 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 are 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 Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

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.

Course Philosophy and Format:

The current Council on Social Work Education standards state that the signature pedagogy of our profession is field instruction. In accordance with this policy, this course is designed to enhance the skills necessary to perform the role of social work practitioner

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/>.

Course Design and Attendance Expectations

This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class

sessions. The instructor must be notified in the event of a possible absence due to illness or emergency.

- **More than 2 absences** will result in a reduction in the final grade and will be subject to decision by the instructor.
- Assignments are expected to be **on time**. Assignments that are turned in late will result in an automatic reduction in the grade for the assignment.
- Class participation is strongly encouraged and is worth 10% of your final grade. If for personal reasons you find class participation to be difficult, please see me.

Grading:

The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in a “B+” grade for the assignment. Grades higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought-provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

Class Requirements

Progress in this course will be assessed by three assignments. The aim of the assignments is to give you an opportunity to focus on the interpersonal skills needed for social work practitioners at all levels of intervention. My hope is that you will draw from your personal experience to enhance your own knowledge, self-awareness and skill levels through the in-class experiences and required assignments.

The assignments for this class reflect the above philosophy. All papers are to be typed with page numbers, double spaced, and written in professional style.

Your progress in this course will be assessed by 3 assignments.

Assignment 1: Core Hurts

Pick a person in your adult life with whom you are or have been in relationship that is or was distressing to you. This may be a professional relationship or a personal one. In a 2 to 3 page paper, please address the following elements as section headings, each followed by narrative response:

- Your relationship with the person
- What are the person’s behaviors or actions that were distressing to you?
- Please describe which Core Hurts best describe how this person’s actions affected you.
- Please describe your thoughts and behavioral response to this experience.

You will be asked to role play this person in a small group during class sessions.

This paper and subsequent role plays are worth 20% of your grade and is due on Canvas by 9:00am on January 17, 2018.

Assignment 2: Application of Concepts

In a 5-7 page paper, select three topics covered in class and follow the elements below to describe how each of them would apply to your chosen person. Each topic you write about should be a separate section, so there will be 3 distinct sections in the paper, discussing the following points for each topic:

1. Your chosen person and how the topic applies to them.
2. Why you chose to write about this topic as it relates to this person.
3. How does this topic play a role in this person's relational mechanisms?
4. What would be strategic behavioral responses to this person in an interpersonal relationship.
5. Personal reflection regarding this understanding and your potential options for relationship.

This assignment is worth 40 % of your grade and is due on Canvas by 9:00am on March 14, 2018.

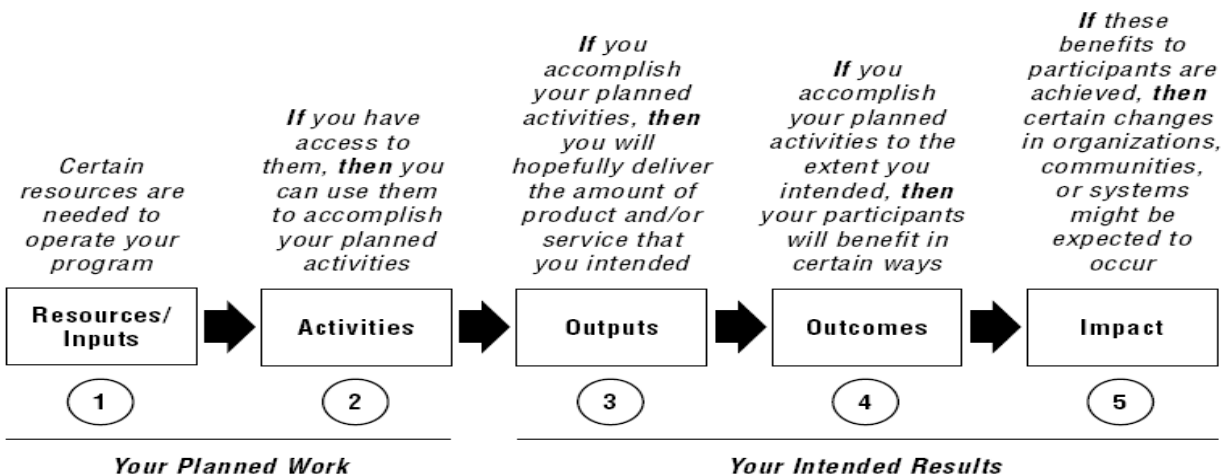
Assignment 3: Interpersonal mission statement, vision statement and logic model

This assignment is worth 30% of your grade and due on Canvas on April 11, 2018.

Citing 6 class readings, write a 5-6 page paper envisioning your interpersonal mission and vision for your future social work career. Please focus this paper on your practice area method of intervention, and address the following elements by using them as section headings followed by narrative for each.

1. What are your core interpersonal values?
2. What are your core beliefs about people?
3. What personal interpersonal strengths do you bring?
4. What personal challenges will you face? (What are your buttons and how will they get pushed?)
5. What resources will you need to carry out your mission?
6. Who will support you?

Please construct a 1-page logic model illustrating your mission/vision as a program matrix for the interpersonal aspects of your career. Please use the model below:



Text Book & Course Readings

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole Publishing Co.
- Other required readings are available at the CANVAS course site

Recommended Reading:

- Brown, Brene, (2015). *Rising strong*. Spiegel and Grau, New York, New York
- McGoldrick, M., Gerson, R., Petry, S., (2008). *Genograms Assessment and Intervention* (3rd) W W Norton, New York, New York.
- Van der Kolk, Bessel, (2014). *The body keeps the score*. Viking Penguin, New York, New York

Course Outline

Week 1: January 3, 2018

Intro and basics

Readings:

Text, chapters 1, 2, 3

Week 2: January 10, 2018

Social Work Relationships: the triad

Readings:

Text: Chapters 4,5

Chu, W. C. K., & Tsui, M.-S. (2008). The nature of practice wisdom in social work revisited. *International Social Work*, 51(1), 47-54

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work*, 52(3), 251-259.

Barbara Probst PhD LCSW (2012) Not Quite Colleagues: Issues of Power and Purview between Social Work and Psychiatry, *Social Work in Mental Health*, 10:5, 367-383

Week 3: January 17, 2018

The Person: domains assessment

Readings:

Text chapter 9

<https://www.cdc.gov/violenceprevention/acestudy/>

Bowen, E. A., & Murshid, N. S. (2016). Trauma-informed social policy: A conceptual framework for policy analysis and advocacy. *American Journal of Public Health, 106*(2), 223-229.

Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study.

Graybeal, Clay, Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society; Milwaukee Vol. 82, Iss. 3, (May/Jun 2001): 233-242.*

Week 4: January 24, 2018

Your personal domains

Readings:

Egan, R., Maidment, J., Connolly, M. Who Is Watching Whom? Surveillance in Australian Social Work Supervision *The British Journal of Social Work, Volume 46, Issue 6, 1 September 2016, Pages 1617–1635*

Miehls, D. Contemporary Trends in Supervision Theory. *Clinical Social Work Journal (2010) 38: 370.*

Week 5: January 31, 2018

Character, Stories, Behaviors

Readings:

Staniforth, B., Fouche, C., & O'Brien, M. (2011). Still doing what we do: Defining social work in the 21st century. *Journal of Social Work, 11*(2), 191-208.

Goddard, T., Myers, R., Against evidence-based oppression: Marginalized youth and the politics of risk-based assessment and intervention. *USA Theoretical Criminology 2017, Vol. 21*(2) 151–167

Watkins, C Edward, Jr, PhD. Considering Characterological Resistances in the Psychotherapy Supervisor. *American Journal of Psychotherapy; New York Vol. 64, Iss. 3, (2010): 239-56.*

Week 6: February 7, 2018

Culture

Readings:

Lusk, M., Terrazas, S., Salcido, R., (2017) Critical Cultural Competence in Social Work Supervision, Human Service Organizations: Management, Leadership & Governance, 41:5, 464-476

(2010) Revisioning Cultural Competencies in Clinical Social Work Practice. Families in Society: The Journal of Contemporary Social Services: 2010, Vol. 91, No. 3, pp. 272-279.

Week 7: February 14, 2018

Relationships PODS, especially privilege and oppression

Readings:

O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? International Social Work, 54(2), 174-190

Lipscomb, A., Ashley, W., (2017) Colorful Disclosures: Identifying Identity-Based Differences and Enhancing Critical Consciousness in Supervision, Smith College Studies in Social Work, 87:2-3, 220-237

Hair, H., Supervision conversations about social justice and social work practice. Journal of Social Work 2015, Vol. 15(4) 349–370.

Hillock, S., Conceptualizations and Experiences of Oppression: Gender Differences. : Journal of Women and Social Work 27(1) 38-50

Week 8: February 21, 2018

Default relational and communication styles

Readings:

Text chapter 7

Kyuhoo Lee, Yuk C. Pang. A Study of Adverse Childhood Experiences, Coping Strategies, Work Stress, and Self-Care in the Child Welfare. Journal Human Service Organizations: Management, Leadership & Governance Volume 41, 2017 - Issue 4, Pages 389-402.

Davis, A., Mirick, R., McQueen, B., Teaching From Privilege: Reflections From White Female Instructors. : Journal of Women and Social Work, 2015, Vol. 30(3) 302-313.

Avby, G., Professional Practice as Processes of Muddling Through: A Study of Learning and Sense Making in Social Work. Vocations and Learning (2015) 8:95–113

NO CLASS February 28, 2018

Weeks 9 and 10: March 7 and 14 2018: Assignment 2 due on March 14, 2018

Families: client or colleague systems

Readings:

Text chapter 10

Garcia, M., Kosutic, I., McDowell, t., Anderson, S., Raising Critical Consciousness in Family Therapy Supervision, *Journal of Feminist Family Therapy*, 2009,21:1, 18-38

Scarf, M. (1995). *Intimate Worlds*. New York. Random House. Chapter 2, p. 23-36 (PDF article)

McGoldrick, M., Gerson, R., & Petry, S. (2008). Tracking family patterns through time and space (Chap. 4, pp. 81-113). In *Genograms: Assessment and intervention* (3rd Ed.) New York: W. W.Norton & Company.

McGoldrick, M., Gerson, R., & Petry, S. (2008). Creating genograms (Chap. 2, pp. 20-60). In *Genograms: Assessment and intervention* (3rd Ed.). New York: W. W. Norton & Company.

Halevy, J., A Genogram with an Attitude. *Journal of Marital and Family Therapy* 1998,Vol. 24, No. 2.

Weeks 11 and 12: March 21 and 28, 2018

Groups

Readings:

Text chapter 11

Hays, D., Arredondo, P. , Gladding, S., Toporek, R., Integrating Social Justice in Group Work: The Next Decade. *The Journal for Specialists in Group Work* Volume 35, 2010 - Issue 2: 177-206.

Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2), 11-26.

Letendre, J., Mogro-Wilson, C., (2016) Practice Wisdom Meets Evidence-Based Practice: Building Capacity in Agencies, *Social Work with Groups*, 39:4, 326-338,

Week 13: April 4, 2018: TBD

Assignment 3 due on April 11, 2018.