



Interpersonal Practice with Individuals, Families and Small Groups

SW 521 WN 2018

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Course Description:

My hope is this course will help you to understand the important role social work has in your life and the lives of people around you. My goal is to show you how learning is a lifelong experience and we can learn something from anyone, especially ourselves.

In this course, we will focus on the practical side of clinical social work, what it is, how to be ethical in our practice, when it is appropriate to keep or shift boundaries, and where our use of self is helpful or harmful.

My expectation for this course is that you learn what you need to become a confident social worker and to understand why your knowledge of your self is just as important as your knowledge of the tools you will use to help others learn how to help themselves.

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 Media Policy:

Phone, laptops, tablets, etc are not permitted to be used in class—there is plenty of research to suggest that they are more often a distraction to the user and the people around the user than helpful. Participation is a significant part of your grade in the class.

If you have a specific learning need please come speak with me and I am more than happy to find an appropriate solution with you. I also understand that emergencies sometimes happen, however please speak with me if you feel you have a reason to be exempted from this policy at any time during the semester.

ALL ASSIGNMENTS SHOULD BE HANDED IN ON PAPER. PLEASE ACCOUNT FOR PRINTING TIME WHEN PREPARING TO TURN AN ASSIGNMENT IN.

Accommodations:

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities, student performance evaluations (e.g., exams) and the way the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier 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, Sweetland Writing Center, 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 of religious observances and conflicts with class.

MISCONDUCT

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a Social

Worker. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333.

Student Sexual Misconduct Policy

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734-936-3333 and at <http://sapac.umich.edu/> (Links to an external site.) (Links to an external site.)Links to an external site.. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu. Reports to law enforcement can be made to University of Michigan Police Department at 734-763-3434.

Regarding Religious and Academic Conflicts:

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. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be

offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Student Ombudsperson. Final appeals will be resolved by the Provost.

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, evaluation, and termination) 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.

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:

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."*
2. *Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice.*

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)*
4. *Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.*
5. *Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.*

Course Design:

This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, 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.

The following assignments, Media files, and readings are subject to change at the lecturer's discretion.

Thank you

REQUIRED TEXTS

Foundations of Interpersonal Practice in Social Work: Promoting Competence in Generalist Practice 3rd Edition

by Brett A. Seabury, Barbara Seabury, Charles Garvin

ISBN-13: 978-1412966832

ISBN-10: 1412966833

COURSE ASSIGNMENTS AND POINTS BREAK DOWN

(Descriptions and expectations follow)

- 1. PSYCHOSOCIAL ASSESSMENT (65 points--in three parts)**
 - 1. Interview A (20 points)**
 - 2. Interview B (20 points)**
 - 3. Final Assessment (25 points)**
- 2. FOUR CORNERS PART 1 (10 points)**
- 3. FOUR CORNERS PART 2 (10 points)**
- 4. ATTENDANCE, AND PARTICIPATION (15 POINTS)**

1a. Interview A (20 points):

You are required to interview and video someone in our class that you have met recently--You can NOT pick a person you have any significant history with. Watch the interview and select one critical moment in the interview where you used one of the specific engagement skills successfully, then select one critical moment where you thought the engagement skill did not give you the results you were hoping for.

After selecting the two critical moments, transcribe the events, and assess what happened, and why you feel this was a successful or unsuccessful event. Lastly create a folder in umich.BOX.com and share it with me, upload the specific moments in your video to your folder on BOX. I will watch the moments, and respond to your work. I will lower your grade by 5 points for everyday your video is late.

1b. Interview B (20 points):

You are required to interview and video the same person who was in the original interview, you will need to select an assessment tool based on the first interview and have the "client" complete the assessment--during the video. Watch the second interview, and select three critical moments, two successful moments, and one unsuccessful moment. In your paper describe why your moments were selected and your understanding as to why they either worked or did not work, discuss the reasons you selected the assessment you did. Describe how you felt it went when you conducted the assessment.

Then upload the specific moments in your video to your folder on BOX at umich.box.com. I will watch the moments, and respond to your assessments.

Lastly write a one page self reflection on how it felt to be assessed, how you think it went and what you learned about the process, and yourself.

I will lower your grade by 5 points for every day your video is late.

1c. Psychosocial Assessment (25 points):

You are asked to produce a social work Psychosocial Assessment and Treatment Plan for your "client" based on both the first interview and the assessment you did. It is expected to have all of the information below:

1. Identifying info, presenting problems:
 - a. Presenting problems = the facts AND client perception of difficulties
2. Background information:
 - a. family background, cultural issues, PODS
3. Assessment:
 - a. organization is succinct and not wordy/story-like
 - b. Assessment statement followed by supportive facts re: the client.
 - c. Addresses implications of stages of change, cultural issues, PODS,
4. Intervention
 - a. Is driven by the assessment and the logical connection YOU (the therapist) have made from information gained in class, readings, previous work, etc.
 - b. Research 2 to 3 intervention strategies and describe them in this paper, making sure to explain how it would or would not fit with this client's needs
5. Choose one strategy for this client (could be an eclectic mix) and give your rationale for this choice
 - a. Describe potential barriers to change this client may present
 - b. Evaluation: Because you can't evaluate how you think your intervention/strategy is working due to the relationship evaluate your own ability to implement the intervention.

Four-Corners Assessment Part 1 (10 points):

IN THE CLASSROOM: You and a classmate will work together during one of our class sessions to complete the Four Corners assessment tool for each of you. You will have the opportunity to be "the client" and to be "the therapist" as you and your partner change roles to complete this assignment.

ON YOUR OWN: Put the information gathered during your self assessment into a psycho-social assessment format of between 3-4 pages. Make sure to include some statements about the following:

- What are your core beliefs and how do they fit with core SW values?
- What strengths do you bring to the field?
- What are your primary challenges in developing core competencies for social work?
- Summarize any information learned from doing your four-corners--what surprised you about yourself, what surprised you about your partner?
- Describe your experience of being in the "therapist" role and facilitating your classmate's four corners assessment
- Describe the experience of being the client and working with someone to develop your four corners assessment.

Four-Corner Assessment Part 2 (10 points):

Do another Four-Corners Assessment with someone who you do not know well. In 2-3 pages explain how you feel you have changed over the semester, answer the following questions; What have you learned? What is different for you this time compared to the first time? Do you find that you are more or less confident in your work as the "therapist?" Did you find themes in your work? Do you see themes in your "client's" answers? What do you feel you need to adjust to align yourself more fully with your vision as a social worker?

Attendance, Participation and Reading (15 points):

1. 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.
2. Every "no-show" results in a deduction of ½ a letter grade (A- to a B+, for example)
3. First previously explained absence = no consequence
4. Second absence = Extra 1-2 page journal on the topic covered in class or deduction of ½ a letter grade.
5. Third absence = deduction of 1 letter grade.

Expectations for our classroom community:

We will develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. I hope everyone will feel comfortable sharing appropriate personal life experiences with the intent of broadening all of our understanding of the session topic. We will work intentionally to create an environment where that sort of interaction is safe and constructive for the entire group.

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

Basis of Letter Grades

A+	100	B+	87-89	C+	77-79
A	96-99	B	83-86	C	73-76
A-	90-95	B-	80-82	C-	70-73

Schedule and reading assignments may change prior to class due date. Students will be given ample notice of changes.

Date	Topic	Please Read Prior to Class
Class 1 1-3	Intro, SW values, Ethics, Diversity, Power Dynamics	Code of Ethics (Links to an external site.) Links to an external site. Comas-Dias, 1991 SS&G Chapter 3 pg. 39
Class 2 1-10	Basic Interviewing Common Factors Process of Change	Common Factor Article (Links to an external site.) Links to an external site. Ortega, Cultural Humility Psychiatry-4-1080
Class 3 1-17	Engagement Interviewing Skills	SS&G Chapter 6 Pg. 124 SOAP: Cameron
Class 4 1-24	Brain Science	Hayes Article Shelder Article
Class 5 1-31	Assessment	Soloman-- Far From the Tree SS&G Chapter 10 Pg. 245

Class 6	Guest Speaker	
2-7		
Class 7	Therapeutic Modalities	Courier, Motivational Interviewing
2-14	MI, CBT, NBT, SPI	Swenson;MST
		CBT Article
Class 7	Individual, Gestalt	The Body Keeps the Score--Van der Kolk
2-21	LGBTQ Clients	Melnick Article
2-28	Spring Break	Enjoy!!
Class 8		
3-7		
Class 9	Monitoring, Evaluation, Goal Setting	SS&G Chapter 9
3-14		Pg. 225
Class 10	Family	SS&G Chapter 12 &13
3-21		Pg. 333
		Power of Family
Class 11	Working with Groups	SS&G Chapter 14 &15
3-28		Pg. 401
		Toseland: Group Article
Class 12	Barrier to Change	Derber: Pursuit of Attention

3-4	DSM/ How it Works	DSM Introduction
3-11	Evaluation and Termination	SS&G Chapter 18 Pg. 541
3-18	Exam Week	Final Assessment Due