SW 511– Interpersonal Practice Skills Laboratory
3 Credits
Prerequisites: None

INSTRUCTOR: Daicia Price, LMSW
CONTACT INFORMATION: daiciars@umich.edu; 734.330.3663 (cell)* text accepted- 734.647.8891 (ofc)
LOCATION:TBA
OFFICE HOURS: By Appointment and before and after class

Course Description
This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. The student's field experience and future practice methods courses will build upon the skills rehearsed 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 Objectives & Practice Behaviors
The course objectives below correlate with the CSWE social work competencies/practice behaviors:

1. Demonstrate skills for engagement such as empathic inquiry, active listening, collaborative exploration, case recording and goal setting.

2. Utilize three assessment tools to identify client strengths and vulnerabilities, as well as sources of biopsychosocial, cultural, sociopolitical and spiritual risks and supports.

3. Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
   (a) Demonstrating self-awareness of their own privilege, identity, positionality and life experiences impact on their capacity to relate to others with different personal privilege, identity, sociopolitical and life experiences;
   (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.

4. Conduct culturally sensitive interpersonal practice by:
   (a) Articulating socio-political, environmental, family and/or individual-level contributing factors of at least two specific disorders, prevention and/or treatment goals, developing measurable prevention and treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the individualized needs of clients;
   (b) Implementing treatment protocols consistent with treatment plans and sensitive to clients' situations;
   (c) Recognizing basic termination issues that pertain to interpersonal practice.

5. Demonstrate intervention skills specific to two evidence informed treatment modalities such as CBT, Motivational Interviewing, and Psychodynamic Psychotherapy.

6. Demonstrate capacity for strategic use of self in the therapeutic relationship by identifying their own sociopolitical, environmental, and experiential or emotional/cognitive factors that may support or impede the therapeutic relationship.
RELATIONSHIP TO THE 4 CURRICULAR THEMES

**Multiculturalism and Diversity** issues using PODS will be explored by identifying the 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.

**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.

**Promotion, Prevention, Treatment, and Rehabilitation** approaches will be addressed within the context.

**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.

**SOCIAL WORK ETHICS & VALUES**

Social work ethics and values will be addressed within the course as they pertain to the delivery of services and the application of behavioral health setting policies and procedures. The NASW Code of Ethics will be used to inform students about professional conduct expectations and comportment as a social worker. Each social worker’s ethical responsibility to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to the broader society as a whole will be reviewed. 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. Students are required to abide by the [NASW Code of Ethics](#) while enrolled in the program.
INSTRUCTOR EXPECTATIONS

Please review the syllabus and expectations in its entirety prior to committing to complete this course under my instruction. The syllabus is considered a working document and may be changed or altered at the discretion of the instructor.

CLASSROOM CONDUCT

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is requested. If more than two absences occur, the student will not receive 50% of the credit for points earned throughout the course of the semester.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

Students are allowed to utilize electronic devices during sessions if utilized to support their work and success in the course. As professionals, it is understood that students will remain engaged in the session.

INSTRUCTOR CONTACT

Students needing to contact the instructor are asked to do so via email at daiciars@umich.edu. Students will need to communicate utilizing formal business standards and include their name, course and if they are requesting a response.

Communications requesting a response will be addressed within 72 business hours during the semester.

Communications that utilize informal language such as Hey, What’s Up, etc, will not receive a response. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame.

REQUIRED TEXT


My teaching philosophy is rooted in experiential learning. The goal is to work with participants to create inclusive learning environments that encourage collective learning and growth to activate professionals that are prepared to impact society in positive ways.
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CANVAS

Canvas will be utilized as a tool to share information with the instructor. All assignments should be submitted electronically by 11:59pm of the due date.

Course announcements and updates will be posted on Canvas.

TECHNICAL STANDARDS

Participants in SW 511 will be expected to demonstrate foundation skills that are required of beginning professionals.

When students are not able to meet technical standards, the UMSSW Handbook will be utilized to address concerns.

ADDITIONAL INFORMATION

In the event of a session cancellation, an announcement will be posted via Canvas.

Instructor reserves the right to make adjustments and/or accommodations as necessary.
Frequently Asked Questions

The questions below have been asked of the instructor during previous terms and can be used to clarify the syllabus and course expectations.

What does the instructor prefer to be addressed as?
In formal communication, please utilize Professor Price. In classroom and informal settings, students can utilize Daicia or Mrs. Price. The instructors pronouns to be used when relevant are she, her, and hers.

How should I contact the instructor?
For contacting the instructor to ask questions and request responses about the course, students should utilize email. If there is an urgent matter, a text message is accepted.

When should I meet with the instructor?
Students are encouraged to meet with the instructor throughout the semester to give or receive feedback, to request clarification on assignments or expectations, and to ask about concepts explored in class.

Why doesn’t the instructor have office hours?
The instructor is accessible and available for morning, evening, and weekend appointments depending on the need. Students can and should contact the instructor with their availability for an appointment to meet.

What is the instructors feelings about grades? Will I be updated weekly about my grade?
As a new professional, the instructor encourages students to focus on demonstrating professionalism and actively improving skills throughout the term. Grades will be based on the rubric for each assignment, however, it does not accurately depict the level of readiness for practice. Students should focus on feedback offered from the instructor and peers.

Why are the assignment requirements so broad?
Each of us learn and communicate in various ways. The core areas that are required are highlighted to define the desired outcomes and objectives that should be demonstrated. Creativity and diversity in assignments is encouraged.
STUDENT EXPECTATIONS

This class will be utilized as a vehicle of transformative learning. Each individual contributes a valuable and integral part to the learning experience.
Course Content

In this course all phases of the treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be reviewed and rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will learn and practice specific skills, such as empathic inquiry and collaborative exploration 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 the historical, political, situational, environmental and psychological factors relevant to the client's functioning. Students will practice the use of specific assessment tools, such as biopsychosocial assessment, genograms, ecomaps, and family sculpting to discern patterns of functioning, to assess strengths and vulnerabilities, and to plan, implement and monitor process of growth or change strategies. Students will practice methods of intervention specific to three modalities of intervention, such as CBT, Motivational Interviewing and Psychodynamic Psychotherapy. Additionally, students will learn strategies of self-regulation in order to stay cognitively and emotionally able to effectively intervene in therapeutic relationships. Students will practice methods of evaluating 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.

Course Design

This course will use various methods such as individual exercises, simulations, class discussion, and small group work to examine and practice the material presented.

Course Requirements

<table>
<thead>
<tr>
<th>Course Assignments &amp; Grading</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing –December 10, 2018</td>
<td>35</td>
</tr>
<tr>
<td>Character Development</td>
<td>October 1, 2018</td>
<td>15</td>
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<tr>
<td>Active Listening Assignment</td>
<td>October 12, 2018</td>
<td>30</td>
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<tr>
<td>Goal-Setting Assignment</td>
<td>November 9, 2018</td>
<td>25</td>
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<tr>
<td>Intervention Assignment</td>
<td>November 30, 2018</td>
<td>25</td>
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<tr>
<td>SIMmersion</td>
<td>Sept. 30, Oct.30, and Nov. 30</td>
<td>20</td>
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<tr>
<td>Community Mental Health Training Modules</td>
<td>December 10, 2018</td>
<td>24 Field Hours</td>
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Total Possible Points 150

Grading for this Course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96 – 100%</td>
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<tr>
<td>A-</td>
<td>92 – 95%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 88%</td>
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<tr>
<td>B-</td>
<td>81 – 84%</td>
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<tr>
<td>C</td>
<td>74 – 77%</td>
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<tr>
<td>C-</td>
<td>70 – 73%</td>
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<tr>
<td>C+</td>
<td>78 – 80%</td>
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<tr>
<td>B+</td>
<td>89 – 91%</td>
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Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide criteria will be utilized to make final determinations. The student must formally request an incomplete from the instructor prior to the final week of classes.
ASSIGNMENTS

ATTENDANCE AND PARTICIPATION

Regular class attendance is a requirement of this course. 2 points will be deducted for each class missed after the first absence. Please communicate any classes that you may miss to this Instructor via email (daiciars@umich.edu) or phone/text (734.330.3663). Any failure to communicate an absence to this Instructor will result in an additional 2 point deduction for that day. Absences from class due to participation in religious or university business will not cause a deduction in any points, however, students will be required to complete a make up assignment.

Participation includes being engaged in class discussions, small group work, and assignments.

COMPLEX CHARACTER DEVELOPMENT

Students will develop a character that they will embrace during the term. This character will be utilized during all role plays and interactive sessions.

REQUIREMENTS:

- Student can not portray a gender or race that is not consistent with their own, unless this is a part of the character dynamics (i.e. a person who is viewed as Caucasian due to their skin complexion but they identify as another race)
- Client must have complexities in identity (class, race, gender, ability, religion, citizenship, etc.)
- Client story based on documented sources, not individual stereotypes

Write a 1-2 page description of your client character including:

- Client’s Name, Age, and Identifying Information
- Presenting Problem
- Possible DSM V diagnosis
- Key social identities for the client
- Important and relevant family information
- Important and relevant life circumstances

Answer the following questions:

1. Detail and discuss the sources that you used to develop your client/character - memoirs, movies, clinical articles, etc. Please be specific about this, referencing at least 3 current articles that explore/examine either a DSM diagnosis or set of life circumstances which are relevant to your client/character. Also, please be precise in connecting which examples from your articles, memoirs, etc influenced and were useful in character development.
2. How is your character impacted by issues of privilege and oppression.
3. What are the complexities of race, gender, social class, ability, or other identities that are present with the client.
4. What personal and professional experiences did you call upon to develop your client/character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing.
Active Listening/Assessment Assignment

Components to be submitted:
- Simulated Interview
- Reflection

INTERVIEW

With another classmate, student clinicians will be responsible for obtaining presenting problem information and completing at least one portion of the community mental health Integrated Health Bio psychosocial Assessment utilized by Detroit Wayne Mental Health Authority. Interview should last at least 15 minutes.

Your goal is to develop a rapport with the classmate “client” and to obtain information relevant to their presenting needs and complete at least one section of the assessment tool.

Remember to demonstrate the use of empathic responses with emphasis on all layers of active listening skills. It will be important to ask clarifying questions, while remaining fully present with your interviewee. When you are done interviewing, ask for some feedback as to how your interviewee experienced you in your role. Did they feel listened to and understood? What was the experience like for them to have someone “just” listen and inquire?

*Interview should be recorded for learning purposes. Interview should be submitted via YouTube.

At the end of the interview, complete a 2-3 page reflection that includes the following:

OVERALL ENGAGEMENT: Overall, how effectively did you engage your client in the session? Describe the factors that contributed to or detracted from effective engagement.

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 experiencing?

PODS:
What ways did Privilege impact engagement for the clinician AND the client?
What ways did Oppression impact engagement for the clinician AND the client?
What ways did Diversity impact the engagement for the clinician AND the client?
What Social Justice issue impacted the engagement for the clinician AND the client?

STRENGTHS: Describe at least three “strengths” for your interviewing during the session

AREAS for IMPROVEMENT: Describe three “areas for improvement” for your interviewing during this session. These will be referenced in your next video assignment.
ASSIGNMENTS

Goal Setting

Student clinician will record a session with their “client” that will focus on goal setting. During the interaction, student clinician will work with their client to identify specific action oriented goals and measurable objectives. Video must be uploaded by due date.

Interview Focus: Goal-Setting; Key Skills: Collaboration and Partnership

At the end complete a reflection that includes the following:

- Partnership and Collaborations- Did you acknowledge client’s courage, perseverance, success? Does the Client FEEL this acknowledgment from you?
- Overall engagement--Overall, how effectively did you engage your client in the session?
- Client Goals: Summarize the key goals that the client wants to work on.
- Session Plan: What will be the key focus for the next session and what are your initial ideas about how you will intervene?
- Skills insights--What key things did you learn by comparing and contrasting the two interviews?
- Skills Goals for next session--What goals do you have for your interviewing skills in the next session?
- PODS: What ways did Privilege impact this interaction for the clinician AND the client? What ways did Oppression impact this interaction for the clinician AND the client? What ways did Diversity impact this interaction for the clinician AND the client? What Social Justice issue impacted this interaction for the clinician AND the client?
ASSIGNMENTS

Annotation of Session: Intervention

Student clinician will record a session with “client” that will focus on intervention. During the interaction, student clinician will work with their client utilizing a specific intervention strategy. Video must be uploaded by due date.

At the end of your session complete a reflection that includes the following:

- **Intervention effectiveness**: Overall, how effectively you implement the session? Was the intervention culturally responsive? Did the intervention utilize client’s strengths?
- **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.)
- **PODS**
  - What considerations were made to identify the impact of **Privilege** in this intervention?
  - What considerations were made to reduce the negative impacts of **Oppression** with this intervention?
  - What ways did **Diversity** impact the intervention selected?
  - What **Social Justice issue** is present that may impact the intervention?
- **Overall engagement**: Overall, how well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals?
- **Client empowerment**: Describe your efforts to address power dynamic in your work? What did you to balance power of worker role? What did you do maximize client empowerment?
- **Ethical issues**: What ethical issues, if any, arose in your work with this client? How were they addressed?
Simulated Exercises

Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how to deliver Motivational Interviewing techniques to a client. These cutting-edge simulations are not yet publically available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn 100% of grade, students will be expected to:
1. Complete at least 1 Brief Motivational Interviewing simulation prior to the due date (3 in total)

A description of the simulation is below:

Brief Motivational Interviewing
Gabe Turner's doctor asked him to talk with you about his alcohol use. Help Gabe build his own motivations to change his drinking habits.
ASSIGNMENTS

ONLINE MODULES
24 Field Hours

*Transcript must be uploaded to CANVAS.

Students will need to maintain documentation of completed trainings. In the State of Michigan, behavioral health providers are required to complete a minimum of 20 hours of additional training to deliver services to consumers that are eligible for Medicaid and/or Community Mental Health services.

Students will be required to complete trainings required by Michigan Department of Health and Human Services by the end of the term. Each training module outlines its aims. The modules are presented via video recording and require users to adequately respond to the quizzes in order to receive a certificate. The content has been approved by Detroit Wayne Mental Health Authority (DWMHA) and approved for use. Trainings are required for all staff, students, and volunteers that work with clients within the DWMHA provider network. Proof of satisfactory completion of the modules will also be required for field placement.

Register for [Detroit Wayne Connect**](#)

- Recipient Rights Part 1 online
- A Foundational Course in Cultural Competence (VCE)
- Cultural Competency: Working with LGBTQ Youth (VCE)
- Anti-Harassment (VCE)
- Abuse & Neglect Reporting Requirements (VCE)
- Corporate Compliance (VCE)
- Medicaid Fair Hearings, Local Appeals & Grievances (VCE)
- Person Centered Planning with Children, Adults, and Families (VCE)
- Emergency Preparedness (VCE)
- HIPAA Basics (VCE)
- Infection Control and Standard Precautions (VCE)
- Limited English Proficiency (VCE)
- Recovery-Enhancing Environment (VCE)
- Advance Directives (VCE)
- Navigating Community Mental Health (VCE)
- Ethical Issues in Child and Family Therapy (VCE)
- Crisis Pre-Intervention Using Verbal De-Escalation (VCE)
September 10  |  Introduction to Interpersonal Social Work  
|  Review of course expectations & syllabus  
|  Core Competency Training  

Required Readings:

September 17  |  Basic Engagement Skills  
|  Engagement in different setting  
|  Engagement Strategies based on Stages of Change  

Required Readings and Trainings:
- Recovery-Enhancing Environment (VCE)

September 24  |  Suicide Assessment and Interventions  
|  QPR Certification  

Required Readings and Trainings:
- Ethical Issues in Child and Family Therapy (VCE)

October 1  |  CAFAS
October 8  Assessment: Integrated Health Assessment and Bio-psychosocial

**Required Readings:**


October 8  Person Centered Planning: Goal Setting and Intervention Planning

**Required Readings and Trainings:**


- Person Centered Planning with Children, Adults, and Families (VCE)


October 15 FALL BREAK

October 22  IPOS Certification and DWMHA Presentation*

**Guest Speakers:**

October 29  Interventions

**Guest Speaker: Gina Amborgio**

**Required Readings:**


November 5  Models of Interventions*

**Part 3 of Behavior Change Assignment Due**

**Guest Speaker**

**Required Readings:**


November 12 Individual Therapy

Required Readings:


Optional Reading:

November 19 CBT and Adaptation

November 26 Group and Family Therapy

Required Readings:


December 3 Evaluation, Termination & Supervision

Required Readings:


December 10 Final Class – Promoting Self-care Celebration!!!

Online Modules Due

Required Reading:

STUDENT RESOURCES AND INFORMATION

ACCOMMODATIONS

If students think they may need an accommodation for a disability, they need to let the Field Faculty Facilitator know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student’s participation and progress. The earlier students make their Field Faculty Facilitator aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

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 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 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

References and Referencing Style

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.

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-ADAcompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961
For more information view the annual Campus Safety Statement HERE!
Register for UM Emergency Alerts HERE!