1. Course Statement

Course description
This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with individuals, families, and small groups 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 content
In this course, all phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be taught 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 objectives and competencies  (see competency and practice behaviors at end of syllabus)
Upon completion of this course, students will be able to:

(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.

Course design
This course will use various methods such as individual exercises, role play, simulations, class discussion, and small group work to examine and practice the material presented. This is a practice lab; hence, it is imperative that students actively engage in role plays, simulations and small group activities. We will all learn from one another.
Curricular themes

Theme Relation to Multiculturalism & Diversity
Multiculturalism & Diversity will be concentrated 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
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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
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
Behavioral & Social Science Research is reflected in the theoretical base developed 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 to social work 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.


2. Class Requirements

a. Learning Environment:
The class is designed as a co-learning environment where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and learner” in the class will enhance the learning experience for all.

Quality social workers must be self-aware, self-reflective, and open to exploring our own
histories and issues regarding any given concern, setting, or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background, and assumptions regarding all forms of diversity.** There will be a variety of ways that students can do this through critical thinking, assignments, and active participation in class discussions and activities.

Being **honest, sensitive, and respectful** to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a **respectful and constructive** manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; *please honor this process.*

b. **Text and class materials:**

There is no text for this class. However, assigned readings will be posted on Canvas, two weeks prior to each class. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Pairs of students will be assigned 1-2 specific readings during the semester and will lead a small group discussion on the content of the reading and its relevance to direct practice.

c. **Class schedule**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; Social Work Profession</td>
<td>See Canvas for assigned readings</td>
</tr>
<tr>
<td>September 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Social Work Values &amp; Ethics (self study assignment and quiz). <strong>NO IN PERSON CLASS</strong></td>
<td>See Canvas for assigned readings</td>
</tr>
<tr>
<td>September 17</td>
<td></td>
<td><em>Self study assignment and quiz due</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>The Therapeutic Relationship Simulated Clients</td>
<td>See Canvas for assigned readings</td>
</tr>
<tr>
<td>September 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 4  | October 1 | Bio-psycho-social- spiritual assessment  
|        |          | Genogram  
|        |          | See Canvas for assigned readings  |
| Week 5  | October 8 | Bio-psycho-social–spiritual assessment  
|        |          | Cognitive Screens, Depression Screens, Anxiety Screens  
|        |          | Suicide risk & assessment  
|        |          | See Canvas for assigned readings  
|        |          | **Simulated Client Assignment Due**  |
| October 15 | **FALL BREAK** |  |
| Week 6  | October 22 | Goal Setting  
|        |          | Grief & Loss  
|        |          | Group Work Introduction  
|        |          | See Canvas for assigned readings  
|        |          | **Bio-psycho-social-spiritual video and reflection paper due**  |
| Week 7  | October 29 | Brief Solution Focused Therapy  
|        |          | Group Work continued  
|        |          | See Canvas for assigned readings  |
| Week 8  | November 5 | Motivational Interviewing  
|        |          | See Canvas for assigned readings  |
| Week 9  | November 12 | Motivational Interviewing  
|        |          | Cognitive Behavioral Therapy  
|        |          | See Canvas for assigned readings  
|        |          | **Group Session 1**  |
| Week 10 | November 19 | Cognitive Behavioral Therapy  
|        |          | See Canvas for assigned readings  
|        |          | **Group Session 2**  |
| Week 11 | November 26 | Working with Children & Adolescents  
|        |          | Family Therapy  
|        |          | See Canvas for assigned readings  
|        |          | **Group Session 3**  |
| Week 12 | December 3 | Family Therapy  
|        |          | Working With Groups  
|        |          | See Canvas for assigned readings  |
### Assignments

All assignments and papers, that are to be handed-in, are due by 11:59 pm on the dates posted in the syllabus. Late assignments will result in an automatic reduction of points (1 point will be deducted for every 24 hours after the due date/time). Assignments more than 5 days late will not be accepted. Assignments will be handed in through CANVAS and MBox (videos).

For all assignments, you will be graded on:
- Meeting assignment parameters (We will review parameters for each assignment in class. A detailed rubric outlining assignment expectations and components will be made available on Canvas, three weeks prior to the assignment due date)
- Good writing skills: clarity of thought, organization, and flow (see next section)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity)
- Insightfulness and clinical judgment
- Integration of reading materials
- Ability to discern which aspects of use of self would be important in assessment or intervention

Writing skills: Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and most of your classes you will be asked to demonstrate proper grammar, spelling, and the rules of the American Psychological Association Publication Manual (6th Ed).

When you cite a source in your papers please use APA style citations. Please be aware that there will be a reduction of points for poor writing skills (including grammatical errors) and APA errors. Please use the Sweetland Writing Center if you require writing assistance.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulated Client Description</td>
<td>Due by 11:59 pm on October 8 Submit via Canvas</td>
<td>10 points</td>
</tr>
<tr>
<td>Biopsychosocial-spiritual video &amp; reflection paper</td>
<td>Due by 11:59 pm on Oct 22 Submit via Canvas (paper) and MBox (video)</td>
<td>28 points</td>
</tr>
<tr>
<td>Goal Setting &amp; Intervention video and reflection paper</td>
<td>Due by 11:59 pm on Dec 3 Submit via Canvas (paper) and MBox (video)</td>
<td>27 points</td>
</tr>
<tr>
<td>Group work role play</td>
<td>Various dates: in class presentation Nov 12-Dec 10</td>
<td>20 points</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td></td>
<td>15 points</td>
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**e. Attendance and class participation**

Participation is critical to a successful learning and growth experience in this class. The course is a simulation lab that provides a safe environment to develop and hone your clinical skills. To maximize your experience, and that of your colleagues, please come prepared to share experience and knowledge, ask questions, and provide feedback. Disengagement and/or using laptops/tablets/phones are not appropriate and will negatively impact your participation and attendance grade component.

Attendance and participation comprise 15% of your grade. If you are unable to attend class, please notify me, via text or phone call, at least two hours prior to class. You will be allowed one excused absence for an emergency or religious observance. A sign-in sheet will be made available at the beginning and end of every class. Two points will be deducted for every class that is missed, over and above one excused absence.
f. **Grading**

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided in an assignment rubric published on Canvas three weeks prior to the due date.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>97-99</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>82-85</td>
</tr>
<tr>
<td>C+</td>
<td>79-81</td>
</tr>
<tr>
<td>C</td>
<td>76-78</td>
</tr>
<tr>
<td>C-</td>
<td>72-75</td>
</tr>
<tr>
<td>D</td>
<td>66-71</td>
</tr>
<tr>
<td>E</td>
<td>less than 66</td>
</tr>
</tbody>
</table>

Per the MSW student guidebook, letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. 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.

g. **Work Expectation:**

The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically gain social work knowledge, to develop social work skills practice skills and values, and to enable the student to achieve successfully the goals and objectives of the course. Please read all assigned readings in advance for each class.

h. **Grade Disputes:**

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an e-mail, within seven days of the receipt of your graded assignment, detailing the specific concerns you have related to the grade. Within one week of receiving your e-mail, I will contact you to set up a time to review your concerns in a one-on-one meeting.

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**Accommodations for Students with Disabilities:** If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine
appropriate accommodations. Any information you provide is private and confidential and will be
treated as such. For more information and resources:

Services for Students with Disabilities Office
G664 Haven Hall
(734) 763-3000, ssdoffice@umich.edu

**Proper Use of Names and Pronouns:** All students will be referred to by the names and
pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that
appears on the roster, please inform the instructor before the second session of class so that
they use your correct name and pronouns. Students can designate their personal pronouns on
the class roster via Wolverine Access: *Student Business > Campus Personal Information >
Gender Identity.*

**Safety and Emergency Preparedness:** 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)764-7793 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 two emergency exits nearest the classroom. Each SSW
classroom is equipped with door locks. Pressing the 🔒 button (located on the door handle) to
lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact
the Office of Student Services (Room 1748) at (734) 936-0961 or via email at
ssw.msw.info@umich.edu.
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/.

**Mental Health and Well-Being:**
The University of Michigan is committed to advancing the mental health and well-being of all
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

The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is
dedicated to supporting the wellbeing of social work students and the SSW community and offers
short-term, solution-focused individual therapy. All services are free and confidential. Contact her
at (734) 763-7894 or via email at mshaughm@umich.edu.
The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness. Contact the Health and Wellness Program at ssw.wellness@umich.edu

**Academic integrity and plagiarism:** Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

**Religious Holidays:** 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 one will be absent.

**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, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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**Competency & Practice Behaviors**

**Competency #3 - Apply critical thinking to inform and communicate professional judgments.**
Social workers
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- 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
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
• recognize and communicate their understanding of the importance of difference in shaping life experiences
• view themselves as learners and engage those with whom they work as informants.

Competency #6—Engage in research-informed practice and practice-informed research.
Social workers
• use practice experience to inform scientific inquiry
• use research evidence to inform practice.

Competency #7—Apply knowledge of human behavior and the social environment.
Social workers
• use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
• critique and apply knowledge to understand person and environment.

Competency #10 (a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives;
• select appropriate intervention strategies