Welcome to 511 Social Work Practice Lab
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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 MEDIA POLICY
Phone, laptops, tablets, etc are not permitted to be used in 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.

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 rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will 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, situational and environmental factors relevant to the client's social 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 at least three modalities of intervention, such as CBT, Motivational Interviewing and Somatic 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**

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 and spiritual risks and supports.

(3) Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by
   
   (a) demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
   
   (b) describe 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 etiology of at least two specific disorders, treatment and prevention goals, developing measurable treatment and prevention objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special 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 Somatic Psychotherapy.
Demonstrate capacity for mindful use of self in the therapeutic relationship by identifying their own environmental, experiential or emotional/cognitive triggers that may support or impede the therapeutic relationship.

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.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

(1) Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice.

(2) Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

(3) Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

(4) Behavioral and Social Science Research will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

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/](http://sapac.umich.edu/) (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.

**RELATIONSHIP OF THE COURSE TO ETHICS AND VALUES**

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination.

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.**

**Assessment**
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives;
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.

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

Thank you

Assignments:

**511 COURSE ASSIGNMENTS AND POINTS BREAK DOWN**
(Please note 521 assignments are also included)

**511 Something New (25 points):**
Every student is expected to try something new alone. There is a sign-up sheet for each student to pick the week they will do their something new, the reflection is due the day you signed up for.

Something new entails something you have never done before and lasts at least 1 hour. The idea of this assignment is to simulate the experience of a new client coming to a therapy session. You will be expected to write a 3 page reflection on the event. Describing what it feels like in your body around the entire experience from why you chose the something new you did, to driving there, to walking in, to sitting in the space, to leaving and what it is like to return to your car and driving home.

Note: The something new does not need to cost anything...you can go to an AA meeting, or cook something new and present it to a group...we can talk about it more during class.

511 Four-Corners Assessment Part 1 (10 points):
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.

Put the information gathered during yourself 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.

511 First Reflection (10 points):
Answers the following three questions in 2-3 pages:
How do you feel the class (521 and 511) is going?
What have you learned about relationship and engagement?
How are your responses related to articles you read in this class or otherwise?
(10 points)

511 Second Reflection (10 points):
Answers the following three questions in 2-3 pages:
How do you feel the class (521 and 511) is going?
What have you learned about assessment?
How are your responses related to an article you read?
(10 points)

511 Third Reflection (10 points):
Answers the following three questions in 2-3 pages:
How do you feel the class (521 and 511) going?
What did you learn about Interventions?
How do your responses relate to an article you read?

511 Genogram (10 points):
In class start to create a genogram of at least three generations (you, your parents, and your grandparents) of your family. Then write a 3 page reflection on the processes, and the experience of sharing your information with your classmates.

Note what information was easy to disclose, what felt more difficult. Were there aspects you left out, did you notice your feelings changed when you saw other family dynamics. Can you see any patterns in your family that or generational, or more horizontal?

1. PSYCHOSOCIAL ASSESSMENT (65 points--in three parts)
   a. Interview A (20 points)
   b. Interview B (20 points)
   c. Final Assessment (25 points)
2. CBT Simulation (15 points)
3. ATTENDANCE, AND PARTICIPATION (20 POINTS)

Interview A, B, and C are required to be with the same person...You will video TWO interviews for this assignment.

521 1a. Interview A (20 points):
You are required to video an interview 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 (only transcribe the critical moments), 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.

TIP: Each critical moment should be 1 to 5 minutes long. I will only watch the critical moments, so please edit your recording, or if you do not know how to edit please send me the time stamp of the start and stop times of your moments.

521 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. Watch the interview and discuss the reasons you selected the assessment you did. Describe how you felt it went when you conducted the assessment. Select two successful critical events during the assessment, and one unsuccessful critical event.

After selecting the three critical moments, transcribe the events, and assess what happened, and why you feel this was a successful or unsuccessful event. Lastly 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.

521 1c. Psychosocial Assessment (25 points):
You are asked to produce a social work Psychosocial Assessment and Treatment Plan for your original client based on both the first interview and the assessment you did. It is expected to have all of the information below:

a. Identifying info, presenting problems:
   i. Presenting problems = the facts AND client perception of difficulties

b. Background information:
   i. family background, cultural issues, PODS

c. Assessment:
   i. organization is succinct and not wordy/story-like
   ii. Assessment statement followed by supportive facts re: the client
   iii. Does the critical work of grouping all the data presented above in related categories
   iv. Addresses implications of stages of change, cultural issues, PODS,

d. Intervention: the guts of this assignment
   i. Is driven by the assessment and the logical connection is made
   ii. 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
   iii. Choose one strategy for this client (could be an eclectic mix) and give your rationale for this choice
   iv. Describe potential barriers to change this client may present

e. 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.

521 CBT Simulation (15 points):
We will discuss this assignment IN CLASS. How this simulation will work—HEADS UP!! It is a completely new program and there are several parts about it that I am still unclear about. However, I feel it is more important you understand the concepts behind CBT rather than feel
completely confident in the tools. For this reason; your grade will depend more on how much
time you have spent on it NOT how well you have “passed the program.”

**Attendance, Participation and Reading (20 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:**

1. 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.

2. We will develop an accessible classroom community that values diversity and accommodates
the needs of everyone appropriately.

3. We will develop a community that tolerates others making mistakes and encourages
everyone to learn from the experience.

**Basis of Letter Grades**

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Please find the reading and assignment schedule on a different document.
Thank you.
Hillary

How I grade your work:

5% Grammar: Spelling, language use, and appropriateness of word choice i.e. *father* instead of *dad*

40% Relationship to the assignment: Did you answer all of the questions presented? Is the paper connected to the work we have done in class? What did you learn from class is that represented in your paper?

10% Presentation: Are the margins even, is the spacing consistent, did you remember page numbers, does it look orderly in general?

30% Depth of your response: Did you connect with the work? Is that connection represented in your paper? Will I know more about you after reading the paper? If you did not connect with the work, did you explain why?

15% Overall theme: Does your paper flow? Does your paper have a clear rhythm as it moves through the concepts you are explaining?

PASS OR FAIL ASSIGNMENTS
Your reflections will be pass or fail unless otherwise stated, this means:

**ALL YOU NEED TO DO IS FOLLOW DIRECTIONS**
Correct page length, and answer the questions given
Please use titles, so it is clear to me which question you are answering.

Weekly Summary
September 10, 2018 Introductions/ Interviewing Skills
Ethics-How does our identity effect our work
Activity: Quotes from People I know
Case Studies

September 17, 2018 Basic Interview Skills
Common Factors, Reflective Factors
Activity: 4 Corners Part 1

September 24, 2018
Engagement
Activity: Mirror Activity

October 1, 2018
Process of Change
Brain Science, Transference and Counter Transference
Activity: Communication Questions

First Reflection: October 1, 2018
Answers the following three questions in 2-3 pages:
How do you feel the class is going?
What have you learned about relationship and engagement?
How are your responses related to an article you read?
(10 points)

October 8, 2018 Assessment Tools
Assessment Tools: Beck, ACE’s, 4 Corners, Substance Abuse, Genograms--What did you learn?
Discussion in small groups
Activity: Fill out the SSI paperwork with a partner

October 22, 2018 Therapeutic Modalities
Activity: Guest Speaker: Stephany Elliot DBT

October 29, 2018 How to Use the DSM
Interventions and treatment Plans
Activity: Diagnosing Clients from Vignettes and Creating treatment plans, using interventions. The importance of including the client in setting goals and creating treatment goals. Class with write a treatment plan for clients in scenarios.

November 5, 2018 Practice Day
Activity: Experiential learning interventions throughout class

**Second Reflection: Due November 5, 2018**
Due November 5 at the beginning of class
Answers the following three questions in 2-3 pages:
How do you feel the class is going?
What have you learned about assessment?
How are your responses related to an article you read?
(10 points)

November 12, 2018
Practical Skills Practice
Activity: Fish Bowl

November 19, 2018
Working with Families
Activity: Role Play-Family Dinners

November 26, 2018
Group Work
Activity: Circle up

December 3, 2018 Barriers to Change
Activity: No Strings Attached

**Third Reflection Paper: Due November 26, 2018**
Answers the following three questions in 2-3 pages:
How do you feel the class is going?
What did you learn about Interventions?
How do your responses relate to an article you read?
December 10, 2018 Evaluation/Termination
Recognizing how and when to have a healthy end to the therapeutic relationship.
Open discussion about the class, positives and negatives

December 17, 2018 EXAM WEEK:
Final Psychosocial Assessment Due