



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

SW 521: Interpersonal Practice with Individuals, Families, and Small Groups

Instructor:	Lindsay A. Bornheimer, PhD, LCSW
Course #/term:	SW521 Section xx, Fall 2018
Time and place:	Monday 9/4/18 – 12/x/18, 9 am to 12 noon, Room xxx
Credit hours:	3
Pronouns:	She, her, hers
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Office hours:	By appointment; please email to arrange

Note: modifications may be made after first class; students will be informed

COURSE OVERVIEW

Course Description

This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families and small groups in social contexts. It integrates content on multiculturalism, diversity, and social justice issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

Course Content

This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies. Students also learn how self-awareness and the conscious use of self-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 and evaluation) are presented and applied to social work practice with individuals, families, and small groups. Students learn how to assess vulnerabilities and strengths in clients' lives that relate to attributes (e.g. ability, age, class, color, culture, ethnicity, family structure, gender {including gender identity and gender expression}, marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as well as situational and environmental factors relevant to the client's social functioning. Students learn how to assess risks, and barriers, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

Course Objectives (see competency and practice behaviors at end of syllabus)

Upon completion of this course, students using a social work practice framework will be able to:

1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1)
3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4)
4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3)
5. Operationalize the NASW code of ethics and other ethical codes and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

Course Design

This course uses an engaged learning approach and employs various teaching modalities to promote knowledge and skill development.

Most classes will be structured to include a lecture, accompanied by a discussion or activity period. We will employ a number of teaching modalities including: small group work, class discussions, power point presentations, experiential exercises, videos, writing exercises, case examples and vignettes, and other activities in order to facilitate understanding of the course content and to promote skill development. The course will be practice-oriented and will highlight foundational clinical techniques needed to work effectively with clients and colleagues.

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. Critical consciousness about power imbalances between worker and client and between client and agency will also be explored.

Social Justice is 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.

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.

Attendance and Participation in Class Sessions: As a foundation practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond

course readings/learning tasks. *Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor a minimum of two hours prior to the class session so that arrangements can be made for you to address the material that you missed. **Participation and attendance equate to 10% of your grade. Your grade will be reduced by 2pts for each absence greater than one excused absence.***


Your attendance and participation also reflect the basic elements of any social work relationship, to show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

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.
University Health Service (UHS) at (734) 764-8320

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.

A Note on the 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.***

COURSE REQUIREMENTS

Assignments:

	<u>Due</u>	<u>Points out of 100</u>
1. SIMmersion virtual client	Nov 12 and Dec 3 by 11:59 pm	10
2. Reading discussion group roles	ongoing	20
3. Bio-psycho-social assessment	Oct 22 by 11:59 pm	25
4. Intervention/treatment plan	Dec 10 by 11:59 pm	30
5. Class participation and attendance	ongoing	10

Note: points add up to 95, see grading about 5 bonus points

All assignment descriptions will be posted on the CANVAS site with their due dates. I have included assignments in our class agendas to ensure all are on the same page about what is due and expectations.

Assignment Overviews:

1. SIMmersion virtual client: Virtual work with 2 of the SIMmersion clients (Brief Motivational Intervention with Gabe Turner and CBT: Creating a Change plan with Melody Denison). Goal is to get 80% or better in these 15-20 min conversations. You can attempt as many times as needed and will submit the report of 80% or better on CANVAS by both dates.
2. Reading discussion group roles: Weekly small discussion groups of 1 or more of the assigned readings (not the Hepworth text) will take place in class. Students will rotate through three distinct roles: 1) a discussion question developer (post on CANVAS by Friday at 12:59 PM prior to next Monday class) and group facilitator, 2) a PODS (privilege oppression diversity and social justice) integrator, and 3) an additional information integrator (finding a reading beyond the required list that is related after reviewing discussion questions). Students will have an experience of being in each role 2-3 times throughout the semester; meaning you will play an active role in discussion groups 8 weeks total. The rotation schedule is randomly established-please inform me of any date conflicts.
3. Bio-psycho-social assessment: A written assessment of either a client you have in current practice (field placement), a previous client from your experience, or the client you are using in the lab (511).
4. Treatment/intervention plan: A written treatment and intervention plan including goals and an intervention plan for the client you chose for your bio-psycho-social assessment assignment.
5. Class participation and attendance: You are expected to attend every class, be on time for the start of class and after breaks, be prepared for class, and be actively engaged. Participation also includes reading assigned readings. Actively engaging in class means: participating in discussions, bringing examples from field or previous experiences to discussions, sharing knowledge or techniques with class members, thoughtfully processing classroom experiences, taking risks in difficult conversations, and giving thoughtful feedback to your classmates.

Assignment Guidelines: All assignments and papers 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 every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted. Assignments will be handed in through CANVAS.

For all assignments you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- 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). You are not required to purchase the manual; however, I do encourage you to access it and other writing recourses online (e.g. <https://owl.english.purdue.edu/owl/> and <http://guides.lib.umich.edu/c.php?g=282964&p=1885441>).

When you cite a source in your papers please use APA style citations. The majority of errors that I have seen pertain to APA style headers, title page, running head, and citations (both in text and in the reference section). 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.

Grading:

I try to provide clear, thoughtful feedback to help you deepen awareness of: 1) the process of working with clients, 2) who you are in your work (strengths/challenges), 3) themes that arise in interpersonal practice, and, 4) writing and communication skills. I will occasionally award a **bonus** point for assignments that are exceptionally well-done and for exceptional class participation and contribution. Thus, you will notice the points in the assignment section add up to 95, with 5 points of room for bonus points and therefore being eligible for an A+. Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted.

The two written papers are the bio-psycho-social- assessment and the treatment/intervention plan. The bio-psycho-social is due first and can be resubmitted for a new grade based upon feedback provided. This is to give room for your learning of what is expected and your own skill building in both the content areas and writing. The treatment/intervention plan cannot be resubmitted for a new grade.

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus. Both content and format will be considered in assignment grades. Failure to follow APA style including references will result in a lower grade. Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

A+ = 100	B+ = 89-91	C+ = 79-81	D = 66-71
A = 97-99	B = 86-88	C = 76-78	E = less than 66
A- = 92-96	B- = 82-85	C- = 72-75	

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.

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 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 (noted what is needed to be read by which date below).

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 email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. I will contact you to set up a time to review your concerns in an in-person meeting. I have a grading rubric for each assignment that will also be shared when graded assignments are returned.

Required Course Textbooks:

Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried, K., & Larsen, J. (2017). *Direct social work practice* (10th ed.). New York, NY: Brooks Cole.

Note: 9th Edition is fine as well

COURSE SCHEDULE

September 10: Class #1

Introduction and Social Work Profession

- Introductions and course overview
- Social work mission, roles, and functions

Required readings prior to class:

1. Hepworth Chapters 1 & 2

September 17: Class #2

Social Work Values and Ethics

- Values: personal and professional
- Ethics and NASW code
- Social justice

Required readings prior to class:

1. Hepworth Chapter 4
2. Freud, S. & Krug, S. (2002). Beyond the code of ethics, part I: Complexities of ethical decision making in social work practice. *Families in Society*, 83(5/6), 474-482.
3. McLaughlin, A. (2011). Exploring social justice for clinical social work practice. *Smith College Studies in Social Work*, 81, 234-251.
4. Van Wormer, K. (2002). Our social work imagination: How social work has not abandoned its mission. *Journal of Teaching in Social Work*, 22(3/4), 21-36.

September 24: Class #3

Overview of Helping Process

- The helping relationship

- Beginnings: engagement, empathy, therapeutic connections
- Communication and listening skills
- In the first sessions

Required readings prior to class:

1. Hepworth Chapters 3 & 5
2. Dewane, C. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4), 543-558.
3. Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work*, 52(3), 251-259.

Optional readings prior to class:

4. Hepworth Chapters 6 & 7
5. Trotter, C., & Ward, T. (2013). Involuntary clients, pro-social modelling and ethics. *Ethics and Social Welfare*, 7(1), 74-90.

October 1: Class #4

Assessment: Part 1

- Exploring and understanding presenting problems, and strengths-based assessment
- Bio-psycho-social assessment
- Genogram

Required readings prior to class:

1. Hepworth Chapters 8 & 9
2. De Jong, P. & Miller, S. (1995). How to interview for client strengths. *Social Work*, 40(6), 729-736.
3. Reed, B. G., Newman, P. A., Suarez, Z. E., & Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice (Chap. 4, 60-98). In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work: Promoting competence in generalist practice*. Thousand Oaks, CA: Sage.

Optional readings prior to class:

4. Asakura, K., & Craig, S.L. (2014). "It gets better"...but how? Exploring resilience development in the accounts of LGBTQ adults. *Journal of Human Behavior in the Social Environment*, 24, 253-266.

October 8: Class #5

Assessment: Part 2

- Mental status exam
- Suicide risk and assessment

Required readings prior to class:

1. Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture, and context seriously. *Administration and Policy in Mental Health and Mental Health Services Research*, 37 1-2), 48-60.
2. Bryan, C. J. & Rudd, M. D. (2006). Advances in the assessment of suicide risk. *Journal of Clinical Psychology: In Session*, 62(2), 185-200.
3. Goh, M., Wahl, K.H., McDonald, J.K., Brisett, A.A., & Yoon, E. (2007). Working with immigrant students in schools: The role of school counselors in building cross-cultural bridges, *Journal of Multicultural Counseling and Development*, 35, 66-79.
4. Panos, P. & Panos, A. (2000). A model for a culture-sensitive assessment of patients in health care settings. *Social Work in Health Care*, 31(1), 49-61.

Optional readings prior to class:

5. Early, T.J. & GlenMaye, L. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45(2), 118-130.

October 15 – FALL BREAK – NO CLASS

October 22: Class #6

Goal Setting, Change Planning, and Evidence Based Practice (EBP)

ASSIGNMENT DUE ON 10/22 BY 12:59 PM IN CANVAS: BIO-PSYCHO-SOCIAL ASSESSMENT

- Goal setting
- Change planning process
- Evidence Based Practice (EBP) and Evidence Informed Practice (EIP)

Required readings prior to class:

1. Hepworth Chapter 12
2. Cleek, E. N., Wofsy, M., Boyd-Franklin, N., Mundy, B., & Howell, J. (2012). The family empowerment program: An interdisciplinary approach to working with multi-stressed urban families. *Family Process, 51*(2), 207-217.
3. Linhorst, D., Hamilton, G., Young, E., and Eckert, A. (2002). Opportunities and barriers to empowering people with severe mental illness through participation in treatment planning. *Social Work, 47*(4), 425-434.
4. Zayas, L. H., Drake, B., & Jonson-Reid, M. (2011). Overrating or dismissing the value of evidence-based practice: consequences for clinical practice. *Clinical Social Work Journal, 39*(4), 400-405.

Optional readings prior to class:

5. Juby, C. & Rycraft, J. (2004). Family preservation strategies for families in poverty. *Families in Society, 85*(4), 581-587.

October 29: Class #7

Introduction to Approaches and Short-Term Intervention

- Introduction to approaches; overview of ones we will discuss
- Short term interventions

Required readings prior to class:

1. Hepworth Chapter 13
2. Lee, M. (2003). A solution-focused approach to cross-cultural clinical social work practice: Utilizing cultural strengths. *Families in Society, 84*, 385-395.
3. Roberts, A. R., & Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem solving, and crisis resolution. *Brief Treatment and Crisis Intervention, 5*(4), 329-339.

November 5: Class #8

Motivational Interviewing

- Motivational interviewing

Required readings prior to class:

1. Miller, W. & Rollnick, S. (2012). Chap. 1 & 2. In *Motivational interviewing: Preparing people to change* (3rd ed). (pp. 1-74). NY: Guilford.
2. Bliss, D. H. & Pecukonis, E. (2009). Screening and brief intervention practice model for social workers in non-substance-abuse practice settings. *Journal of Social Work Practice in the Addictions, 9*(1), 21-40.
3. Naar-King, S. (2011). Motivational interviewing in adolescent treatment. *Canadian Journal of Psychiatry, 56*(11), 651-656.

November 12: Class #9

Cognitive Behavioral Therapy (CBT)

ASSIGNMENT DUE ON 11/12 BY 12:59 PM IN CANVAS: SIMmersion with Gabe

- CBT

Required readings prior to class:

1. Wright, J. H., Basco, M. R., & Thase, M. E. (2006). Chap. 1 & 5 in *Learning cognitive-behavior therapy*. Arlington, VA: American Psychiatric Publishing, Inc.
2. Sipe, W. E. B., & Eisendrath, S. J., (2012). Mindfulness-based cognitive therapy: Theory and practice. *Canadian Journal of Psychiatry, 57*(2), 63-69.
3. Ledley, D. R., Marx, B. P., & Heimberg, R. G. (2005). Chap. 6 & 8 in *Making cognitive behavioral therapy work*. New York: The Guilford Press.

November 19: Class #10

Working with Trauma

- Working with clients who have experienced trauma
- Vicarious trauma

Required readings prior to class:

1. Alisic, E., Boeijs, H. R., Jongmans, M J., & Kleber, R. J. (2011). Children's perspectives on dealing with traumatic events. *Journal of Loss and Trauma: International Perspectives Stress & Coping, 16*(6), 477-496.
2. Bonanno, G.A., & Mancini, A. (2008). The human capacity to thrive in the face of potential trauma. *Pediatrics, 121*, 369-375.
3. Trippany, R., Kress, V., & Wilcoxon, S. (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. *Journal of Counseling and Development, 82*, 31-37.

November 26: Class #11

Interpersonal Practice with Children, Adolescents, and Families

- Working with children, adolescents, and families: assessment and treatment

Required readings prior to class:

1. Hepworth Chapters 10 & 15
2. Hardy, K. V. (2013). Healing the hidden wounds of racial trauma. *Reclaiming Children and Youth, 22*(1), 24.
3. Greene, R., & Cohen, H. (2005). Social work with older adults and their families: Changing practice paradigms. *Families in Society, 86*, 367-373.
4. Freeman, E., & Couchonnal, G. (2006). Narrative and culturally based approaches in practice with families. *Families in Society, 87*, 198-208.
5. Bergeron, M. A. Y. (2016). Factors that Support the Use of Child-Parent Psychotherapy as an Intervention for Child-Parent Dyads Exposed to Pediatric Medical Traumatic Stress. *Clinical Social Work Journal, 1-11*.

December 3: Class #12

Interpersonal Practice with Groups

ASSIGNMENT DUE ON 12/3 BY 12:59 PM IN CANVAS: SIMmersion with Melody

- Working with groups: assessment and treatment

Required readings prior to class:

1. Hepworth Chapters 11 & 16
2. Ross, L. E., Doctor, F., Dimito, A., Kuehl, D., & Armstrong, M. S. (2007). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. *Journal of Gay & Lesbian Social Services: Issues in Practice, Policy & Research*, 19(1), 1-15.
3. Tucker, A. R. (2009) Adventure-based group therapy to promote social skills in adolescents. *Social Work with Groups*, 32(4), 315-329.

December 10: Class #13

Termination, Evaluation, Integration, and Reflections

ASSIGNMENT DUE 12/10 BY 12:59 PM IN CANVAS: TREATMENT/INTERVENTION PLAN

- Termination with clients
- Evaluation of work
- Integration of what we have covered this semester and reflections

Required readings prior to class:

1. Hepworth Chapter 19
2. Mirabito, D. (2006). Revisiting unplanned termination: Clinicians' perceptions of termination from adolescent mental health treatment. *Families in Society*, 87, 171-180.
3. Rosenthal-Gellman, C. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35, 79-90.

Have a terrific break!!!

Competency and Practice Behaviors

- 1.1 Identify as a professional social worker and conduct oneself accordingly. Advocate for client access to the services of social work
- 1.2 Identify as a professional social worker and conduct oneself accordingly. Practice personal reflection and self-correction to assure continual professional development
- 1.3 Identify as a professional social worker and conduct oneself accordingly. Attend to professional roles and boundaries
- 1.4 Identify as a professional social worker and conduct oneself accordingly. Demonstrate professional demeanor in behavior, appearance, and communication
- 1.6 Identify as a professional social worker and conduct oneself accordingly. Use supervision and consultation
- 2.1 Apply social work ethical principles to guide professional practice. Recognize and manage personal values in a way that allows professional values to guide practice
- 2.2 Apply social work ethical principles to guide professional practice. 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 Apply social work ethical principles to guide professional practice. Tolerate ambiguity in resolving ethical conflicts
- 2.4 Apply social work ethical principles to guide professional practice. Apply strategies of ethical reasoning to arrive at principled decisions
- 3.1 Apply critical thinking to inform and communicate professional judgments. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- 3.2 Apply critical thinking to inform and communicate professional judgments. Analyze models of assessment, prevention, intervention, and evaluation
- 3.3 Apply critical thinking to inform and communicate professional judgments. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 4.1 Engage diversity and difference in practice. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 4.2 Engage diversity and difference in practice. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Engage diversity and difference in practice. Recognize and communicate their understanding of the importance of difference in shaping life experiences

4.4 Engage diversity and difference in practice. View themselves as learners and engage those with whom they work as informants

5.1 Advance human rights and social and economic justice. Understand the forms and mechanisms of oppression and discrimination

6.1 Engage in research-informed practice and practice-informed research. Use practice experience to inform scientific inquiry

6.2 Engage in research-informed practice and practice-informed research. Use research evidence to inform practice

7.1 Apply knowledge of human behavior and the social environment. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

7.2 Apply knowledge of human behavior and the social environment. Critique and apply knowledge to understand person and environment

9.1 Respond to contexts that shape practice. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

10A.1 Engagement - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

10A.2 Engagement - Use empathy and other interpersonal skills

10A.3 Engagement - Develop a mutually agreed-on focus of work and desired outcomes

10B.1 Assessment - Collect, organize, and interpret client data

10B.2 Assessment - Assess client strengths and limitations

10B.3 Assessment - Develop mutually agreed-on intervention goals and objectives

10B.4 Assessment - Select appropriate intervention strategies

10C.2 Intervention - Implement prevention interventions that enhance client capacities

10C.3 Intervention - Help clients resolve problems

10C.4 Intervention - Negotiate, mediate, and advocate for clients

10C.5 Intervention - Facilitate transitions and endings

10D.1 Evaluation - Critically analyze, monitor, and evaluate interventions