



Course title:	Interpersonal Practice with Individuals, Families and Small Groups
Course #/term:	SW 521-007, Fall 2018
Time and place:	Wednesday's 5:00-8:00pm
Credit hours:	3
Instructor:	Joe Cafferty, MSW, LISW-S
Contact info:	Email: cafferjh@umich.edu Phone: 419-215-7815 You may expect a response within 24 hours
Office hours:	By appointment only

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 and competencies

Upon completion of this course, students 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

Our format will include some lectures, with questions and discussion, as well as organized class discussions around engagement in select activities. This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

Curricular themes

- **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.

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

Class Requirements

Required Text:

Direct Social Work Practice: Theory and Skills, 10th Edition

Dean H. Hepworth; Ronald Rooney; Glenda Dewberry Rooney; Kim Strom-Gottfried

- You can purchase the text through the University bookstore or online.
- 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 by their assigned week.
- The amount of assigned readings varies week to week, so it may behoove you to read ahead on “light” weeks to avoid feeling overwhelmed.
- Readings will be discussed in class on the date they appear on the schedule. Everyone will be expected to participate in class discussions.
- Additional readings may be assigned throughout the semester, and will be available on CANVAS at least one week prior to their assigned class.

Class schedule:

CLASS	TOPIC	READINGS DUE ON THIS DATE
Class 1 9/5	Introduction to the course and expectations	Hepworth Ch. 1 – The challenge and opportunities of social work See Canvas for additional readings

Class 2 9/12	Basic Interviewing	Hepworth Ch. 2 & 3 – Direct practice: Domain, Philosophy and Roles; Overview of the helping process See Canvas for additional readings
Class 3 9/19	Values, Ethics & Standards	Hepworth Ch. 4 – Operationalizing the cardinal social work values NASW Code of Ethics (on Canvas)
Class 4 9/26	Interviewing and Effective Communication	Hepworth Ch. 5, 6 & 7 – Building blocks of communication, conveying empathy and authenticity; Verbal following, exploring and focusing skills; Eliminating counterproductive communication patterns and substituting positive alternatives See Canvas for additional readings
Class 5 10/3	Assessment	Hepworth Ch. 8 & 9 – Exploring and understanding problems and strengths; Intrapersonal, interpersonal and environmental factors See Canvas for additional readings *Interview Assignment Due
Class 6 10/10	Goal Setting	Hepworth Ch. 12 & 14 – Developing goals and formulating a contract; Developing resources, advocacy, and organizing as intervention strategies See Canvas for additional readings
Class 7 10/17	Guest Speaker: Susan Radzilowski, LMSW	Readings TBD *Assessment Assignment Due
Class 8 10/24	Introduction to Motivational Interviewing	Hepworth Ch. 13 – Planning and implementing change-oriented strategies See Canvas for additional readings
Class 9 10/31	Introduction to CBT	Hepworth Ch. 17 – Additive empathy, interpretation and confrontation See Canvas for additional readings
Class 10 11/7	Core CBT Skills	Hepworth Ch. 18 – Managing barriers to change See Canvas for additional readings

Class 11 11/14	Working with Families	Hepworth Ch. 10 & 15 – Assessing family functioning in diverse family and cultural contexts; Enhancing family functioning and relationships See Canvas for additional readings *SIMmersion Assignment Due
Class 12 11/21	NO CLASS	THANKSGIVING RECESS
Class 13 11/28	Working with Groups	Hepworth Ch. 11 & 16 – Forming and assessing social work groups; Intervening in social work groups See Canvas for additional readings *Genogram Assignment Due
Class 14 12/5	Evaluation and Outcome Monitoring and Termination	Hepworth Ch. 19 – The final phase: Evaluation and termination

Assignments:

Attendance & Participation	No due date; ongoing.	10 points
Multiculturalism & Diversity Interview	October 3 by 11:59pm Presentations TBD	20 points
Bio-Psycho-Social-Spiritual Assessment	October 17 by 11:59pm	25 points
Intervention Group Presentation	Presentations TBD	20 points
SIMmersion Virtual Client	November 14 & December 5 by 11:59pm	10 points
Genogram Exercise	November 28 by 11:59pm	15 points

Attendance and class participation:

In this class, several experiential exercises and role plays will be used to expand on several of the topics we've learned in class. Attendance in this class is extremely important and active participation in class is expected. I understand that "life happens" when we least expect it, so the following attendance policy will be used. *Students may miss one unexcused class without*

penalty. Any absences outside of this one exception will require a doctor's note. If you are attending a conference or other school activity, you must let me know prior to the missed class. All work assigned to make up for the missed class must be turned in as instructed by me.

All assignments must be turned in on time. If you are unable to turn in assignments on time, please contact me immediately by email to create a written record. I will respond with an updated submission deadline with a corresponding schedule of points lost. If I don't have an email from you requesting additional time – no points will be awarded.

In this graduate level course at the University of Michigan, everyone in the room will be respectful towards one another by not engaging in distracting or disrespectful activities. While smart phone, tablets and laptops are certainly encouraged to assist with your learning experience – please avoid excessive texting, internet browsing or other inappropriate uses during class. Reading newspapers, magazines or articles from another class is also not appropriate. To reduce further distractions in class, I will stop you after class or send you a quick note if I notice any problematic behaviors.

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.

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.

Accommodations:

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

Safety and 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-ADAcpliance@umich.edu.
Office of Student Services, School of Social Work | Room 1748 - 734-936-0961

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/>