Interpersonal Practice with Individuals, Families and Groups

SW 521

Fall, 2018

Ellen Yashinsky Chute, LMSW, ACSW
eyashins@umich.edu
248-505-2011 cell
Office hours by appointment

COURSE DESCRIPTION
This course presents foundation knowledge and skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change 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, religion, and ability as these relate to interpersonal practice.

COURSE CONTENT
Students will learn various social work roles (e.g. counselor/therapist, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. Students will understand the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students will also learn how self-awareness and the conscious use of self affect the helping relationship.
In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Students will learn 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 situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of 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. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

COURSE OBJECTIVES
Upon completion of this course, students will be able to:
(1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups. Students will learn 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 situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of 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. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

COURSE DESIGN
This course employs a number of pedagogical strategies to promote skill development such as: simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

COURSE OBJECTIVES
Upon completion of this course, students will be able to:
(1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups AND critique the strengths and weakness of these various frameworks.
(2) 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.

(3) Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.

(4) Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical thinking, case recording, and contracting.

(5) Conduct culturally sensitive interpersonal practice by:
   (a) engaging diverse client systems
   (b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
   (c) articulating 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.
   (d) implementing treatment protocols consistent with treatment plans and sensitive to clients' situations
   (e) recognizing basic termination issues that pertain to interpersonal practice.

(6) Operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice

Links to CSWE Practice Behaviors:
Practice Behavior 3
   • Apply critical thinking to inform and communicate professional judgments
     o Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
     o Demonstrate effective oral and written communication
     o Analyze models of assessment, prevention, and intervention

Practice Behavior 4
   • Engage diversity and difference in practice
     o Recognize and communicate understanding of the importance of difference in shaping life experiences
     o Gain sufficient self-awareness to eliminate the influence of personal biases

Practice Behavior 7
   • Apply knowledge of human behavior and the social environment
     o Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
     o Critique and apply knowledge to understand person and environment

Practice Behavior 10
• Engage, assess, intervene and evaluate...
  o Use empathy and other interpersonal skills
  o Collect, organize and interpret client data
  o Select appropriate intervention strategies

**Theme Relation to Multiculturalism & Diversity** is included 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** 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 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** 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.

**Course Philosophy and Format:**
The current Council on Social Work Education standards state that the signature pedagogy of our profession is field instruction. In accordance with this policy, this course is designed to enhance the skills necessary to perform the role of social work practitioner.

**Safety & Emergency Preparedness**
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event
of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
734-936-0961
For more information, view the annual Campus Safety Statement at http://www.dpss.umich.edu/. Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

Course Design and Attendance Expectations
This course will use a combination of lecture, class discussion, case material, role-plays, group discussion and video material as appropriate. Students are expected to attend all class sessions. The instructor must be notified in the event of a possible absence due to illness or emergency.

• **More than 2 absences** will result in a reduction in the final grade and will be subject to decision by the instructor.
• Assignments are expected to be **on time**. Assignments that are turned in late will result in an automatic reduction in the grade for the assignment.
• Class participation is strongly encouraged and is worth 10% of your final grade. If for personal reasons you find class participation to be difficult, please see me.

Grading:
The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in a “B+” grade for the assignment. Grades higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought-provoking work on your part. This will be discussed in detail in class. Feel free to ask questions about this policy!

Class Requirements
Progress in this course will be assessed by three assignments. The aim of the assignments is to give you an opportunity to focus on the interpersonal skills needed for social work practitioners at all levels of intervention. My hope is that you will draw from your personal experience to enhance your own knowledge, self-awareness and skill levels through the in-class experiences and required assignments.

The assignments for this class reflect the above philosophy. All papers are to be typed with page numbers, double spaced, and written in professional style.
Your progress in this course will be assessed by 3 assignments.

**Assignment 1: Core Hurts**

In a 2 to 3 page paper, please address the following elements as related to the client you are creating in your 511 lab.
- Historical elements including trauma as defined by the ACE Study
- Development of Core Hurts
- Resulting schemas and behavioral adaptations

This paper is worth 20% of your grade and is due on Canvas by 9:00am on October 8, 2018.

**Assignment 2: Application of Concepts**

In a 5-7 page paper, select three topics covered in class and follow the elements below to describe how each of them would apply to the client you have created. Each topic you write about should be a separate section, so there will be 3 distinct sections in the paper, discussing the following points for each topic:
1. Your chosen person and how the topic applies to them.
2. Why you chose to write about this topic as it relates to this person.
3. How does this topic play a role in this person’s relational mechanisms?
4. What would be strategic behavioral responses to this person in an interpersonal relationship.
5. Personal reflection regarding this understanding and your potential options for relationship.

This assignment is worth 30 % of your grade and is due on Canvas by 9:00am on November 5, 2018.

**Assignment 3: Bio-psychosocial Assessment and Intervention Conceptualization**

In a 4-5 single spaced or 8-10 double spaced paper, please create a formal bio-psychosocial assessment and intervention conceptualization for an individual. This could be the “client” individual that you created in SW 511 or another individual in your life. It may be a child, adolescent, adult or older adult individual. This paper must cite 6 class readings, with a maximum of 3 from the text.

Assessment: Please address the following elements:
- Domains:
  - Historical: developmental effects of family relationships and genetic
  - Cognitive: thought patterns including schemas and stories
  - Emotional: experience of emotion including body sensations
  - Behavioral: default coping strategies
  - Relational: how the person turns toward, away, or against
  - Physical: Personal ways of taking up space
  - Cultural: Cultural expressions and humility
• Presenting context
  o Precipitating event and referral process
  o History of problem: onset, intensity, duration
• Social context
  o Relationships and support
  o Psychiatric, psychotherapeutic history
  o Employment
  o Education
  o Legal
• Effects of privilege, oppression, social justice
• Motivational Assessment: Stage of change and justification

Intervention conceptualization
• Social worker conceptualization of needs
• Client’s goals
• Integration of helping process including justification and sequencing of methods and relational aspects

Personal reflection
• Personal reactions to the assessment experience
• Personal reactions to the client
• Transference/countertransference considerations
• Ethical considerations
• Your key learning from this assignment

This assignment should be 4-5 single spaced or 8-10 double spaced pages written in professional clinical style. It is worth 40% of your grade and due on Canvas by 11:59pm on December 11, 2018.

Text Book & Course Readings
• Other readings are available at the CANVAS course site

Recommended Reading:
Course Outline

Week 1: September 17, 2018
   Intro and basics

Week 2: September 24, 2018
   The Historical Domain
   ACE Study

Readings:
Text: chapters 1,2,3

https://www.cdc.gov/violenceprevention/acestudy/

Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study.


Week 3: October 1, 2018
   The Emotional Process: Character, Schemas, and Stories

Readings:
Text chapter 9

Dadomo, Harolda,b; Panzeri, Martac; Caponcello, Danielec; Carmelita, Alessandrod; Grecucci, Alessandroe, Schema therapy for emotional dysregulation in personality disorders: a review. Current Opinion in Psychiatry Issue: Volume 31(1), January 2018, p 43–49.


Siegel, D.J., Interpersonal Neurobiology as a Lens into the Development of Wellbeing and Resilience, Children Australia Volume 40 Number 2 pp. 160–164

**Week 4: October 8, 2018**

*Relational Strategies and Behaviors*

Readings: Text chapters 17, 18


**NO CLASS October 15, 2018**

**Week 5: October 22, 2018**

*Stages of Change and Goal Setting*

Readings:


**Week 6: October 29, 2018**

*Engagement*

Readings: Text Chapters 7,8, 9


**Week 7: November 5, 2018**

*Intervention Planning*

*PODS, especially privilege and oppression*

Readings: Text Chapter 12


Hillock, S., Conceptualizations and Experiences of Oppression: Gender Differences. Journal of Women and Social Work 27(1) 38-50


Goddard, T., Myers, R., Against evidence-based oppression: Marginalized youth and the politics of risk-based assessment and intervention. USA Theoretical Criminology 2017, Vol. 21(2) 151–167


Drapeau, Martin, Körner, Annett C. and Brunet, Louis(2004)’When the Goals of Therapists and Patients Clash, Journal of Offender Rehabilitation,38:3,69 — 80

**Weeks 8 and 9: November 12, 19, 2018**

*Intervention with Families*

Readings:
Text chapter 10


Weeks 10 and 11: November 26, and December 3, 2018

Intervention with Groups

Readings:
Text chapter 11


Chapters 1 and 2 of this ebook: Handbook of Social Work with Groups

Week 12: December 11, 2018

Assignment 3 due on Canvas by 11:59pm