Social Work 521, 010 – Interpersonal Practice with Individuals, Families, and Small Groups

INSTRUCTOR: Sarah Fraley, LMSW ACSW
CONTACT INFORMATION: svoor@umich.edu, 734.787.1995
OFFICE HOURS: Tuesday before class or by appointment
LOCATION: TBD, Tuesdays 6-9pm


PLEASE BRING YOUR BOOK TO EACH CLASS

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

**Theme Relation to Multiculturalism and 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 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.

This course will include the following Competencies and Practice Behaviors:

1. **1.1** Identify as a professional social worker and conduct oneself accordingly. Advocate for client access to the services of social work. **1.2** 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. Demonstrate professional demeanor in behavior, appearance, and communication. **1.6** Use supervision and consultation.

2. **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** 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** Tolerate ambiguity in resolving ethical conflicts. **2.4** Apply strategies of ethical reasoning to arrive at principled decisions.

3. **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** Analyze models of assessment, prevention, intervention, and evaluation. **3.3** 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 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences. 4.4 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 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 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 Use empathy and other interpersonal skills 10A.3 Develop a mutually agreed-on focus of work and desired outcomes 10B.1 Collect, organize, and interpret client data 10B.2 Assess client strengths and limitations 10B.3 Develop mutually agreed-on intervention goals and objectives 10B.4 Select appropriate intervention strategies 10C.2 Implement prevention interventions that enhance client capacities 10C.3 Help clients resolve problems 10C.4 Negotiate, mediate, and advocate for clients 10C.5 Facilitate transitions and endings 10D.1 Evaluation - Critically analyze, monitor, and evaluate intervention.

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Accommodations for Students with Disabilities: If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to
facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability or special need to me I will treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities at G664 Haven Hall or (734)763-3000, (734)615-4461 (TDD), (734)619-6661 (VP) or email ssdooffice@umich.edu

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Nyshourn Price-Reed (ndp@umich.edu); 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using: ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

Counseling and Psychological Services (CAPS) has a psychotherapist embedded in the School of Social Work. CAPS is committed to creating an environment based on values of multicultural, multidisciplinary and multi-theoretical practices that allow our diverse student body to access care, receive high quality services and take positive pathways to mental health. The on-site CAPS office is located on the 4th Floor of the School of Social Work.

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/.

CLASSROOM CONDUCT
Students should plan to attend each class prepared to participate. This includes answering questions, sharing personal experiences, participating in discussions and asking questions. If you are unable to attend class please contact the instructor through email. If more than two classes are missed, despite the reason, the student will receive a 0 for participation which is 20% of the total grade.

We are all expected to respect one another’s opinions and comments. Students who are unable to participate in respectful dialogue will be asked to step out of the classroom and will not
receive credit for participation that day. Students are expected to remain engaged throughout each class. Students will be allowed to use electronic devices only if they are used to support classroom activities.

**INSTRUCTOR CONTACT AND ADDITIONAL INFORMATION**

Students needing to contact the instructor are asked to do so via email: svoor@umich.edu

In the event of a class cancellation, an announcement will be posted via CANVAS

**ASSIGNMENTS**

**Attendance and Participation:** (20 POINTS) Regular class attendance is a requirement of this course. Participation is a major part of learning class material. Your grade will be negatively impacted if more than one class is missed. Please communicate any classes that you may miss, (prior to class), to this instructor via email, (svoor@umich.edu). Any failure to communicate an absence to this instructor will result in a two-point deduction for this day.

**Treatment Plan:** (25 POINTS) Create a treatment plan based on the information from your biopsychosocial assessment you develop from class 511. Choose at least 3 behavioral orientated goals with at least 3 objectives listed for each goal. Include time frame for completion and how success will be monitored. Write a one-page reflection on your treatment plan. Explain why you chose these goals, the barriers for achieving them and the interventions you may utilize to help your client move toward them. **DUE: NOVEMBER 20th by 6pm**

**Group Activity:** (30 POINTS) Select a social work agency in the community. (examples will be provided) Research this agency, (requirements will be listed on Canvas). Each student will describe how their client character could intersect with this agency, (specifics to be listed on Canvas). Each group will have 30 minutes to present their information. A one-page reflection will be due on date of presentation regarding group dynamics. A power point is required to be turned in the day of presentation. **DUE: OCTOBER 16th by 6pm**

**Behavior Change Write Up:** (25 POINTS) 5-7 pages. Summarize your personal behavior change activity. Describe your behavioral goals, how you decided on these goals and your plan for accomplishing your goal. Include information on challenges and barriers as well as accomplishments. Include a comparison of Motivational Interviewing techniques, CBT techniques, and aspects of Problem Solving that could be used in addressing your behavior change. (relate these to challenges). Include 3 reference articles. **DUE: DECEMBER 4, by 6pm**
Grading for this Course:

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**Class One – September 4**
Introduction to SW 521, course description, expectations, assignments, syllabus review
Introduction to Motivational Interviewing, behavior change activity
Integrative themes that guide social work practice
The definition and mission of social work

- Assignment:
  1. Chapter one, Direct Social Work Practice
  2. Chapter two, Direct Social Work Practice

**Class Two – September 11**
Engagement skills and relationship building skills
Motivational interviewing techniques

Assignment:

1. Chapter five, Direct Social Work Practice

**Class Three – September 18**
Assessment
Evidenced –based practice

Assignment:

1. Chapter six, Direct Social Work Practice
2. Chapter three, Direct Social Work Practice
Class Four – September 25
Ethics in social work practice
Suicide assessment
Protective services
Professional responsibilities
Motivational Interviewing cont.

Assignment:
1. Chapter four, Direct Social Work Practice
2. Tarasoff Case

Class Five – October 2
Change planning
Introduction to A Framework for Understanding Poverty, Ruby K. Payne, Ph.D.
Goal setting

Assignment:
1. Chapter seven, Direct Social Work Practice
2. Payne, Ruby K, Ph.D. A Framework for Understanding Poverty

Class Six – October 9
Cognitive behavioral approaches

Assignment:
1. Chapter eight, Direct Social Work Practice

Class Seven – October 16
Cognitive behavioral approaches cont.
Treatment Planning
Race and Schools

Assignment:
1. Why Are All the Black Kids Sitting Together in the Cafeteria
2. Runko, Virginia, PHD, CMSM, *Cognitive Behavioral Therapy for Insomnia (CBT-I)*


**Class Eight – October 23**

Social Work and professional life

Assignment:

1. Chapter twelve, *Direct Social Work Practice*

**Class Nine – October 30**

Self-Care – combined class with 511

Assignment


**Class Ten November 6**

Private Practice Social Work

Guest Speaker

Assignment

1. Review Websites:
   
   [https://www.elesplace.org/ - Ele’s Place](https://www.elesplace.org/)
   
   [http://umhs-rahs.org/ - Regional Alliance for Healthy Schools](http://umhs-rahs.org/)
   
   [www.mentalitymagazine.org/ - Mentality Magazine, (read 2 articles and be prepared to share in your small group](http://umhs-rahs.org/)
   
   [https://www.psychologytoday.com/us](https://www.psychologytoday.com/us)

**Class Eleven – November 13**

Problem solving therapy

Guest Speaker

Assignment

Class Twelve – November 20

Family Social Work practice

Video

Assignment:

1. Chapter 10, Direct Social Work Practice


Class Thirteen – November 27

Social Work practice with Groups and outcome monitoring

Assignment:

1. Chapter 11, Direct Social Work Practice


Class Fourteen – December 4

Review and celebration