**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 Objectives & Practice Behaviors**
The course objectives below correlate with the [CSWE social work competencies/practice behaviors](#):

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).
RELATIONSHIP TO THE 4 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.

**Social Justice and Social Change** 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.

**Behavioral and Social Science Research** is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

**SOCIAL WORK ETHICS & 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. Students are required to abide by the [NASW Code of Ethics](#) while enrolled in the program.
INSTRUCTOR EXPECTATIONS

Please review the syllabus and expectations in its entirety prior to committing to complete this course under my instruction. The syllabus is considered a working document and may be changed or altered at the discretion of the instructor.

CLASSROOM CONDUCT

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is requested. If more than two absences occur, the student will not receive 50% of the credit for points earned throughout the course of the semester.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

Students are allowed to utilize electronic devices during sessions if utilized to support their work and success in the course. As professionals, it is understood that students will remain engaged in the session.

INSTRUCTOR CONTACT

Students needing to contact the instructor are asked to do so via email at daiciars@umich.edu. Students will need to communicate utilizing formal professional standards and include their name, course and if they are requesting a response.

Communications requesting a response will be addressed within 72 business hours during the semester.

Communications that utilize informal language such as Hey, What’s Up, etc, will not receive a response. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame.

REQUIRED TEXT/WEB MODULES


MOOC on edX Platform
INSTRUCTOR EXPECTATIONS

Please review the syllabus and expectations in its entirety prior to committing to complete this course under my instruction. The syllabus is considered a working document and may be changed or altered at the discretion of the instructor.

CANVAS

Canvas will be utilized as a tool to share information with the instructor. All assignments should be submitted electronically by 11:59pm of the due date.

Course announcements and updates will be posted on Canvas.

TECHNICAL STANDARDS

Participants in SW 511 will be expected to demonstrate foundation skills that are required of beginning professionals.

When students are not able to meet technical standards, the UMSSW Handbook will be utilized to address concerns.

ADDITIONAL INFORMATION

My teaching philosophy is rooted in experiential learning. The goal is to create environments that encourage collective learning and growth to activate professionals that are prepared to impact society in positive ways.

In the event of a session cancellation, an announcement will be posted via Canvas.

Instructor reserves the right to make adjustments and/or accommodations as necessary.
Frequently Asked Questions

The questions below have been asked of the instructor during previous terms and can be used to clarify the syllabus and course expectations.

What does the instructor prefer to be addressed as?
In formal communication, please utilize Professor Price. In classroom and informal settings, students can utilize Daicia or Mrs. Price. The instructors pronouns to be used when relevant are she, her, and hers.

How should I contact the instructor?
For contacting the instructor to ask questions and request responses about the course, students should utilize email. If there is an urgent matter, a text message is accepted.

When should I meet with the instructor?
Students are encouraged to meet with the instructor throughout the semester to give or receive feedback, to request clarification on assignments or expectations, and to ask about concepts explored in class.

Why doesn’t the instructor have office hours?
The instructor is accessible and available for morning, evening, and weekend appointments depending on the need. Students can and should contact the instructor with their availability for an appointment to meet.

What is the instructors feelings about grades? Will I be updated weekly about my grade?
As a new professional, the instructor encourages students to focus on demonstrating professionalism and actively improving skills throughout the term. Grades will be based on the rubric for each assignment, however, it does not accurately depict the level of readiness for practice. Students should focus on feedback offered from the instructor and peers.

Why are the assignment requirements so broad?
Each of us learn and communicate in various ways. The core areas that are required are highlighted to define the desired outcomes and objectives that should be demonstrated. Creativity and diversity in assignments is encouraged.
**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 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 Design**

This course uses an engaged learning approach, incorporates MOOC sessions, and employs a number of pedagogical strategies to promote knowledge and skill development.

In-person classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. In all sessions, we employ a number of pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. The hybrid course will be practice-oriented and will highlight foundational clinical techniques needed to work effectively with clients and colleagues.

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Assignments &amp; Grading</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Book Review and Discussion</td>
<td></td>
<td>15</td>
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<tr>
<td>Module completion</td>
<td></td>
<td>30</td>
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<tr>
<td>Bio-Psycho-Social-Spiritual Assessment</td>
<td></td>
<td>25</td>
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<tr>
<td>Treatment Plan/Intervention Assignment</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td><strong>130</strong></td>
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**Grading for this Course**

- A = 96 – 100%
- A- = 92 – 95%
- B+ = 89 – 91%
- B = 85 – 88%
- B- = 81 – 84%
- C+ = 78 – 80%
- C = 74 – 77%
- C- = 70 – 73%

**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 criteria will be utilized to make final determinations. The student must formally request an incomplete from the instructor prior to the final week of classes.
Successful completion of the 8 Modules in the SW 521x MOOC on the edX platform (including quizzes and in-module assignments)

Students MUST enroll in the edX course using their umich.edu email account for access at no cost.

Complete MOOC 1 Module including Exercises:
Integrative Themes that Guide Social Work Practice with Individuals and Families and Small Groups (Social Justice, Ecological Systems, Empowerment, Evidence-Informed, Cultural Humility)
The Mission of Social Work and Core Values

Complete MOOC 2 Module including Exercises:
Engagement Skills and Relationship Building Skills
Stages of Change
Transference and Countertransference in Practice

MOOC 3 Module including Exercises:
Professional Values, Ethics and Professional Use of Self
Assessment in Social Work with Individuals and Families
Adverse Childhood Events
Attachment Theory

MOOC Week 4 Module and Exercises:
Core Intervention Planning

MOOC 5 Module and Exercises:
CBT and Behavioral Approaches
Motivational Enhancement
Mindfulness Work

MOOC 6 Module and Exercises:
Using Problem-Solving, Psychoeducational and Multisystemic Intervention Approaches
Case/Care Management Skills

MOOC 7 Module and Exercises:
Working with Families – Special Considerations and Approaches
Working with Groups - Core Skills and Interventions

MOOC Week 8 Module and Exercises:
Lifelong Learning and Professional Development
**September 5:** IN CLASS
Integrative Themes that Guide Social Work Practice (Social Justice, Ecological Systems, Empowerment, Social-Cultural, Evidence-Informed)
The Mission of Social Work and Core Values

**Required Reading/Tasks to Prepare for Class Session:**
Chapter 2, p. 11-34
Complete MOOC 1 Module including Exercises:
Integrative Themes that Guide Social Work Practice with Individuals and Families and Small Groups (Social Justice, Ecological Systems, Empowerment, Evidence-Informed, Cultural Humility)
The Mission of Social Work and Core Values

**September 12:** IN CLASS
Engagement Skills and Relationship Building Skills
Stages of Change
Transference and Countertransference in Practice

**Required Reading/Tasks to Prepare for Class Session:**
Chapter 5, p. 77-96
Complete MOOC 2 Module including Exercises:
Engagement Skills and Relationship Building Skills
Stages of Change
Transference and Countertransference in Practice

**September 19:** IN CLASS
Professional Values, Ethics and Professional Use of Self
Assessment in Social Work with Individuals and Families

**Required Reading/Tasks to Prepare for Class Session:**
Chapter 4, p. 55-76
MOOC 3 Module including Exercises:
Professional Values, Ethics and Professional Use of Self
Assessment in Social Work with Individuals and Families
Adverse Childhood Events
Attachment Theory
First Simulation CBT: Introduction Assignment Due: Sept. 19

**September 26**
Additional Focus on Assessment
Preparing for the Bio-Psycho-social Assessment
Special Considerations: etiology of common disorders, research on adverse childhood experiences, attachment research, working cross-culturally and with a range of diversity factors

**Required Reading/Tasks to Prepare for Class Session:**
Chapter 3, p. 35 -54
Chapter 6, p. 99-126
**COURSE OUTLINE**

*May be revised by instructor to fit needs of the course*

October 3: Role Play for Bio-psycho-social-spiritual Interviews
Social Justice, Racism and Social Work Practice

**Required Readings:**


October 10: Intervention Planning: Individualized Treatment Planning: Strength-Based Goals with Measureable Objectives & Interventions

**Required Readings/Tasks to Prepare for Class Session:**
Chapter 8, 148-178

MOOC 5 Module and Exercises:
CBT and Behavioral Approaches
Motivational Enhancement
Mindfulness Work

View TED Talk by Bryan Stevenson:
https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en

Book Review Report Due by 5:00 p.m. on the Oct. 10th

October 17: Change Planning
Core Intervention Planning

**Required Readings/Tasks to Prepare for Class Session:**
Chapter 7, p. 127-148

MOOC Week 4 Module and Exercises:
Core Intervention Planning

October 24: **IN CLASS**

October 31: Using Problem-Solving, Psychoeducational and Multisystemic Intervention Approaches
Case/Care Management Skills

**Required Readings/Tasks to Prepare for Class Session:**
Chapter 9, p. 179-202

MOOC 6 Module and Exercises:
Using Problem-Solving, Psychoeducational and Multisystemic Intervention Approaches
Case/Care Management Skills

CBT-Functional Assessment Simulation Assignment Due on Oct. 24
Bio-Psycho-Social-Spiritual Assessment Due by 5:00 p.m. on Oct. 31
November 7: IN CLASS  
Working with Families and Groups

**Required reading/Tasks to Prepare for Class**
Chapter 10, p. 203-216

MOOC 7 Module and Exercises:
Working with Families – Special Considerations and Approaches
Working with Groups - Core Skills and Interventions

November 14: IN CLASS  
Evaluation and Outcome Monitoring
Intervention Planning Exercises

**Required Reading/Tasks to Prepare for Class Session:**
Chapter 11, p. 217-236

CBT: Discussing Change Simulation Assignment Due Nov. 14

November 21:  
No Class: School Closed

November 28: IN CLASS  
Lifelong Learning and Professional Development

**Required Reading/Tasks to Prepare for Class Session:**
Chapter 12, p. 237-252

MOOC Week 8 Module and Exercises:
Lifelong Learning and Professional Development

Intervention/Treatment Plan due by 5:00 p.m. on Nov. 28

December 5: IN CLASS  
Discussion of Professional Dilemmas
Putting it All Together-Lifelong Learning
Evidence Informed Practice
Core Cross Cutting Skills Working with Diverse Populations (Individuals, families and small groups)
ACCOMMODATIONS

If students think they may need an accommodation for a disability, they need to let the Field Faculty Facilitator know as soon as possible. Some aspects of this course, the assignments, the in-seminar activities, and the way the course is usually taught may be modified to facilitate a student’s participation and progress. The earlier students make their Field Faculty Facilitator aware of their needs, the more effectively they can work with the Services for Students with Disabilities Office (SSD) (734) 763-3000 to help determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information students provide is private and confidential, and the seminar facilitators will (to the extent permitted by law) treat that information as private and confidential.

STUDENT MENTAL HEALTH AND WELLBEING

University of Michigan is committed to advancing the mental health and wellbeing of its 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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734-764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

References and Referencing Style

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet. Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook.

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 HERE!
Register for UM Emergency Alerts HERE!