SW 521: Interpersonal Practice with Individuals, Families and Small Groups
Fall 2018
Wednesdays 5:00 -8:00 p.m. Room 780 (Hybrid)
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Office Hours: 4:00 to 5:00 p.m. before in-person class sessions and by appointment

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

The in-person classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. In the MOOC Sessions and the in-person 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.

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 the course using 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.

Class Requirements:

1. Successful completion of all 8 Modules in the SW 521x MOOC on the edX platform (including quizzes and in-module assignments) 20% (Due by Dec. 5th)
2. One Book Review and Discussion 10% (Due: Oct. 17th)
3. Bio-Psycho-Social-Spiritual Assessment 20% (Due: Oct. 31st)
4. Intervention/Treatment Plan 25% (Due: Nov. 28th)
5. Participation in In-Person and Small Group Blue Jeans Sessions 5%
6. Simulations (Symmersion)
   Cognitive Behavioral Therapy: Introduction 5% (Due: Sept 19)
   Cognitive Behavioral Therapy: Functional Analysis 5% (Due Oct. 24)
   Cognitive Behavioral Therapy: Discussing Change 5% (Due Nov. 14th)
7. IPE Module/Activities 5% (Due Oct. 3rd)
Required Course Textbooks/Web Modules:


Companion website for the textbook that includes quizzes, extra resources, website activities, and multimedia learning tools: https://study.sagepub.com/ruffolo


3) Completion of the SSW 521x MOOC on the edX Platform

Be sure to login to edX using your umich email. You do not need to pay anything or get certified.
Course Schedule:

Sept. 5 (in Person Session)
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 Week 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

Sept. 12
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 Week 2 Module including Exercises:
Engagement Skills and Relationship Building Skills
Stages of Change
Transference and Countertransference in Practice

Sept. 19 (in person session)
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
Chapter 6, p. 99-126

MOOC Week 3 Module:
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

Sept. 26th
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

Oct. 3 (In person session)
Change Planning
Core Intervention Planning

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

MOOC Week 4 Module
Core Intervention Planning

IPE Module Review Assignment Due: Oct. 3rd

Oct. 10 (in person)
Intervention Planning: Individualized Treatment Planning: Strength-Based Goals with Measureable Objectives & Interventions

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

MOOC Week 5 Module
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. 17th

Oct. 17

Oct. 24 and Oct. 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 Week 6 Module:
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

Nov. 7th (In Person Session)

Working with Families -Models, Skills and Interventions

Required Reading/Tasks to Prepare for Class Session:
Chapter 10, p. 203-216


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

Nov. 14 (in Person)

Evaluation and Outcome Monitoring

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

CBT:Discussing Change Simulation Assignment Due Nov. 14

Nov. 21 –Thanksgiving Break
Nov. 28

Lifelong Learning and Professional Development

Required Reading/Tasks to Prepare for Class Session:

Chapter 12, p. 237-252

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

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

Dec. 5 (in person)

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)
**Attendance and Participation in Class Sessions:** As a foundation practice course, it is important that you attend each in-person 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 prior to the class session so that arrangements can be made for you to address the material that you missed. If more than two sessions are missed—whatever the reason—the final grade at the end of the term will be lowered by 5 points for each session over two.

Your attendance and participation also reflects the basic elements of any social work relationship—you 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.

**Grading:** Letter grades ranging from “A” to “E” are earned with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided on Canvas.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

- A+=99-100
- A=96-98
- A-=92-95
- B+=89-91
- B=86-88
- B-=82-85
- C+=79-81
- C=76-78
- C-=72-75
- D=66-71
- E=less than 66

Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates that the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.

**ASSIGNMENT GUIDELINES:** All assignments and papers are due PRIOR TO THE CLASS SESSION START TIME on the dates posted in the syllabus. Late assignments will result in an automatic reduction of points.

**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
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity)
- Insightfulness and clinical acuity
- Integration of reading materials
- Ability to discern which aspects of use of self would be important in assessment or intervention.

**Incompletes:** Incompletes are given only when it can be demonstrate that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, 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 form the instructor prior to the final week of classes.
A Note on the Learning Environment: The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern 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.**

Work Expections: The UM expects a graduate student to put a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. 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.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism