

**SW628-001: Interpersonal Practice with Adult Individuals**

**Fall 2018**

Mondays, 6p – 9p | Room 3752 SSWB

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**WELCOME and COURSE DESCRIPTION:** Welcome to Social Work 628!

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of the key diversity dimensions such as "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" including identification of one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.

I would like to support your success in this course so do not hesitate to contact me via e-mail with any questions, concerns, or to schedule an appointment. Please include "SW628" in the subject line. I try to respond to emails within 24 hours. However, emails may not be returned over the weekend. For brief questions or concerns, I am often available during class breaks and for a short time following class. I look forward to our semester together!

**REQUIRED TEXTBOOKS:** No textbook is required for this course. The materials for the course are housed on the University's web-based course management platform "Canvas" and one (1) auxiliary online location. Readings and requisite course materials will be available on Canvas, organized by class date or available directly from a website. Auxiliary online content will be available from the SIMmersion website. Registration and log in is required for each site (see links below). **Students are expected to complete requisite readings and online content prior to class.**

- Canvas Log In: <https://canvas.umich.edu>
- SIMmersion Log In: <https://training.simmersion.com/index.html>

**RECOMMENDED TEXTS:** For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:

Miller, W.R. & Rollnick, Stephen. (2013). *Motivational Interviewing: Helping People Change*. 3<sup>rd</sup> edition. The Guilford Press: New York.

Persons, J.B., Davidson, J., & Tompkins, M.A. (2009). *Essential Components of Cognitive- Behavior Therapy for Depression*. American Psychological Association: Washington.

Teybor, E. & Holmes Teybor, F. (2017). *Interpersonal process in therapy: An integrative mode*, 7<sup>th</sup> edition. Boston, MA: Cengage Learning.

**COURSE CONTENT:** This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed.

Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations within the key diversity dimensions. Each model that is presented will cover all phases of the intervention process: engagement and screening, assessment, planning, evaluation, implementation, and termination. Although evaluation will be discussed in much greater depth in the Practice Area evaluation courses, students will learn how to integrate evaluation techniques and measures into their on-going interventions with individual adults so that they can employ systematic measures of their effectiveness in the field.

This course will carefully explore the issues that influence and determine client motivation because many individual adults come into the treatment process with varying degrees of willingness and sometimes are coerced to seek help by authorities or family members. Strategies that workers can employ to engage reluctant or resistant clients will be presented. Intervention models in this course will be general enough to apply to a wide range of adult clients in a wide range of adult situations, since other courses will focus more specifically on special populations and problems. Course content will include ethical issues that relate to interpersonal practice with individual adults and those elements of the NASW code of ethics that especially impact on practice with individual adults (e.g., boundary and compartment issues between worker and client).

**COURSE DESIGN:** This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, interactive media simulations, in vivo exercises, role play simulations within the classroom, modeling and video demonstrations, didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.

**\*\*Note: We will be piloting an innovative learning model in this course. Additional information will be provided during the first session of class.**

**COURSE REQUIREMENTS:** Students are expected to attend all classes for the full time frame, complete assigned reading(s) and content for each week, participate in class activities/discussions, and complete all assignments on time.

**COURSE OBJECTIVES:** Upon completion of the course, students will be able to:

- 1) Describe how theory informs and shapes the kinds of intervention strategies that may be employed when working with individual adults, including the indications and contraindications of various IP models. (*Practice Behaviors 3.IP, 6.IP*)
- 2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults. (*Practice Behaviors 6.IP, 10.c.IP*)
- 3) Demonstrate social work skills [with individual adults] in the pre-engagement, engagement, assessment, intervention, ending and evaluation phases of interpersonal social work practice. Critically apply in a practice setting a minimum of two empirically supported IP theories. (*Practice Behaviors 3.IP, 10.a.IP, 10.b.IP, 10.c.IP, 10.d.IP*)
- 4) Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. Assess life-threatening problems, such as addictions and violence; and forms of oppression clients' experience. Identify and assess the effects of diversity dimensions (including 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). (*Practice Behaviors 4.IP, 9.IP, 10.b.IP*)
- 5) Demonstrate their ability to form worker-client alliances and collaborations, communicate empathically, and help enhance motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change. (*Practice Behaviors 1.IP, 2.IP, 10.a.IP*)
- 6) Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources. (*Practice Behaviors 4.IP, 9.IP, 10.c.IP*)
- 7) Identify one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. (*Practice Behaviors 1.IP, 4.IP, 5.IP*)
- 8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures. (*Practice Behavior 10.d.IP*)
- 9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions [with adults] involving diverse populations and settings. (*Practice Behavior 2.IP*)

**COURSE COMPETENCIES & PRACTICE BEHAVIORS:** This course addresses many the following competencies and practice behaviors as indicated in the previous section of the syllabus:

- 1) **Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers advocate for client access to the services of social work and attend to professional roles and boundaries.
- 2) **Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: recognize and manage personal values in a way that allows professional values to guide practice; 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; apply strategies of ethical reasoning to arrive at principled decisions.
- 3) **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- 4) **Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; and recognize and communicate their understanding of the importance of difference in shaping life experiences.
- 5) **Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers: advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.

**COMPETENCIES and PRACTICE BEHAVIORS (cont'd)**

- 6) **Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers: use research evidence to inform practice.
- 7) **Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.
- 8) **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers: analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action.
- 9) **Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and promote sustainable changes in service delivery and practice to improve the quality of social services.
- 10) **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Through assessment social workers: collect, organize, and interpret client data, assess client strengths and limitations, develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies. Through intervention social workers: initiate actions to achieve organizational goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings. Through evaluation social workers: critically analyze, monitor, and evaluate interventions

**RELATIONSHIP OF THE COURSE TO CURRICULAR THEMES:**

*Multiculturalism and Diversity:* will be addressed through careful analysis of how clinical models can be applied and modified to fit the special needs of various groups. Resistance and motivation of adults to interventions will be covered to demonstrate how effective intervention models must be adapted to the fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of "problem" and "treatment" that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.

*Social Justice:* will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

*Promotion/Prevention/Treatment & Rehabilitation:* will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.

*Behavioral and Social Science Research:* will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

*Social Work Ethics & Values:* In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients.

The NASW Code of Ethics [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

**LEARNING NEEDS AND ACCOMMODATIONS:** If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:

Location: G664 Haven Hall

Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661

Email: [ssdoffice@umich.edu](mailto:ssdoffice@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 Advocates Lauren Davis ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) or Nyshourn Price-Reed ([ndp@umich.edu](mailto:ndp@umich.edu)) at 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. The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

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](http://www.uhs.umich.edu/aodresources).

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

**RELIGIOUS HOLIDAYS:** Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from the responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments due to their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

**ATTENDANCE and PARTICIPATION:** Your attendance and participation in each class is required. Attendance and participation reflect the basic elements of any social work relationship – to show up **and** remain present.

I fully recognize levels of participation may vary based on comfort and interest in topics of discussion. The participation dynamic mirrors one you might experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and taking action, as appropriate. I will do my best to honor each student's participation level in the course. Please communicate any difficulty you are experiencing related to course material and discussions or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

If you need to miss a class, in part or in total, you are required to notify the instructor via email ([dmbrydon@umich.edu](mailto:dmbrydon@umich.edu)) or phone/text (734-272-5634) **in advance of our class meeting time**. Failure to communicate an absence to the instructor will result in an automatic deduction toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

**INSTRUCTOR NOTE ON THE CLASSROOM LEARNING ENVIRONMENT:** 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 you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will 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***.

**USE of ELECTRONICS DURING CLASS:** Please avoid non-class use of electronics during the course. I expect your computer will only be used during instructor-specified times in class or for taking notes during lectures. If you need to take a phone call or respond to a text message or email, please step out of the class and return when you are done.

### SW 628-001\_FALL 2018: GRADING GUIDELINES

**GRADING PROCEDURE AND SCALE:** Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. 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 total point to final grade is as follows:

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

*\*\*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 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.*

**FOR ALL ASSIGNMENTS, YOU WILL BE GRADED ON:**

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing skills: clarity of thought, organization, and flow (also see below)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested
- Ability to discern which aspects of use of self would be important in assessment or intervention



**WORK EXPECTATION FOR THIS COURSE:** The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six (6) hours per week of preparation for this class. The assignments in this class have been developed to help you systematically gain social work knowledge, to develop social work practice skills and values, and to enable you to successfully achieve the goals and objectives of the course.

**WRITING SKILLS:**

Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

<http://apastyle.apa.org/>  
<http://grammar.ccc.commnet.edu/grammar/>  
<https://owl.english.purdue.edu/owl/resource/560/01/> )

When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

**PLAGIARISM:**

Don't do it. Representing someone else's words, statements, ideas or works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of "accidental plagiarism." Do not let that happen to you.

**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, Vol. 1, Sec. 8.01 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 the course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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**OTHER NOTES:** I try to provide clear, thoughtful feedback designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.

**SW 628-001\_FALL 2018: ASSIGNMENT GUIDELINES**
**YOUR GRADE FOR THIS COURSE WILL BE BASED ON:**

- 30% Attendance, Participation, and Student-Centered Learning Opportunities – DUE weekly
- 20% Clinical Case Presentation & Reflection – DUE October 29 (reflection due within week of presentation)
- 10% Written Assessment (based on Learning Pilot Assessment) – DUE November 5
- 20% Clinical Skills Video – DUE November 26
- 20% Vignette Final Exam – DUE December 15 @ 12N

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**Attendance, Participation, and Student-Centered Learning Opportunities**
**DUE: Weekly**

Attendance is a requirement. Active and focused participation is a requirement. Course preparation outside of class is a requirement. Full credit is achieved by students who attend every class, are attentive and present, responsive to and inclusive of others, complete all student-centered learning opportunities with satisfactory quality, and regularly contribute to discussion. Quality of student-centered learning opportunities will be indicated using +/- feedback. I will use the rubric below to determine this portion of your grade:

Class Participation and Attendance Grading Criteria		
30 points	<b>Consistently &amp; Regularly</b>	No absences and arrive on time for each class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students' identities. Engage only in classroom activities while in the class. Complete all assigned student-centered learning opportunities. Quality of submissions is excellent.
25 points	<b>Often &amp; Generally</b>	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students' identities most times. Engage only in classroom activities while in the class most times. Complete most to all student-centered learning opportunities. Quality of submissions is good to excellent.
15-20 points	<b>Occasionally &amp; Sometimes</b>	Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students' identities. Engage in occasional texting or web surfing irrelevant to course requirements/content. Complete some to most assigned student-centered learning opportunities. Quality of submissions is fair to good.
0-10 points	<b>Rarely &amp; Irregularly</b>	Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in texting or web surfing irrelevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities. Quality of submissions is poor to fair.

## Clinical Case Presentation & Written Summary Reflection

**DUE: October 29**

Each student will sign up to give one in-class clinical case presentation during the semester. Starting October 29, clinical case presentations will be given by students as assigned.

The purpose: Clinical Assessment & Feedback. This assignment is an opportunity to demonstrate proficiency with clinical assessment and to address a challenge from your clinical practice where you would like feedback for greater understanding or new perspective in your work. Most times, the case presentation will address where you are feeling “stuck” or need/want additional feedback on a particular process or issue.

**Clinical Case Presentations** (8 Minutes) should be prepared using PowerPoint and follow the following format, with de-identified case information. Each item represents one slide:

- (1) **Clinical Question:** Identify at least one clinical question or discussion question you would like to address in this case presentation and accompanying discussion. [1 slide]
- (2) **Identifying & Referral Information:** Who, What, When, Where, & Why [1 slide]
- (3) **History of Presenting Issue (HPI):** Provide a brief overview of the presenting concern, development of symptoms, relevant historical information (social, family, trauma, medical, psych, education). Include enough information to engage your colleagues in discussion while also keeping this information to a minimum. [No more than 2 slides]
- (4) **Clinical Formulation:** Summarize your clinical impressions and diagnosis. Briefly note how you incorporated best practice knowledge/skills in your assessment and clinical formulation. [1 slide]
- (5) **Positionality & Ethics:** Discuss how identity and environment (may) influence your clinical formulation or engagement. Discuss how identity and environment (may) influence your client’s experience. Also, identify at least one (1) ethical principle involved in this case and include the specific NASW Code of Ethics reference. [1 slide]
- (6) **Treatment Plan:** What (evidence-based) practices or theories did you engage or would you engage as you develop your approach with this client? Why did you choose this treatment plan? [1 slide]

**Clinical Discussion and Report Out** (20 minutes): Following your presentation, each clinical team will take a few minutes to discuss the case and each group will report back to the class, focusing on providing feedback to the clinical question(s) or learning outcome presented.

**Case Presentation Summary Reflection** (1-2 pages, submitted via Canvas 1 week after presentation):

The written case summary reflection should provide a summary of the suggestions made by your clinical team and include a critical reflection of your learning and practice going forward.

**Written Assessment****DUE: November 5**

You will be asked to complete the written documentation for a specified clinical assessment. A documentation template will be provided. Each student will also be asked to review and provide feedback for the documentation submitted by at least one peer.

*\*\*Guidelines and assignment instructions will be reviewed in class during Session 3\*\**

**Clinical Skills Video****DUE: November 26**

This is a partnered project. You will develop a case scenario based on a clinical skill learning edge (assessment, psychoeducation, intervention, and/or client profile) you identified during session 6. You will role play and video record the scenario with a partner outside of class time. Following the recording, you will annotate your video, write a brief reflection, and select a 5-minute section for the instructor to review and provide feedback. You will also be asked to complete a brief feedback form for your role play partner.

*\*\*Full guidelines and assignment instructions will be reviewed in class during Session 6\*\**

**Final Exam****DUE: December 15**

Your final assignment for this course is a final exam. The final exam will be comprised of vignettes and open-ended questions. The exam is a take-home, open notes experience designed to demonstrate your clinical and integrative skills related to the course content.

*\*\*Exam format and student questions related to exam will be addressed in class during Session 11\*\**

**SW 628-001\_FALL 2018: WEEKLY COURSE OUTLINE**

<b>Class Session</b>	<b>Date</b>	<b>Topic for Class Session</b>	<b>Requisite Preparation for Class Session</b>
1	9/10	<i>Introductions and Course Overview</i> <ul style="list-style-type: none"> <li><i>Theories of Development</i></li> </ul>	<ul style="list-style-type: none"> <li>Bring yourself and your Haiku</li> </ul>
2	9/17	<i>The Arc of Therapy: Assessment through Termination</i>	<ul style="list-style-type: none"> <li>SLO: Session 1</li> <li>CANVAS: Review Session 1 materials</li> <li>CANVAS: Readings + Session 2 materials</li> </ul>
3	9/24	<i>Assessment to Intervention</i>	<ul style="list-style-type: none"> <li>SLO: Session 2</li> <li>CANVAS: Readings + Session 3 materials</li> </ul>
4	10/1	<i>Intervention: Cognitive Behavioral Therapy (CBT)</i>	<ul style="list-style-type: none"> <li>SLO: Session 3</li> <li>SIMmersion: Registered &amp; Logged in</li> <li>CANVAS: Readings + Session 4 materials</li> </ul>
5	10/8	<i>Intervention: Cognitive Behavioral Therapy (CBT)</i>	<ul style="list-style-type: none"> <li>SLO: Session 4</li> <li>SIMmersion: Tanisha Mosely</li> <li>CANVAS: Readings + Session 5 materials</li> </ul>
<b>10/15 – NO CLASS DUE TO FALL STUDY BREAK</b>			
6	10/22	<i>Intervention: Dialectical Behavioral Therapy (DBT)</i>	<ul style="list-style-type: none"> <li>SLO: Session 5</li> <li>SIMmersion: Roger Ellison</li> <li>CANVAS: Readings + Session 6 materials</li> </ul>
7	10/29	<i>Assessment: Learning Pilot</i> <ul style="list-style-type: none"> <li><i>Case Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: Session 6</li> <li>CANVAS: Readings + Session 7 materials</li> <li><b>ASSIGNMENT DUE: Clinical Presentation Slides</b></li> </ul>
8	11/5	<i>Intervention: Learning Pilot</i> <ul style="list-style-type: none"> <li><i>Case Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: Session 7</li> <li>CANVAS: Readings + Session 8 materials</li> <li><b>ASSIGNMENT DUE: Written Assessment</b></li> </ul>
9	11/12	<i>Intervention: Learning Pilot</i> <ul style="list-style-type: none"> <li><i>Case Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: Session 8</li> <li>CANVAS: Readings + Session 9 materials</li> </ul>
10	11/19	<i>Intervention: Learning Pilot</i> <ul style="list-style-type: none"> <li><i>Case Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: Session 9</li> <li>CANVAS: Readings + Session 10 materials</li> </ul>
11	11/26	<i>Intervention: TBD</i>	<ul style="list-style-type: none"> <li>SLO: Session 10</li> <li>CANVAS: Readings (TBD) + Session 11 materials</li> <li><b>ASSIGNMENT DUE: Clinical Skills Video</b></li> </ul>
12	12/3	<i>Intervention: Learning Pilot</i> <ul style="list-style-type: none"> <li><i>Case Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: Session 11</li> <li>CANVAS: Readings + Session 12 materials</li> </ul>
13	12/10	<i>Termination: Learning Pilot</i> <ul style="list-style-type: none"> <li><i>Pulling It All Together</i></li> </ul>	<ul style="list-style-type: none"> <li>SLO: SIMmersion Transcript &amp; Reflection</li> <li>CANVAS: Readings + Session 13 materials</li> </ul>