



**SW521-2 Interpersonal Practice with Individuals, Families and Small Groups
WINTER 2019**

Time: Tuesdays 6:00 pm – 9:00 pm

Location: B798 SSWB

Professor Mieko Yoshihama, Ph.D., LMSW, ACSW

Office hours: Before class on Tuesdays or by appointment – please email me to arrange

Office: SSWB Telephone: 647-6255 E-mail: miekoy@umich.edu

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.

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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 affects 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: 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 & Diversity is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

Theme Relation to Social Justice are central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

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

Relationship to SW Ethics and Values. Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

Course Requirements

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 hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically strengthen social work knowledge and practice skills and to enable the student to achieve successfully the goals and objectives of the course.

Grading: Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Accommodations: If you have a disability or condition that may interfere with your participation in this course, please contact me as soon as possible to discuss accommodations for your specific needs. This information is kept confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, <http://ssd.umich.edu/>, Email ssdoffice@umich.edu.

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 must formally request an incomplete from the instructor prior to the final week of classes.

ACADEMIC INTEGRITY

We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at <http://guides.lib.umich.edu/swintegrity>. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

A Note on Scholarly Discourse

What we will discuss in the class involves controversial issues, such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

Class Attendance & Participation: This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which will require submitting a written report at the end of the class. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as is practically possible.

Use of electronic devices. You are expected to be engaged and participating in class activities. Students are asked to turn off cell phones during class sessions. If you are utilizing an electronic device (e.g., a laptop computer), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student not use a laptop during class.

Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

SELF and GROUP CARE

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

Mental Health and Wellbeing

The University of Michigan is committed to advancing the mental health and well being of all 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): 734-764-8312

- The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at 734-763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](#) (UHS): 734-764-8320
- Sexual Assault Prevention & Awareness Center (SAPAC): 734-936-3333 (24hr Crisis line); <https://sapac.umich.edu/>
- Spectrum Center 734-763-4186; spectrumcenter@umich.edu; <https://spectrumcenter.umich.edu/>
- UM Center for Education of Women (CEW+): 734-764-6005; <http://www.umich.edu/~cew/>
- For alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness

School and University policies, information and resources are available at <https://ssw.umich.edu/standard-policies-information-resources>. Here are some highlights.

- 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)764-7793 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 two emergency exits nearest the classroom.
- Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.
- If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-adacompliance@umich.edu.
- 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. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)
- 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/>.
- Report a hate crime or bias-related incident at: <https://expectrespect.umich.edu/topic/report-incident>

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ASSIGNMENTS AND DUE DATES (see INSTRUCTIONS FOR ASSIGNMENTS below for more detail)

We will be using a mastery-based, not a competitive, grading system. In other words, the grade you get will not depend on how well others in the class have done but on how well you have mastered the materials.

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| 1. Class Attendance, Participation & Reflection Papers | 15% |
| 2. Positionality Paper | 20% Due 2/5/19 5pm EST |
| 3. SIMMersion 1 | 15% Due 2/19/19 5pm EST |
| 4. SIMMersion 2 | 25% Due 4/16/19 5pm EST |
| 5. Final Project Assessment & Intervention Plan | 25% Due 4/25/19 11:59m EST |

Course Overview

Session	Date	Topics/Issues	<Blue = Assignments>
1	1/15	Introduction to the Course Social Work Profession, & Interpersonal Practice	
2	1/22	Philosophies, Values & Ethics Social Work Practice Models/Approaches Socioculturally Relevant/Competent, Multi-Level Practice	
3	1/29	Helping Processes and Critical Consciousness Relationship-Building and Listening	
	2/5		<Positionality Paper Due>
4	2/5	Relationship-Building and Listening, cont. Interviewing Skills; First Interviews	
5	2/12	Engagement	
6	2/19	Relationship Sustaining & Enhancing	
	2/19		<SIMmersion 1 Due>
7	2/26	Multidimensional Assessment	
	3/5	Spring break – No class	
8	3/12	Multidimensional Assessment Formulating Intervention Goals, Plans & Contract Motivational Interviewing	
9	3/19	Ongoing, Change-Oriented Professional Action	
10	3/26	Forming and Conducting Groups	
11	4/2	Working with Families	
12	4/9	Final Project - Assessment & Intervention Plan	
	4/16		<SIMmersion 2 Due>
13	4/16	Final Project - Assessment & Intervention Plan; Termination & Evaluation;	
14	4/23	Reflections, Integration, and Moving Forward	
	4/25		<Final Project Assessment & Intervention Plan Paper Due>

Text Book & Course Reader

Required texts and readings:

- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole Publishing Co. (You can also use 10th edition!)
- Other required readings (except for online materials) are available at the CANVAS course site.

Recommended books and readings:

- Recommended readings (except for online materials) are available at the CANVAS course site.

ASSIGNED READINGS

Session 1 (1/15) Introduction to the Course

Social Work Profession, and Interpersonal Practice

Required:

- Hepworth et al. (2013). Chap. 1 *Challenges of social work*.

Recommended:

- Chu, W. C. K., & Tsui, M.-S. (2008). The nature of practice wisdom in social work revisited. *International Social Work*, 51(1), 47-54.

- Klein, W. C., & Bloom, M. (1995). Practice wisdom. *Social Work*, 40(6), 799-807.

Session 2 (1/22). Philosophies, Values & Ethics
Social Work Practice Models/Approaches
Socioculturally Relevant/Competent, Multi-Level Practice

Required:

- Hepworth et al. (2013). Chap. 2 *Direct practice: Domain, philosophy, and roles*.
- Hepworth et al. (2013). Chap. 4 *Operationalizing the cardinal social work values* (pp. 57-82).
- International Federation of Social Workers & International Association of Schools of Social Work (2014, July). *Global Definition of Social Work*. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/> <not in CANVAS>

Recommended:

- NASW Code of Ethics (revision approved on August 4, 2017 by the NASW Delegate Assembly). <https://www.socialworkers.org/About/Ethics/Code-of-Ethics> <not in CANVAS>
- Min, T. (2011). The client-centered integrative strengths-based approach: Ending longstanding conflict between social work values and practice. *Canadian Social Science*, 7(2), 15-22.
- Goldberg, M. (2000). Conflicting principles in multicultural social work. *Families in Society*, 81(1), 12-21.
- Mason, S. E., Beckerman, N., & Auerbach, C. (2002). Disclosure of student status to clients: Where do MSW programs stand? *Journal of Social Work Education*, 38(2), 305-316.

Session 3 (1/29). Helping Processes and Critical Consciousness
Relationship-Building and Listening

Required:

- Reed, B. G., Newman, P. A., Suarez, Z. E., & Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice (Chap. 4, 60-98). In Seabury, B. A., Seabury, B. H., & Garvin, C. D. (eds.), *Foundations of interpersonal practice in social work: Promoting competence in generalist practice*. Thousand Oaks, CA: Sage.
- ❖ **Complete Exercise 4.1 Social Identity Groups (p.79) prior to class.**
- Hepworth et al. (2013). Chap. 3 *Overview of helping processes: The Helping Process* (pp. 35-45).
- Hepworth et al. (2013). Chap. 5 *Building blocks of communication: Conveying empathy and authenticity* (pp. 89-128).

Recommended:

- Cardemil, E.V., & Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice*, 34(3), 278-286.
- Halevy, J. (1998). A genogram with an attitude. *Journal of Marital and Family Therapy*, 24(2), 233-242.
- McIntosh, P. (1989). *White privilege: Unpacking the invisible backpack*.
- Appio, L., et al. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. *Journal of Clinical Psychology* 69(2), 152-161.

2/5/19 Positionality Paper Due 5pm EST

Session 4 (2/5). Relationship-Building and Listening, cont.
& Interviewing Skills; First Interviews

Session 5 (2/12). Engagement

Required:

- Hepworth et al. (2013). Chap. 3 *The interviewing process: Structure and skills* (pp. 45-54). <In "Week 3 Required Readings" Folder>
- Lukas, S. (1993). How to conduct the first interview with an adult. In S. Lukas. *Where to start and what to ask* (Chap. 1, pp. 1-12). New York: Norton & Co.

Recommended:

- Kissil, K., Niño, A. & Davey, M. (2013) Doing therapy in a foreign land: When the therapist is “not from here”, *The American Journal of Family Therapy*, 41(2), 134-147.
- Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. *Social Work*, 52(3), 251-259.
- Lambert, M. J. (2013). The efficacy and effectiveness of psychotherapy *Bergin and Garfield's handbook of psychotherapy and behavior change* (Chap. 6, pp. 169-218). Hoboken, N.J.: John Wiley & Sons.

2/19/19 SIMmersion 1 Due 5pm EST

Session 6 (2/19). Relationship Sustaining & Enhancing

Required:

- Hepworth et al. (2013). Chap. 6 *Verbal following, exploring, and focusing skills*.

Recommended:

- Hepworth et al. (2013). Chap. 7 *Eliminating counterproductive communication patterns*.

Session 7 (2/26). Multidimensional Assessment

Required:

- Hepworth et al. (2013). Chap. 8 *Assessment: Exploring and understanding problems and strengths*.
- Hepworth et al. (2013). Chap. 9 *Assessment: Intrapersonal, interpersonal, and environmental factors*.
- Lukas, S. (1993). Looking, listening, and feeling: The mental status examination. In S. Lukas. *Where to start and what to ask* (Chap. 2, pp. 13-31). New York: Norton & Co.

Recommended:

- Snowden L. R. (2003). Bias in mental health assessment and intervention: Theory and evidence. *American Journal of Public Health*, 93, 239-243.
- Hodge, D.R., Limb, G.E., & Cross, T.L. (2009). Moving from colonization toward balance and harmony: A Native American perspective on wellness. *Social Work*, 54(3): 211-219.

3/5/19 Spring Break (no class)

**Session 8 (3/12). Multidimensional Assessment, continued
Formulation of Intervention Goals, Plans and Contract
Motivational Interviewing**

Required: In addition to the Session 7 readings,

- Hepworth et al. (2013). Chap. 12 *Developing goals and formulating a contract*.
- Hepworth et al. (2013). Chap. 18 *Managing barriers to change*.

Recommended:

- Hepworth et al. (2013). Chap. 14 *Developing resources, organizing, planning, and advocacy as intervention strategies*.

Session 9 (3/19). Ongoing, Change-Oriented Professional Action

Required:

- Hepworth et al. (2013). Chap. 17 *Additive empathy, interpretation, and confrontation*.
- [SIMmersion E-learning tools on CBT](#) <not in CANVAS>
- Hepworth et al. (2013). Chap. 13 *Planning implementing change-oriented strategies*

Recommended:

- Hinton, D.E., & Jalal, B. (2014). Guidelines for the implementation of culturally sensitive cognitive behavioural therapy among refugees and in global contexts. *Intervention*, 12 Supplement(S1), 78-93.
- Rubin, L.B. (2003). *The man with the beautiful voice*. Boston: Beacon Press. <not in CANVAS>

Session 10 (3/26). Forming and Conducting Groups

Required:

- Hepworth et al. (2013). Chap. 11 *Forming and assessing social work groups*.
- Hepworth et al. (2013). Chap. 16 *Intervening in social work group*.
- Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2), 11-26.

Recommended:

- Kivlighan, D. M. and D. M. I. Kivlighan (2014). Therapeutic factors (Chap. 4. pp 46-54). In J. L. DeLucia-Waack, C. R. Kalodner, & M. Riva (Eds.), *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA: Sage.
- Brabender, V. (2010). The developmental path to expertise in group psychotherapy. *Journal of Contemporary Psychotherapy*, 40(3), 163-173.

Session 11 (4/2). Working with Families

Required:

- Hepworth et al. (2013). Chap. 10 *Assessing family functioning in diverse family and cultural contexts*.

Recommended:

- D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56(3), 574-588.
- Akyil, Y (2011) Being a family therapist in the United States: Multicultural competency through the lenses of an immigrant therapist, *Journal of Family Psychotherapy*, 22(2), 157-171,

Session 12 (4/9). Final Project - Assessment & Intervention Plan

You are encouraged to refer to the readings (e.g., Textbook Chap. 8-10; Lukas Chap. 2).

4/16/19 SIMmersion 2 Due 5pm EST

Session 13 (4/16). Final Project - Assessment & Intervention Plan; Termination & Evaluation

Required:

- Hepworth et al. (2013). Chap. 19 *The final phase: Evaluation and termination*. <not in CANVAS>

Recommended:

- How to figure out when therapy is over. *New York Times*, October 30, 2007
http://www.nytimes.com/2007/10/30/health/views/30beha.html?_r=0
- Gelman, C.R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year msw interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35(2), 79-90.

Session 14 (4/23). Reflections, Integration, and Moving Forward

Recommended:

- O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? *International Social Work*, 54(2), 174-190.
- Staniforth, B., Fouche, C., & O'Brien, M. (2011). Still doing what we do: Defining social work in the 21st century. *Journal of Social Work*, 11(2), 191-208.

4/25/19 Final Project Assessment & Intervention Plan Paper Due 11:59pm EST

INSTRUCTIONS FOR ASSIGNMENTS

Guidelines for Written Assignments

All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed and double-spaced.
- Page number on each page.
- Be submitted on CANVAS unless otherwise indicated.
- Be submitted on/before the due date/time; late papers will result in the deduction of 1/2 a letter grade.
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style). Review: <https://guides.lib.umich.edu/citationhelp>. Papers that do not comply with an established convention will be returned, and a penalty for late submission will apply.
- **Consult the Student Guide to make sure you are citing others' work appropriately and not committing plagiarism.**

The following are descriptions of each assignment. Please note that some changes and tweaks might be made in response to the flow of the class and learning processes and needs; there will be plenty of notice and discussion in class if a change is made).

1. Class Attendance, Participation & Reflection Papers

You need come to class well-prepared, which means doing all the readings and identifying issues for which you need clarification or further exploration. You are expected to actively participate in class discussion, small group discussion and various in-class exercises (e.g., role-plays).

Frequently, you will write and submit a short reflection of your learning at the end of the class. Some of the reflections will be shared anonymously in the class to aid mutual learning.

2. Positionality Paper. 3-5 typed pages

Based on the Social Identity Group/Positionality Grid and in-class discussions, you create an imaginary client who would present particular challenges to work with (e.g., those who least embodies who and what you are socio-culturally, those with whom you share a lot in common). Imagine you are asked to work with that person. In this paper, you will:

- 1) identify and reflect on how you would feel about working with this imaginary client prior to the first encounter, what feelings and thoughts you may experience while you are interacting with the client, and what difficulty, if any, you may experience;
- 2) discuss how you might deal with the above inside and outside the session;
- 3) examine what strengths you bring to working with this client;
- 4) explore what reactions your client may have toward you, and how you might address them; and
- 5) discuss what new insight, if any, have you developed about your positionalities as you worked on this assignment.

Some helpful tips:

- Focus on yourself. Provide only a VERY BRIEF description of your imaginary client. You do not need to develop the character or back-story of this client.
- Applying the PIE (person-in-environment) perspective and locate yourself in the environment. Your positionalities interact with those of your imaginary client in the specific socio-cultural, -political, and -historical context.
- You are strongly encouraged to explore many dimensions of your positionalities, especially those that you have not been given much attention or thought before. Some of your positionalities are familiar to you, and others, not so familiar. You may not have thought of some of them as important dimensions of you as a person and/or as a social worker. Some give you varying degrees of privilege, and others are associated with experiences of oppression and discrimination. Importantly, you do

have feelings about many of these positionalities, which may get triggered in various social work practice contexts whether you are aware or not.

- Listen to yourself, and reflect on your thoughts and feelings, and be candid about what you feel (what you think would feel) in working with your imaginary client.
- Refrain from intellectualizing your feelings although it is tempting. You are encouraged and expected to write about your feelings and thoughts in the first person account.
- You are encouraged to refer to the readings and class discussions when/where you can.

3. SIMMersion 1

In SIMMersion, you will work with a simulated client focusing on engagement and empathic communications. You can attempt as many times as needed (each round lasts for 15-20 minutes). Try to achieve 75-80% performance rating. Please have all rounds done by the due date, and submit a screen shot of your final or best performance report into the CANVAS assignment section. I will be also checking on your performance and number of attempts so that I know how everyone is progressing.

Detailed instructions will be provided in class.

4. SIMMersion 2

In SIMMersion, you will work with two simulated clients, practicing and strengthening specific intervention skills (e.g., motivational interviewing, cognitive behavioral therapy). Again, try to achieve 75-80% on a performance rating. You can attempt as many times as needed (each round lasts for 15-20 minutes). You will submit a screen shot of your final or best performance report into the CANVAS assignment section by the due date. I will be also checking on your performance and number of attempts so that I know how everyone is progressing.

Detailed instructions will be provided in class.

5. Final Project - Assessment & Intervention Plan Paper

You will watch a video-taped interview and develop a multi-dimensional assessment and plan for intervention. Detailed guidelines and instructions for the paper will be provided in class.

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M UNIVERSITY OF MICHIGAN

SCHOOL OF SOCIAL WORK

SW521 Student Profile

Name: _____ Phone (____) _____

E-mail: _____ Current Address (City) _____

Where (city, state, country) are you from? _____

Undergrad. Major or Area of Concentration _____

Practice Method: Major: IP CO MHS SPE Minor (if any): IP CO MHS SPE

First Year or Second Year? 1 2 Track: 16mos. 20mos. AS ED PT Other

Field Placement _____

Reason(s) for choosing Social Work _____

Please list any undergraduate and graduate degrees:

Degree & Year Obtained

College/University

1. _____

2. _____

3. _____

Please list any previous "Social Work" experiences (please circle ones that are related to interpersonal practice):

1. _____

2. _____

3. _____

4. _____

Please describe your reasons for taking this course.

Please list two objectives you have for this course:

1. _____

2. _____

Anything else about you that you want the instructor to know?