1. Course Statement

a. Course description
This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with individuals, families, and small groups while considering the community, organizational, and policy contexts in which social workers practice. The student’s field experience and future practice methods courses will build upon the skills rehearsed in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

b. Course content
In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be taught and rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will learn and practice specific skills, such as empathic inquiry and collaborative exploration to assess problems in clients’ lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as the historical, political, situational, environmental and psychological factors relevant to the client’s functioning. Students will practice the use of specific assessment tools, such as biopsychosocial assessment, genograms, ecomaps, and family sculpting to discern patterns of functioning, to assess strengths and vulnerabilities, and to plan, implement and monitor process of growth or change strategies. Students will practice methods of intervention specific to three modalities of intervention, such as CBT, Motivational Interviewing and Psychodynamic Psychotherapy. Additionally, students will learn strategies of self-regulation in order to stay
c. Course objectives and competencies
Upon completion of this course, students will be able to: (1) Demonstrate skills for engagement such as empathic inquiry, active listening, collaborative exploration, case recording and goal setting. (2) Utilize three assessment tools to identify client strengths and vulnerabilities, as well as sources of biopsychosocial, cultural, sociopolitical and spiritual risks and supports. (3) Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by (a) Demonstrating self-awareness of their own privilege, identity, positionality and life experiences impact on their capacity to relate to others with different personal privilege, identity, sociopolitical and life experiences. (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions. (4) Conduct culturally sensitive interpersonal practice by: (a) Articulating socio-political, environmental, family and/or individual-level contributing factors of at least two specific disorders, prevention and/or treatment goals, developing measurable prevention and treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the individualized needs of clients. (b Implementing treatment protocols consistent with treatment plans and sensitive to clients’ situations (c) Recognizing basic termination issues that pertain to interpersonal practice. (5) Demonstrate intervention skills specific to two evidence informed treatment modalities such as CBT, Motivational Interviewing, and Psychodynamic Psychotherapy. (6) Demonstrate capacity for strategic use of self in the therapeutic relationship by identifying their own sociopolitical, environmental, and experiential or emotional/cognitive factors that may support or impede the therapeutic relationship.

d. Course design
This course will use various methods such as individual exercises, simulations, class discussion, and small group work to examine and practice the material presented.

e. Curricular themes

**Theme Relation to Multiculturalism & Diversity**
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.

**Theme Relation to Social Justice**
Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter
social agencies. These themes will be 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**

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

**Theme Relation to Behavioral and Social Science Research**

Behavioral and Social Science Research will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

**f. Relationship to social work ethics and values**

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination.

**2. Class Requirements**

**a. Text and class materials**


All other readings will be available on CANVAS or through other electronic access.
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic(s)</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
</table>
| **Week 1:** 9/9/2019 | Introduction to Interpersonal Social Work  
Review Syllabus and Expectations  
| **Week 2:** 9/16/2019 | Basic Engagement Skills  
Recovery-Enhancing Environment (VCE)  
| **Week 3:** 9/23/2019 | Suicide Assessment and Interventions  
<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic(s)</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30/2019</td>
<td>CAFAS Training (ALL DAY)</td>
<td></td>
</tr>
</tbody>
</table>
| 10/7/2019       | Assessment Integrated Health Assessment  
<p>| 10/14/2019      | NO CLASS (FALL BREAK)         |                                 |</p>
<table>
<thead>
<tr>
<th>Week 7: 10/28/2019</th>
<th>IPOS Certification &amp; DWMHA Presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13: 12/9/2019</td>
<td><strong>NO CLASS (AM CLASS ONLY)</strong> Online Modules Due</td>
<td></td>
</tr>
</tbody>
</table>
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>35</td>
</tr>
<tr>
<td>Character Development</td>
<td>September 30, 2019</td>
<td>15</td>
</tr>
<tr>
<td>Active Listening</td>
<td>October 21, 2019</td>
<td>30</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>November 11, 2019</td>
<td>25</td>
</tr>
<tr>
<td>Intervention</td>
<td>December 2, 2019</td>
<td>25</td>
</tr>
<tr>
<td>SIMmersion</td>
<td>Sept 30, Oct 30, Nov 30</td>
<td>20</td>
</tr>
<tr>
<td>Community Mental Health Training Modules</td>
<td>December 9, 2019</td>
<td>24 Field Hours</td>
</tr>
</tbody>
</table>

**Attendance and class participation**

35 points
Ongoing

Regular class attendance is a requirement of this course. 2 points will be deducted for each class missed after the first absence. Please communicate any classes that you may miss to this Instructor via email (czigor@umich.edu) or phone/text (248-636-2839). Any failure to communicate an absence to this Instructor will result in an additional 2-point deduction for that day. Absences from class due to participation in religious or university business will not cause a deduction in any points, however, students will be required to complete a make-up assignment. Participation includes being engaged in class discussions, small group work, and assignments
Character Development Assignment
15 Marks
DUE September 30, 2019

REQUIREMENTS:
• Student can not portray a gender or race that is not consistent with their own, unless this is a part of the character dynamics (i.e. a person who is viewed as Caucasian due to their skin complexion but they identify as another race)
• Client must have complexities in identity (class, race, gender, ability, religion, citizenship, etc.)
• Client story based on documented sources, not individual stereotypes

Write a 1-2 page description of your client character including the following information:
• Client’s Name, Age, and Identifying Information
• Presenting Problem
• Possible DSM V diagnosis
• Key social identities for the client
• Important and relevant family information
• Important and relevant life circumstances

Also answer the following questions:
• Detail and discuss the sources that you used to develop your client/character - memoirs, movies, clinical articles, etc. Please be specific about this, referencing at least 3 current articles that explore/examine either a DSM diagnosis or set of life circumstances which are relevant to your client/character. Also, please be precise in connecting which examples from your articles, memoirs, etc influenced and were useful in character development.
• How is your character impacted by issues of privilege and oppression.
• What are the complexities of race, gender, social class, ability, or other identities that are present with the client
• What personal and professional experiences did you call upon to develop your client/character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing
Active Listening & Assessment assignment
30 points
Due October 21, 2019

You will turn in two parts on September 24th:
1. Simulated Interview
2. Reflection

INTERVIEW:

With another classmate, student clinicians will be responsible for obtaining presenting problem information and completing at least one portion of the community mental health Integrated Health Bio-psycho-social Assessment utilized by Detroit Wayne Mental Health Authority. Interview should last at least 15 minutes.

Your goal is to develop a rapport with the classmate “client” and to obtain information relevant to their presenting needs and complete at least one section of the assessment tool.

Remember to demonstrate the use of empathic responses with emphasis on all layers of active listening skills. It will be important to ask clarifying questions, while remaining fully present with your interviewee. When you are done interviewing, ask for some feedback as to how your interviewee experienced you in your role. Did they feel listened to and understood? What was the experience like for them to have someone “just” listen and inquire?

*Interview should be recorded for learning purposes. Interview should be submitted via YouTube.

At the end of the interview, complete a reflection that includes the following:

EMPATHIC RESPONDING: Does your client feel UNDERSTOOD by you? Why do you think this is or is not the case? Do your responses accurately reflect the emotional nuance of the client’s communications? Do you use voice and intensity of expression to reflect a finely attuned understanding of the client’s moment by moment experiencing?

PODS:
What ways did Privilege impact engagement for the clinician AND the client?
What ways did Oppression impact engagement for the clinician AND the client?
What ways did Diversity impact the engagement for the clinician AND the client?
What Social Justice issue impacted the engagement for the clinician AND the client?

STRENGTHS: Describe at least three “strengths” for your interviewing during the session

AREAS for IMPROVEMENT: Describe three “areas for improvement” for your interviewing during this session. These will be referenced in your next video assignment.
Goal Setting Assignment
25 points
DUE November 11, 2019

Student clinician will record a session with “client” that will focus on goal setting. During the interaction, student clinician will work with their client to identify specific action-oriented goals and measurable objectives. Video must be uploaded by due date.

Interview Focus: Goal-Setting; Key Skills: Collaboration and Partnership

At the end complete a reflection that includes the following:

- Partnership and Collaborations- Did you acknowledge client’s courage, perseverance, success? Does the Client FEEL this acknowledgment from you?
- Overall engagement--Overall, how effectively did you engage your client in the session?
- Client Goals: Summarize the key goals that the client wants to work on.
- Session Plan: What will be the key focus for the next session and what are your initial ideas about how you will intervene?
- Skills insights--What key things did you learn by comparing and contrasting the two interviews?
- Skills Goals for next session--What goals do you have for your interviewing skills in the next session?

PODS:
- What ways did Privilege impact engagement for the clinician AND the client?
- What ways did Oppression impact engagement for the clinician AND the client?
- What ways did Diversity impact the engagement for the clinician AND the client?
- What Social Justice issue impacted the engagement for the clinician AND the client?
Annotation of Session: Intervention Assignment
25 points
DUE December 2, 2019

Student clinician will record a session with “client” that will focus on intervention. During the interaction, student clinician will work with their client utilizing a specific intervention strategy. Video must be uploaded by due date.

At the end of your session complete a reflection that includes the following:

- Intervention effectiveness: Overall, how effectively you implement the session? Was the intervention culturally responsive? Did the intervention utilize client’s strengths?
- Plan for next session: What would be your plan for your next session?
- Plan for ongoing work: What would be your plan for ongoing work with this client? ★
  o How would you continue work on current goals?
  o What other or new directions might be explored?
- What additional interventions might be tried (e.g. group, family, other models, etc.)

PODS
- What ways did Privilege impact engagement for the clinician AND the client?
- What ways did Oppression impact engagement for the clinician AND the client?
- What ways did Diversity impact the engagement for the clinician AND the client?
- What Social Justice issue impacted the engagement for the clinician AND the client?

- Overall engagement: Overall, how well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals?
- Client empowerment: Describe your efforts to address power dynamic in your work? What did you to balance power of worker role? What did you do maximize client empowerment?
- Ethical issues: What ethical issues, if any, arose in your work with this client? How were they addressed?
Simulated Exercises Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how to deliver Motivational Interviewing techniques to a client. These cutting-edge simulations are not yet publicly available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills, they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn 100% of grade, students will be expected to:
1. Complete at least 1 Brief Motivational Interviewing simulation prior to the due date (3 in total)

A description of the simulation is below:

Brief Motivational Interviewing Gabe Turner’s doctor asked him to talk with you about his alcohol use. Help Gabe build his own motivations to change his drinking habits.
Online Modules Assignment
24 Field Hours
Due December 9, 2019

*Transcript must be uploaded to CANVAS. Students will need to maintain documentation of completed trainings. In the State of Michigan, behavioral health providers are required to complete a minimum of 20 hours of additional training to deliver services to consumers that are eligible for Medicaid and/or Community Mental Health services.

Students will be required to complete trainings required by Michigan Department of Health and Human Services by the end of the term. Each training module outlines its aims. The modules are presented via video recording and require users to adequately responding to the quizzes in order to receive a certificate. The content has been approved by Detroit Wayne Mental Health Authority (DWMHA) and approved for use. Trainings are required for all staff, students, and volunteers that work with clients within the DWMHA provider network. Proof of satisfactory completion of the modules will also be required for field placement.

- Register for Detroit Wayne Connect**
- Recipient Rights Part 1 online
- A Foundational Course in Cultural Competence (VCE)
- Cultural Competency: Working with LGBTQ Youth (VCE)
- Anti-Harassment (VCE)
- Abuse & Neglect Reporting Requirements (VCE)
- Corporate Compliance (VCE)
- Medicaid Fair Hearings, Local Appeals & Grievances (VCE)
- Person Centered Planning with Children, Adults, and Families (VCE)
- Emergency Preparedness (VCE)
- HIPAA Basics (VCE)
- Infection Control and Standard Precautions (VCE)
- Limited English Proficiency (VCE)
- Recovery-Enhancing Environment (VCE)
- Advance Directives (VCE)
- Navigating Community Mental Health (VCE)
- Ethical Issues in Child and Family Therapy (VCE)
- Crisis Pre-Intervention Using Verbal De-Escalation (VCE)
b. Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>96 – 99%</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 95%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 91%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 88%</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 84%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
</tr>
</tbody>
</table>

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.

If your assignment is unavoidably late, 5% will be deducted if turned in within 5 days of the due date; 10% thereafter and not accepted past 10 days late.

Grades in Academic Courses and in Field Instruction
Student Grievance procedures
policy for grading in special circumstances.

Additional School and University policies, information and resources are available here: 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