



Course title:	Interpersonal Practice Skills Laboratory
Course #/term:	SW511 section 009, Fall, 2019
Time and place:	Tuesdays, 2:00-5:00, Room 1636 SSWB
Credit hours:	3
Instructor:	Elizabeth Gumbis, LMSW
Pronouns:	She, her, hers
Contact info:	egumbis@umich.edu or 248.660.4322 You may expect a response within 24 hours
Office:	2760 SSWB (Mailbox #165)
Office hours:	Tuesdays 12:30-1:30 and by appointment set up via email

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 skill 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 clients' functioning. Students will practice the use of specific assessment tools such as biopsychosocial assessments, genograms, ecomaps, and family sculpting to discern patterns of functioning, to assess strengths and vulnerabilities, and to plan, monitor and implement 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 cognitively and emotionally able to intervene effectively in therapeutic relationships. Students will practice methods of evaluating change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

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 determine client strength and vulnerabilities, as well as course of biopsychosocial, cultural, sociopolitical and spiritual risks and support.
3. Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, and 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 professionals.
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 socio-political, 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 and 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 social 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, and Rehabilitation

Promotion, prevention, treatment and prevention 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

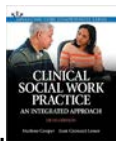
Behavioral and Social Science Research will be presented in this course to support practice methods, skills, and assessment procedures. Planning, decision-making, and intervention procedures will be directly borrowed from the behavioral and social sciences.

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. Required Text and class materials



Cooper, M., and Lesser, J.G., (2015). *Clinical Social Work Practice An Integrated Approach, 5th edition*. Boston: Pearson Education.

ISBN 10: 0-205-95637-8

ISBN 13: 978-0-205-95637-1

- Additional readings are posted on Canvas. Readings must be completed for the class period indicated.
- More readings may be distributed either to be read in class or as homework due the following week.
- If further readings are added to Canvas that are not listed on syllabus calendar, they will be posted at least three days in advance of the class meeting.
- My expectation is that students complete all readings. To engage fully in course topics and become a competent and skilled social work practitioner, students must complete the readings and come to class prepared. This will maximize engagement, and thus students' experiences throughout the semester.
- Readings will be integrated into class through whole class discussion, small group work, practice exercises, and with two unscheduled reading quizzes during the semester.

a. Class schedule

Below is an overview of our class schedule, including topics, readings, assignments and guest speakers. This schedule is dynamic: it is subject to change to fit the course as it evolves. I will alert you to any changes by both email and a post on Canvas; ideally, I will make changes a week in advance.

Date	Agenda	Required Readings and Assignments
Week 1: September 3	Introductions/Syllabus Intro to Interpersonal Practice & Empathic Communication	Hepworth chapter p. 83-127 (Canvas)
Week 2: September 10	Engagement and Interviewing	Cooper & Lesser chapters 3 and 4 Review Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
Week 3: September 17	Engagement, Interviewing and Process of change	Cooper & Lesser Chapter 2 Peruse DSM-5 online: https://psychiatryonline-org.proxy.lib.umich.edu/ Active Listening (Canvas)
Week 4: September 24	Assessment Tools and Intervention Planning Suicide Assessment	Cooper & Lesser chapters 13 and 14 Rubin "Doing Therapy" (Canvas)

Week 5: October 1	Neuroscience, Psychodynamic Theories, Transference & Countertransference	Cooper & Lesser chapters 6, 7 and 8
Week 6: October 8	Motivational Interviewing and Solution-Focused therapy Mindfulness and Psychotherapy	Cooper & Lesser chapter 12 Solomon's <i>Far From the Tree</i> (Canvas)
Week 7: October 22	CBT Intervention and Treatment Plan	Cooper & Lesser chapters 9 & 10
Week 8: October 29	Relational and Narrative Therapy MBCT	Cooper & Lesser Chapters 8 & 11
Week 9: November 5	DBT Guest Speaker: Laura Fishman, LMSW	McKay "Distress Tolerance Skills" (Canvas) Jacobs et al. "The First Meeting" (Canvas)
Week 10: November 12	Working with Groups	Toseland "Group Dynamics" (Canvas) Adventure Based Group Therapy (Canvas)
Week 11: November 19	Working with Families	Goldstein "Couples and Family Therapy" (Canvas) Byng-Hall "The Crucial Role of Attachment in Family Therapy (Canvas)
Week 12: November 26	Evaluation and Termination	Rubin "What Makes Therapy Work" (Canvas) Bennett and Deal "Beginnings and Endings in Social Work" (Canvas)
Week 13: December 3	Self Care: Mindful Self Compassion Guest Speaker: Paulette Grotrian, MA	Ray "Progress and Termination" (Canvas)
Week 14: December 10	Promoting Self Care Class Evaluation Wrapping Up	Jones Harden "You Cannot do it Alone" (Canvas)

b. Assignment Schedule

Assignment	Due Date	Points/Percentage
Client Character Development Paper	September 24 (week 4)	20 points (20%)
Active Listening/Assessment (video and analysis)	October 8 (Week 6)	10 points (10%)
Biopsychosocial Assessment paper	October 22 (week 7)	20 points (20%)
Treatment Planning/Goal setting (video and analysis)	November 5 (week 9)	10 points (10%)
Intervention (video and analysis)	November 26 (week 12)	10 points (10%)
2 quizzes on readings	Ongoing	10 points total/5 points each (10%)
Class participation	Ongoing	10 points (10%)
Progress Notes folder	Ongoing	10 points (10%)

More detailed explanations of assessments, and samples when available, will be distributed and carefully discussed in class.

c. Attendance and class participation

Your attendance and participation is integral to the overall richness of this course. The more prepared you are for each class, the more you bring your own questions, ideas and experiences into our room, the more enriching this class will be for us all. Further, this course is a skill-building one; there will be many skill-building activities in class, and if you miss, you will be curtailing your own practice experience. If you know in advance that you will miss a class, please email me in advance at egumbis@umich.edu. If you miss two consecutive classes, I am bound to notify the Associate Dean for Educational Programs so that you can get the assistance you need. If you miss a class in which an assignment is due, you must email me that paper within 24 hours of the class missed. If you miss one class for a personal reason, and you notify me beforehand, this absence will not affect your grade. For each class missed after that one, however, your participation grade will drop. Just as your presence is needed for successful

outcome in the Interpersonal Practice work, so too is it needed in our classroom! Here is a link to the [MSW Student Guide policy on Class Attendance](#).

d. Grading

Please review the Assignment schedule and point/percentage breakdown chart above. I will accept late work only under extreme circumstances that are communicated to me in advance of the due date. Please find the MSW Student Guide policy on Grades in Academic Courses and in Field Instruction here: <https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-education> Also in the MSW student guide, you can find information on the school's [Student Grievance Procedures](#) and policy for [Grading in Special Circumstances](#).

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 [MSW Student Guide](#) criteria will be used to make a final determination.

Grading for this course:

A = 94-100%

B+ = 88-89%

C+ = 78-79%

A- = 90-93%

B = 83-87%

C = 74-77%

B- = 80-82%

C- = 70-73%

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*