



Course title:	Interpersonal Practice Skills Laboratory		
Course #/term:	511, Fall 2019		
Time and place:	Monday, 2:00 – 5:00 pm, Room: B780 SSWB		
Credit hours:	3		
Prerequisites:	N/A		
Instructor:	Priscilla Cortez		
Pronouns:	She, hers, her, herself		
Contact info:	Email: cortezpc@umich.edu	Phone:	
	You may expect a response within 24 hours		
Office:	3768 SSWB		
Office hours:	By appointment, can request in-class or 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 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 cognitively and emotionally able to effectively intervene 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:

- (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:**

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.

Social Justice - Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in client hood. 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.

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.

Behavioral & 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:

The required textbook for this course: Ruffolo, Perron, Voshel, (2016) *Direct Social Work Practice: Theories and Skills for Becoming an Evidence-based Practitioner*, Sage. (Note: This is the same book required for your 521 course).

Laptops are required for this course; Use of technology for specific assignments and in-class exercises will be noted ahead of time.

- All readings will be either from the assigned textbook for this class, or additional readings posted on the prospective date in CANVAS.
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- I will highlight readings that will be reviewed in class so you are prepared ahead of time.

- b. Class schedule: This is a tentative schedule, any changes will be posted a week in advance, and will be reflected in course schedule on CAVNAS.

Date	Agenda	Readings & Assignments
SEPT 9 Class #1	<p>Social Work Roles & Skills The Role of Therapist Preliminary Character Development</p> <p>Clinical Skills: Character Development & Intro to Improv Techniques for Simulation</p> <p>Activities: Character Brainstorming, Improv Practice</p>	<p>Samson, P.L. (2015) Practice Wisdom: The art and science of social work. <i>Journal of Social Work Practice</i>, 29 (2), 119-131.</p>
SEPT 16 Class #2	<p>Pre-Listening Skills: Mindful Self-Awareness, Active Reflection</p> <p>Effective Listening & Communication Empathic Reflection & Rapport Developing your Character</p> <p>Clinical Skills: Communication, Empathic Listening & Reflective Responding</p> <p>Activities: Improv Practice, Diaphragmatic Breathing, Self-Awareness Skills</p>	<p>Davis, M., Eshelman, E. R., & McKay, M. (2008). <i>The relaxation and stress reduction workbook</i> (6th ed.). Oakland, CA: New Harbinger Publications.</p> <p>McKay, M., Wood, J., & Brantley, J. (2007). Basic mindfulness skills. In <i>The dialectical behavioral therapy skills workbook</i>.</p> <p>SIMmersion Practice</p>
SEPT 23 Class #3	<p>Practitioner Engagement Skills Effective listening, being present, mindful self-awareness & reflections; preparing to listen as a practitioner</p> <p>Clinical Skills: Engagement, rapport, listening & communication skills in IP context</p> <p>Activities: Autogenic & Communication Exercises Meet the Characters & “The Waiting Room”</p>	<p>Interviewing Skills Checklist* Meet the Characters in Biopsychosocial spiritual Contexts</p> <p>Client/Therapist Matching</p> <p>SIMmersion Practice</p>

Date	Agenda	Readings & Assignments
SEPT 30 Class #4	<p>[Out of Class Exercises] Engagement Skills Web videos Respond to Group Discussion Questions on CANVAS</p>	<p>Character Profile Due</p> <p>Ch. 5 Direct Social Work Practice</p>
OCT 7 Class #5	<p>Initial Intake & Assessment Simulation 1</p> <p>Clinical Skills: Integrating Skills: Assessment, Communication, Empathic Listening, Rapport, Reflection & Processing</p> <p>Activity: Simulation I (Assessment)</p>	<p>Biopsychosocial Assessment & (Simulation I) in Class Annotations Due by Friday (10.11.19 by 5pm)</p>
OCT 14	Fall Break	
OCT 21 Class #6	<p>Whole Person Wellness: Treatment Planning & Collaborative Goal Setting MI Intro (Readiness for Change, stages of change, raising ambivalence) Whole-Person treatment Plan</p> <p>Clinical Skills: Peer to Peer Collaboration and feedback (e.g. multidisciplinary collaboration)</p> <p>Activity: Coordination of Care “Team Meeting” & Group Practitioner Processing</p>	<p>In-Class Feedback & Processing</p> <p>Change Talk Handout</p>
OCT 28 Class #7	<p>Collaborative Tx Planning Simulation 2</p> <p>Clinical Skills: Person-centered, collaborative goal setting, assessing readiness for change, developing and writing a client-centered plan for change.</p>	<p>Treatment Plan & (Simulation II) in Class Practitioner & Peer Annotations Due by Friday 11.1.19 by 5pm</p> <p>Treatment Planning Template</p>

Date	Agenda	Readings & Assignments
	Activity: Simulation II (Goal Setting)	
NOV 4 Class #8	Clinical Skills: Evidence Based Intervention & Facilitating Change Activity: Team Feedback Character Self-Portrait	
NOV 11 Class #9	Clinical Skills: Evidence Based Interventions Cont'd Cognitive Behavior Therapy Activity: CBT Worksheets	
NOV 18 Class #10	Simulation 3: Intervention: Facilitating Change Activity: Simulation III (Intervention)	Simulation III + Intervention Peer Annotations Due by Friday 11.22.18
NOV 25 Class #11	Group Development & Mini-Group Planning	Identity/Role Reflection
DEC 2 Class #12	Group Simulation Activity: Mini-Group Sessions	All Observer's Annotations Due
DEC 9 Class #13	LAST CLASS Treatment Endings & Tools for Measuring Change; Self-Care & Processing	Final Reflection Paper

c. Assignments

The first component of Assignments due include a Character Profile and Reflection paper. A detailed description of this assignment can be found in CANVAS under assignments tab.

In this 511 clinical lab, we will be recording 3 “client-practitioner” simulations. Each of the simulations are centered on specific clinical skill sets: (1) Engagement & Assessment, (2) Collaborative Goal Setting & Treatment Planning and (3) Intervention. Instructions for uploading your videos onto CANVAS can be found under sub-file “video,” within assignments folder. We will go through this together in class for clarification.

All three of the simulations have a reflection component and each simulation will have skill-specific prompts unique to the topic that can be found in under the “Assignments” folder on CANVAS.

Assignment	Due date	Points
Character Profile	Sept. 30	10 pts
Simulation 1 Annotation	Oct. 11	10 pts
Simulation 2 Annotation	Nov. 1	10 pts
Simulation 3 Annotation	Nov. 22	10 pts
Observer’s Comments**	Dec 2.	10 pts
Biopsychosocial-spiritual + Reflection	Oct. 11	10 pts
Treatment Plan + Reflection	Oct. 28	10 pts
Identity-Role Reflection: Active Listening & Responding	Nov. 25	10 pts
Final Reflection	Dec. 9	10pts
Attendance & Participation**		10 pts

** This is an ongoing requirement, I will review in Class.

d. Attendance and class participation

Predictability, reliability and consistency are core aspects of the client-therapist relationship. “Being present,” meaning, both literally showing up to class (on time), as well as attending fully during class time are critical aspects to co-creating a productive and safe learning environment. Attendance and participation are requirements of this course and are a significant portion of your grade. Plan to

attend all courses as scheduled; refer to rubric below for details on how participation is graded.

<p>Exceptional 10 pts</p>	<ul style="list-style-type: none"> • Consistent Attendance • Always on time and prepared • Frequent engagement, demonstrating mastery of supportive, inclusive and respectful dialogue • Attends fully; Completes assignments and readings on time, demonstrating high levels of dynamic reflection and analytic thought and effort • Exceeds participation expectations through (examples) exceptional analysis/creativity in assignments, stretching outside one's comfort zone/sustaining dialogue on complex, heated, or difficult topics in a balanced, compassionate and appropriate way, consistent inclusive and respectful consideration of peers, sharing knowledge/experiences in class discussions, providing meaningful feedback to peers, and accepting/integrating feedback from peers, supporting and encouraging peers to contribute equally.
<p>Strong 9-8 pts</p>	<ul style="list-style-type: none"> • Mostly consistent attendance; rarely late • Participates consistently, respectfully and inclusively in class discussions • Always completes readings and assignments on time, demonstrates some engagement with readings and assignments • Participates in required class activities, will sometimes initiate/engage in group discussions on difficult topics, occasionally volunteers for in-class exercises • Demonstrates respect to peers
<p>Moderate 7-6 pts</p>	<ul style="list-style-type: none"> • Attends most classes, but has unexcused and/or multiple absences (any more than 2 absences, including excused absences, will impact attendance grade) • Sometimes late to class, or leaves class early • Readings and assignments are timely; demonstrates understanding of basic content, but little effort to analyze or explore ideas (e.g. hastily completes assignments; minimal effort) • Participates occasionally in class discussions/exercises • Routinely uses laptop, cell phone, or other technological devices during class discussions/activities – “tuned out” or working on something non-class related, shopping, on social media, etc. • Sometimes engages in side-conversations; uses small group time to discuss un-related issues, etc.
<p>Poor 0-5 pts</p>	<ul style="list-style-type: none"> • Multiple absences • Regularly comes to class late and/or leaves early • Is generally not prepared for class – readings not completed, late assignments • Assignments have been unacceptable (unacceptable = unable to read/understand due to significant lack of editing, or formatting interferes with readability; unfinished assignment 'outlines'; unexcused late assignments, poorly/hastily completed assignments, etc.) • Regular non-classroom related use of technological devices; distracting to peers • Participates in a way that interferes with other students learning (e.g. is disrespectful/inappropriate) or, alternatively, participates very minimally, or hardly at all in class discussions/activities • Routinely speaks over others, or engages in side-conversations un-related to class

e. Grading

All Grades will be based on the following this grade scale, and dependent on the individualized assignment rubric you will find in each assignment file.

A+	100
A	99-95
A-	94-90
B+	89-88
B	87-85
B-	84-80
C+	79-75
C	74-72
C-	71-70
D	69 and under

Make-up assignments for missed in-class simulation assignments will have to be agreed upon at least 2 weeks in advance. This ensures that you and your partner are fully prepared to complete assignments and related annotations in timely manner.

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*