



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

SW 521 Section 11
Interpersonal Practice with Individuals, Families and Small Groups
Fall 2019
Wednesdays 9 – 12noon
SSWB – Room 1804

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***You can expect messages to me to be returned with 24 hours.
If your matter is urgent, please call me.***

Course Statement:

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.

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 impact 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 interventions and treatment 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.*
2. *Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice.*
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)*
4. *Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.*
5. *Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.*

Course Design:

This course employs a number of pedagogical strategies to promote skill development. Most classes will be structured to include a lecture or presentation, and a discussion or activity. We will utilize small group work in class working in clinical Groups throughout the semester; this will be explained further in class. We will also utilize other types of class discussions, writing exercises, case examples and role-plays to facilitate understanding of the course content. You will work with a partner to complete assignments 3 and 4 and for other ongoing clinical work in class.

Curricular themes:

(1) 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. Critical consciousness about power imbalances between worker and client and between client and agency will also be explored.

(2) Social Justice and Social Change will be central to the topic of various roles assumed by social workers. 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.

(3) 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.

(4) 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.

Relationship of the course to 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. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

Students with Unique Circumstances, Learning Challenges, or Other Issues:

Students who need or desire an accommodation for a disability, or who other have circumstances that could possibly put them at a disadvantage in their participation in the course should bring this to my attention as early in the course as possible, hopefully by the second class meeting. Whether or not you have documentation of a condition that may affect your ability to participate, please initiate a discussion with me about this.

My goal is to maximize your learning the material in the course, and this can be done through various accommodations unique to your circumstances. If you feel it would be helpful, we could also draw up, in writing, a set of understandings about what accommodations would be appropriate and helpful for you. Many aspects of this course, the assignments, the in-class activities, student performance evaluations (e.g., exams) and the way the course is taught can be modified to facilitate your participation and progress throughout the semester.

The earlier you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, Sweetland Writing Center, and the like. If you choose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, (734) 763-3000, (734) 615-4461 (TDD), (734) 619-6661 (VP) or Email ssdoffice@umich.edu.

I am also aware that unexpected problems may happen to each of us at any time. If unforeseen issues impact you this semester, and you suspect that it will negatively influence your success in class, please **tell me sooner rather than later**. I will try to take such matters into consideration insofar as doing so is both reasonable for the situation and fair to your fellow students. What you tell me will remain private. I want everyone to do well and want to be able to help you through a difficult time, however if I am unaware of a situation I cannot take it into account when evaluating your class performance.

Please let me know if religious observances conflict with course expectations in any way.

Trigger Warning:

This course will address issues related to trauma. For any student who has experienced difficulty in childhood, or trauma, course content may bring up painful material and students may experience a range of emotions and may feel vulnerable. All feelings are acceptable, but students will be expected to be able to manage them. There will not be an opportunity in class for follow up for processing painful memories or emotions that might get triggered by the course content.

In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education in order to be present and effective in working with wounded clients. Social Workers who have worked toward resilience make some of the best therapists.

See resources for this below (Health and Wellness).

Health and Wellness:

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu.

Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.umich.edu.

SAFETY & EMERGENCY PREPAREDNESS:

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-SSWB (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 (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

School of Social Work | Room 1748

[734-936-0961](tel:734-936-0961)

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/>.

COURSE REQUIREMENTS

Class attendance and participation:

Students are expected to attend all classes for the entire class period (arrive by 9:00am and return from break on time), complete assigned readings for each week, participate in class activities and discussions, and complete and submit all assignments on time. Attendance will be taken at the beginning of each class using a sign in sheet. If you arrive to class more than 20 minutes late, please note your arrival time next to your signature.

You are permitted to miss one class without penalty. Points will be deducted for two late arrivals. If you have a special circumstance that might require that you miss more than one class, please let me know. Also, let me know about unplanned absences such as illness, as soon as you realize that you are going to miss class.

First absence = no consequence

Second absence = Extra 2 page journal will be accepted on the topic covered in the missed class session (or deduction of ½ a letter grade)

Third absence = deduction of ½ letter grade.

Good attendance and participation will help your final grade, particularly if it falls on the margin. No student will earn an "A" if 2 or more class sessions are missed or there is excessive tardiness.

Learning Norms and Classroom Climate:

My goal is to facilitate a co-learning environment where everyone will feel safe enough to challenge themselves and to take risks in sharing who we are and allow ourselves to grapple with questions related to the course content.

Your attendance and participation also reflects the basic ingredient of any social work relationship – your engaged presence, not just **"showing up"**. In order to facilitate optimal learning I ask that you limit your computer or tablet use in class to note taking. Earbuds and head phones are not to be working during class. To minimize distractions, please disable your wifi in class.

Please do not use your cell phone during class time. If you have an emergency, please advise me in advance. Otherwise please restrict all phone, text and other electronic communication until your break. Students who engage in texting and web browsing during class time are distracting and disrespectful to me and to others. Students engaged in these behaviors will lose participation points. This will not necessarily be pointed out to the student in the moment will be noted and factored into your final grade. **If a student is routinely using personal technology for non-class related activities during class time, their final course grade will be lowered by one half-letter grade. No further reminders will be given on this topic.**

As a community of learners, we will agree upon classroom norms that will guide our learning throughout the semester. In addition to class norms, I expect we will be honest, sensitive, and respectful to each other in preparation for good social work practice. Please share your opinions and feedback with others

in discussions and exercises, and when you do so, try to state them in a respectful and constructive manner. Also, be prepared to hear varying opinions and feedback non-defensively, and to use them 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. In the classroom is where we expect to take risks and make and learn from our make mistakes so that we are better prepared when we are in the field.

As social workers, teachers, and learners, we need to find ways to remain engaged even during times that may seem challenging, boring, or difficult. If you are not experiencing class as engaging, take responsibility for your learning, by finding ways to engage and give feedback. I greatly value class dialogue, so feel free to step forward in a respectful manner if your learning needs are not being met.

REQUIRED TEXT

*Direct Social Work Practice
Theories and Skills for Becoming an Evidence- Based Practitioner*
By: Mary Ruffolo, Brian Perron and Elizabeth Harbeck Voshel, 2016

A copy of this book will be on hold at the Shapiro Undergraduate Library.

There is a companion website for the textbook that includes quizzes, extra resources, website activities, and multimedia learning tools.

<https://study.sagepub.com/ruffolo>

All additional reading materials for this class are available in the "Files" section of the canvas site for this class

COURSE ASSIGNMENTS

1.Character Development Assignment Due Sept. 11

In preparation for simulated partner interviews and for subsequent assignments you are to review the **Character Dev. Life Script document (in files)** and begin to think about developing a client. The **Character Dev. Life Script** is a document you can use to think about questions you would ask a client during assessment, but in this instance you will be using it to help develop your simulated client's background story. A 1 - 2 page Character Development paper is due on Sept. 11 and will uploaded to Canvas. This character will be used in your simulated interviews with your class partner.

2.Genogram & Timeline Due Oct. 2

As a part of an effort to enhance your understanding of self and learn a valuable assessment tool, prepare a genogram of three generations of your own family. You may draw the genogram or use a software program to create the graphic. Several word processing packages allow for creation of square, circles, triangles, and ways to draw lines to link them. You could also use one of the "family genogram" programs that are available commercially or as shareware. Genopro offers a FREE 180-day trial. <http://www.genopro.com> but you may not be able to download on school computers - only home computers.

In addition to the genogram, please include a timeline that includes your significant life events. Genograms are described in Chapter 6 on pages 113-114 in the Ruffolo et al text.

You will turn in three parts on October 30: 1. the actual genogram/timeline drawing, 2. a brief (3-sentence) synopsis of the key people you have included, 3. the paper that addresses your integration of the material.

In creating your own genogram, include your grandparents and parents, if possible, as well as your siblings and yourself. If you have children or grandchildren, you may include them as the fourth and fifth generations, respectively.

Please don't be worried if you don't have strong family connections or don't have access to information. This exercise is part of learning about yourself. If it brings up a lot of anxiety, please see me.

For this exercise, rely on your own memory, rather than seeking a lot of information from other family members. Try to include the approximate dates and categories of significant family events, such as births, deaths, marriages, divorces, separations and losses, military service, significant hospitalizations, changes in place of residence (salient if a child moved frequently), injuries, and traumatic experiences. If you do not remember details, enter question marks instead of facts. Develop a succinct, few-word synopsis of the personal characteristics of the more significant members in your experience.

When you have completed your genogram, reflect on your childhood and family experiences in a reflective paper. The following questions are simply a guide, use them **and any others you'd like** to guide your reflection (*you can write in narrative form and needn't go question by question, but make sure to contemplate these areas*):

1. What role or roles did you play in your family? At the present time, what roles do you tend to play in family or family-like situations? What about in other relationships?
2. How was affection expressed in your family? At the present time, how do you tend to express affection?
3. How were feelings such as anger, fear and joy (and any others) expressed in your family? At this point in your life, how do you express them? Do you notice any trends in emotion expression or how family members interact emotionally with each other?
4. How were people (especially children) educated, guided, and disciplined in your family? Who performed these functions? How did/do children tend to feel about the way they are treated in your family?
5. What intergenerational patterns did you notice? (Again, another area that tends to distinguish excellent vs. basic mastery)
6. How did your family reflect their cultural and ethnic identity? How do you reflect it today?
7. How has your family been affected by poverty, privilege, oppression, diversity or (in)justice?
8. Who, if anyone, are you like in your family? What did you learn about yourself or your family in completing this exercise (if you've done this before, what new questions or insights did it raise)? **This is not just a family tree - this is a way for you to look at intergenerational patterns of interactions.**
9. Final reflection - Any closing thoughts. Consider how what you have written about may impact you as you embark on your career as a social worker. *This is a place for self-reflection...you will*

receive highest marks for this section if you are thoughtful and thorough about what you found yourself thinking, feeling, wondering, etc. as you considered your family.

3. Listening Exercise: 4- 5 pages plus completed template Due Nov. 6

You will partner with a classmate to conduct three 10-20-minute videotape interviews with them using a character that each class member will research and develop for this class. Only one of these videos will be shared only with the instructor as a part of the assignment. Three are required to assist you in processing and reflecting on your interviewing experience, even though only one will be turned in.

In preparation for this assignment review the **Life Script/AAI document (in files)** to help you begin to think about developing a client. The **Life Script/AAI** is a document you can use to think about questions you would ask a client during assessment, but in this instance you will be using it to help develop your simulated client's background story. **A 1 - 2 page Character Development paper to correspond to this assignment will be due on Sept. 11.**

The goal for this assignment is for you to practice **listening and empathic, open-ended responses. Your role is to practice skills such as empathic responses, asking questions to clarify your understanding, and attuning to the state of the speaker.**

You should also pay close attention to your own emotional state and reactions. When you are done interviewing, ask your partner for feedback as to how they experienced you in your role as a counselor. Did they feel listened to and understood? What was the experience like for them to have someone "just" listen? NOTE: you can use open-ended questions, provide empathic, mirroring statements, summarize, ask for clarification, etc., but *your goal is to gain a strong understanding of what the person is struggling with and be able to convey that understanding.* The ability to understand is best developed by being a good listener!

Before reviewing your recording, complete columns 1 and 2 of the Dialogue Feelings Analysis template (located in Files). As you then play back the tape, notice how accurately or inaccurately you captured the process, what you "heard" and what you didn't and think about why that might be. After reviewing the recording, please complete the third column, noting the type of listening/interviewing skill you used.

Write a 4 – 5 page double spaced paper reflecting on the following:

1. Describe the "presenting concern" (disguising identifying info) and how the "client" presented throughout the interview – **what did you observe about body language, voice tone, affect, eye contact, etc.**
2. Give a brief summarize your **understanding** of what the person was struggling with. What themes did you notice?
3. What did your "client" say about the experience...how did they describe your attending and listening style?
4. What was the experience like for you?
5. How was it to "just" listen, only being able to ask clarifying questions, or make an empathic comment, or a summarizing comment - i.e. not give advice!? How did you do in that role?
6. I will be looking at your capacity to self-reflect on your skills. What reactions did you have internally to the subject matter of the conversation?
7. How closely did your initial writing of the process notes capture with the actual interview?

8. What are your thoughts on the degree of match or mismatch?
9. What did you learn about yourself through this exercise?

GRADING will be based on the following:

Process Note (Template provided in Canvas):

I want to see that you did the process notes and were honest about your own reactions to the 'client'...I don't mind if they aren't "accurate"...that is part of the learning process!

Be sure to include:

- 1) A verbatim account of what was said (word for word dialogue, **not a summary**). When recording dialogue just do your best to recall words verbatim. Please understand that 100 percent accuracy is not expected (nor feasible).
- 2) Your own internal reaction (self- reflection)
- 3) The type of listening/interviewing skill you used (i.e. open-ended question, seeking clarification, metaphor development, summarizing, etc.).

Paper:

Quality of observations - how well you noted eye contact, body position, breathing, etc. and attempted to understand how the non-verbal and verbal aspects of the "client" aligned.

Clinical acuity - how well did you catch themes, do you seem to understand beyond the superficial level of what the "client" is telling you (SEE EXAMPLE paper in Canvas for a model of strong paper).

Reflective Aspect - ability to show self- reflection, ability to generate some clear idea of your own reactions, thoughts and feelings...both in role as counselor and in reaction to the content of the discussion; addressing mismatches in what you "heard" and what was said...addressing your thoughts as to matches and mismatches. If any issues stood out in the discussion, address those briefly (for example, you may note that your "client" is having difficulty adjusting to a life situation but you notice that she/he minimizes or dramatizes the experience).

Writing Skills - Clarity, grammar, thoughtfulness, following parameters of assignment, etc.

4. Biopsychosocial Spiritual Assessment and Intervention Plan: 4 - 6 pages (Due Nov. 27)

In this component of the assignment, you will write up an assessment plan following your three simulated interviews with your class partner.

In typical social work practice, you generally cannot go over 4 single-spaced pages in writing a biopsychosocial spiritual assessment, so you would have to distill your ideas and write thoroughly yet concisely. For this assignment, as you are learning to distill what you have heard, you may write up to 6 single-spaced pages.

Biopsychosocial Spiritual Assessment Outline

I. Identifying Information

- A. Demographic information: age, sex, ethnic group, current employment, marital status, physical environment/housing: nature of living circumstances (apartment, group home or other shared living arrangement, homeless); neighborhood.
- B. Referral information: referral source (self or other), reason for referral. Other professionals or indigenous helpers currently involved.
- C. Data sources used in writing this assessment: interviews with others involved (list dates and persons), tests performed, other data used.

II. Presenting Problem

- A. Description of the problem, and situation for which help is sought as presented by the client. Use the client's words. What precipitated the current difficulty? What feelings and thoughts have been aroused? How has the client coped so far?
- B. Who else is involved in the problem? How are they involved? How do they view the problem? How have they reacted? How have they contributed to the problem or solution?
- C. Past experiences related to current difficulty. Has something like this ever happened before? If so, how was it handled then? What were the consequences?

III. Background History

- A. Developmental history: from early life to present (if obtainable)
- B. Family background: description of family of origin and current family. Extent of support. Family perspective on client and client's perspective on family. Family communication patterns. Family's influence on client and intergenerational factors.
- C. Intimate relationship history
- D. Educational and/or vocational training
- E. Employment history
- F. Military history (if applicable)
- G. Use and abuse of alcohol or drugs, self and family
- H. Medical history: birth information, illnesses, accidents, surgery, allergies, disabilities, health problems in family, nutrition, exercise, sleep
- I. Mental Health history: previous mental health problems and treatment, hospitalizations, outcome of treatment, family mental health issues.
- J. Nodal events: deaths of significant others, serious losses or traumas, significant life achievements
- K. Cultural background: race/ethnicity, primary language/other languages spoken, significance of cultural identity, cultural strengths, experiences of discrimination or oppression, migration experience and impact of migration on individual and family life cycle.
- L. Religion: denomination, church membership, extent of involvement, spiritual perspective, special observances

IV. Assessment

- A. What is the key issue or problem from the client's perspective? From the worker's perspective?
- B. How effectively is the client functioning?
- C. What factors, including thoughts, behaviors, personality issues, environmental circumstances, stressors, vulnerabilities, and needs seem to be contributing to the problem(s)? Please use systems theory with the ecological perspective as a framework when identifying these factors.
- D. Identify the strengths, sources of meaning, coping ability, and resources that can be mobilized to help the client.
- E. Assess client's motivation and potential to benefit from intervention.

V. Recommendations/Proposed Intervention

- A. Tentative Goals (with measurable objectives and tasks)
1. One Short-term
 2. One Long-term

Specify what model you chose and why you think it's appropriate for this client at this time. Provide some detail about how you plan to implement the intervention in the session (but beware that you may have an agenda in mind that does not fit where your client is for that session, so don't feel wedded to your agenda.)

- B. Focus of Attention of Intervention (and your rationale)
C. Possible obstacles and tentative approach to obstacles

Reflection and Integration Portion

In one to two single-spaced pages, and in narrative form, reflect on the experience. Some questions to guide you (but you are not limited by them):

- What experiential, cultural or spiritual values may have colored your perspective?
- What areas of transference or counter transference might you anticipate?
- What reactions did you have to the process, the client, the content and/or the assignment?
- What are your key take-aways or "aha's" from this assignment

Key Points to Remember:

1. Before beginning to write, it is important to reflect on what you have learned about your client. Examine risk and protective factors and included your assessment within your report.
2. Explore connections among factors with awareness of which ones are obvious or based on facts and which are more speculative and hypothetical (i.e. A Logical Educated Guess (LEG) – do you have a LEG to stand on?)
3. Avoid statements that might be offensive to the client and/or family .
4. Emphasize strengths and vulnerabilities/challenges related to the presenting issues.

GRADING SCALE: The criteria for each grade are as follows:

95- 100 A Brilliant mastery of subject content; demonstrates exceptional skill, insight, reflection, understanding of self and others; exceptional mastery of core concepts. Only students who have achieved 100 percent attendance in this class will be eligible for a grade of A.

90 - 94 A- The difference between A and A- is based on the degree to which the above described skills are demonstrated

88 - 89 B+ Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts

85 - 87 B Mastery of subject content at level of expected competency – meets course expectations

80 - 84 B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content

70 - 79 C or C- Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.

69 and below Student has failed to demonstrate minimal understanding of subject content.

OTHER FACTORS INFLUENCING GRADING:

If you have good attendance and participation and make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will provide clear, thoughtful feedback to help you deepen your awareness of a number of key issues - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in Interpersonal Practice work, writing and communication skills, etc.

If I write or say something that confuses or upsets you, please make an appointment so we can discuss it! If I help you deepen your understanding of something that is helpful for me to know too.

GENERAL ASSIGNMENT GRADING CONSIDERATIONS:

- Meeting parameters of assignment
- Clarity of thought
- Effort/ability to self-reflect
- Demonstration of social work values related to empathy, strengths-based thinking, and client dignity
- Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate papers that earn extra points from others)
- Integration of reading materials into paper
- The ability to discern which aspects of use of self would be important in assessment or intervention
- Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong

Weekly Class Schedule

Date	Topics & Activities	Required Readings and Tasks to Prepare for Class <i>(All readings can be located in the Text and in Files. Some readings will be assigned as Groups. This will be further explained in class.)</i>
<p>Class 1 9/4 Wed.</p>	<p>Beginnings: Intro, Overview of Course</p> <p>Introductions and Community Norms</p> <p>Overview of Syllabus & Assignments CS Assignment due next week</p> <p>Overview of FILES</p> <p>Overview of Small Groups</p> <p>Overview/Discussion of SiMmersions</p> <p>Meet with your small group and also meet with your one on one partners</p> <p><i>“Why did you decide to be a SW?”</i></p> <p><i>You will interview your partner for 15 minutes, with and without note taking. The first half of the interview you will take notes and the second half of the interview you will rely on your memory. After the interview has concluded you will process this experience with partner.</i></p> <p><i>*In class writing prompt and small group sharing in your small group: Independently write a 1-2 page statement describing your goals for the course as well as your personal and professional goals. Consider your previous challenges and successes, and your core values and passions, as well as your personal “Mission Statement”.</i></p>	<p>Please read the following before our first class meeting:</p> <p>Everyone Should Read:</p> <p>An Introduction to the Use of Self In Field</p> <p>Why I Left My White Therapist</p> <p>How the Trigger Warning Debate...</p> <p>Last Name Begins with A – M should read:</p> <p>That’s So Borderline</p> <p>A Guide to Radical SW</p> <p>Last Name Begins With N – Z should read:</p> <p>What’s So Wrong with SW Schools?</p> <p>Take Caution Social Workers Not All Poverty Trainings Are Created Equal</p> <p>See Folder for Unit 1</p>

<p>Class 2 9/11 Wed.</p>	<p>Stages of the Therapeutic Relationship: Establishing Rapport, Listening, Engagement, Contracting (including confidentiality and duty to warn), Informed Consent</p> <p>View: Brene Brown – Empathy YouTube Meet with You small group to Discuss Assigned Readings</p> <p>Establishing Rapport, Engagement, Contracting, Confidentiality – Power Point</p> <p>What to avoid (judgmental language, sarcasm, inappropriate humor) and what to be sure to address in the beginning stages.</p> <p>Boundary Issues will be addressed</p> <p>Work in your small group:</p> <ol style="list-style-type: none"> 1. What are the elements of Informed Consent? 2. Write a confidentiality statement that addresses mandated reporting and Tarasoff, discuss in small group. 3. Small Group Activity: Identify and discuss in your group one or two strengths you will bring to your work in engaging individuals. Also identify one or two growth areas. 4. You will interview your clinical partner and then change roles. (For this activity you not assume your character.) Identify a habit or life area that you would like to change. Work with your partner to develop a plan that you will implement, review, and modify, throughout the semester. Explore potential barriers. As you work your plan, keep notes or a journal on success and challenges you faced implementing your plan. What lessons did you learn? What changes did you make? <p>A reflective journal describing this experience will be turned in on 12/4.</p>	<p>Everyone: Seeing and Naming Racism, Not White, Interviewing Skills, Incorporating Feedback Informed Treatment... Confidentiality and Duty to Warn, Conversational Skill– The Common Denominator in Good Therapy,</p> <p>Groups One and Two: Duncan Chapter Four</p> <p>Groups Three and Four: Common Factors In Psychotherapy</p> <p>See Folder for Unit 2</p>
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<p>Class 3</p> <p>9/18 Wed.</p>	<p>SW Values/Ethics, Documentation and Ethics, Tech and Ethics</p> <p>Meet with Groups to Discuss Assigned Readings</p> <p>Work on NASW Case Studies – In Groups</p> <p>Possible guest speaker</p>	<p>Everyone:</p> <p>2017 NASW technology standards for professional social work practice - see link below:</p> <p>http://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf</p> <p>Read the NASW Code of Ethics-National Association of Social Workers:</p> <p>http://www.socialworkers.org/pubs/code/default.asp</p> <p>Group One: Ethical Supervision of BSW and MSW Interns in Fieldwork Sites, Five Common Dilemmas, Introduction to Informed Consent</p> <p>Group Two: Ethics of Documentation, Ethics October 2014, NASW Review Process</p> <p>Group Three: Ethics Alive –All Three articles (They are brief)</p> <p>Group Four: How to Deidentify (or not) Client Info Under HIPAA, Protecting Patient Privacy When the Court Calls</p> <p>For Part Two:</p> <p>See Folder for Unit 3</p>
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<p>Class 4</p> <p>Wednesday 9/25</p>	<p>Social Work Interviewing and Assessment, Case Formulation</p> <p>Meet with Groups to Discuss Assigned Readings</p> <p>BiopsychosocialSpiritual Assessment: Interview with class partner:</p> <p>Engage with your partner in a 20 – 30 minute interview where your partner shares with you something that is important to their character that happened to them. Your role is to actively listen to their story and encourage further reflection and to provide prompts to help the class member uncover more about the experience being shared. Summarize what you are learning and seek clarification of your assumptions throughout the process. You may take notes. Next, Reverse roles. You will now be the person sharing an experience.</p> <p>After, write up notes describing how you felt being the interviewer and also how you felt as the interviewee. Class discussion to follow.</p> <p>Discuss October 9th video lecture and partner work</p> <p>Review 10/30 assignment</p>	<p>Everyone:</p> <p>Outline for a Bio-Psycho-Social Intervention Plan</p> <p>Practice Based Evidence</p> <p>VCE Evidence Based Practice</p> <p>Essential Tasks of Brief Therapy</p> <p>We will use the active listening worksheet in class today (n Canvas Files).</p> <p>See Folder for Unit 4</p>
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<p>Class 5</p> <p>Wed. 10/02</p>	<p>Guest Speaker: Yoga and the Mind Body Connection</p> <p>Ruth Moss, LMSW, ACSW, RYT200</p> <p>The ancient mind-body practices like yoga have many health benefits, especially when combined with Western medicine and mental health interventions. This lecture will focus on the medical research and neuroscience behind why yoga has been a healing technique for mental and physical health. Special attention will be paid to clients suffering from Post - Traumatic Stress Disorder and on human service workers who are dealing with secondary stress.</p> <p>Review 10/30 Assignment</p>	<p>Everyone:</p>
<p>Class 6</p> <p>10/09</p>	<p>SiMmersions, Partner Work</p>	<p>Everyone:</p> <p>Ruffolo Chapter 8 (in Files)</p> <p>Your Very Own TF-CBT Workbook (in Files)</p>
<p>Class 7</p> <p>Wednesday 10/16</p>	<p>First Half:</p> <p>Genogram and Timeline</p> <p>Lecture and practice and recording (20 – 30 minutes each) with your partner in class</p> <p>Interviewers will use genogram, ecomap or timeline to facilitate rapport and as a tool for information gathering.</p> <p>Following the interview, students will discuss which facts, impressions and information</p>	<p>Everyone:</p> <p>Genograms for Psychotherapy, Developing Goals for Therapy, Practice Based Evidence, Online Session Rating Scale</p> <p>Groups One and Two: Our Trans Loved Pages 16-46, Groups Three and Four: Pages 46 – 69,</p> <p>Cornell Research</p> <p>Group One:</p>

	<p>should be entered into case notes and why.</p> <p>Second Half:</p> <p>Working with TGNC Children and Their Families</p>	<p>Atlantic Cover Story Is a Dog Whistle, Crucial Study of Transgender Children, Five Steps to Being an Intersex Ally</p> <p>Group Two: How the Mothers of Transgender Children Are Changing the World</p> <p>Group Three: The Debate About Transgender Children and Detransitioning is Really About Transphobia</p> <p>Group Four: NASW Bridge 2015 Ethical SW with Parents of Trans Children, The Parents’ Project 8 Ways To React When Your Child Comes Out As Trans, Ending Conversion Therapy</p>
<p>Class 8</p> <p>Wednesday</p> <p>10/23</p>	<p>Goal Setting, Therapeutic Interventions, Barriers to Change. BIP and FBA</p> <p>Partner Interview if time permits</p> <p>Meet with Groups to Discuss Assigned Readings</p>	<p>Everyone:</p> <p>Essential Tasks of Brief Therapy</p> <p>Case Formulation (<i>Where it says “rework” just make informal notes as to how you might rethink the case. No role-play is required.</i>)</p> <p>Systematic Observations</p>

<p>Class 9</p> <p>Wednesday</p> <p>10/30</p>	<p>Therapeutic Interventions with Children & Families</p> <p>Understanding attachment, developmental and sensory issues, behavioral issues, Parent Coaching, tfcft, consulting, play therapy, Infant Mental Health, home visiting models, school services, and other direct interventions will be discussed.</p> <p>Instructor Role Play Demonstration</p> <p>If time permits, today you will also meet with partner to discuss and review your behavior change plan and consider if any changes are needed.</p>	<p>Everyone:</p> <p>What Is A Psychosocial Assessment? Parts of a Psychosocial Assessment, Child Assessment Resources</p> <p>Head Start Mental Health Soc. Emo. Focus</p> <p>ADHD Classroom Interventions</p> <p>Self Assessment</p> <p>See Folder for Unit 9</p>
<p>Class 10</p> <p>Wednesday</p> <p>11/6</p>	<p>Working with Families and Groups, Skills for Group Therapy, Types of groups (task groups, supervision groups, collaboration groups, RCT groups, service, social, informal vs. formal), group dynamics, stages of group dev., rituals in group</p> <p>Meet with partner to discuss and review your behavior change plan and consider if any changes are needed.</p> <p>Review Nov. 27th assignment!</p>	<p>Everyone:</p> <p>Peer Supervision, The Benefit of Group Supervision, Group Interventions Gary Stauffer</p> <p>Groups One and Two: Activities with Family from The Power of Family</p> <p>Groups Three and Four: Toseland Chapter 3 An Introduction to Group Work Practice, Forty Icebreakers For Small Groups</p>

<p>Class 11</p> <p>Wednesday 11/13</p>	<p>Abuse and Neglect Reporting, Human Trafficking</p> <p>Guest Speaker, Martha Kerr, Michigan Medicine</p> <p>Second Half:</p> <p>Suicide Assessment & Prevention</p>	<p>Everyone:</p> <p>Abuse and Neglect Reporting</p> <p>Review the Child Protection Law https://www.michigan.gov/documents/DHS-PUB-0003_167609_7.pdf</p> <p>Suicide Training, Suicide Severity Rating Scale, Ten Things Not to Say to a Suicidal Person, How to Navigate Confidentiality and Contact with Family After a Client's Suicide</p>
<p>Class 12</p> <p>Wednesday 11/20</p>	<p>Guest Speaker – Mary Eldredge</p> <p>Working with pregnant moms, peripartum mood disorders</p>	<p>Readings to be assigned for Unit 12.</p>
<p>Class 13</p> <p>Wednesday 11/27</p>	<p>Trauma and Secondary Trauma & Self Care for Social Workers</p> <p>View TED Talk: How childhood trauma affects health across a lifetime: Nadine Burke Harris</p> <p>Meet with Groups to Discuss Assigned Readings</p> <p>Discussion on Trauma Narrative Sample and Trauma Narrative 12 Year Old Girl</p> <p>Partner Interviewing, if time permits</p>	<p>Everyone:</p> <p>ACES Questionnaire, Trauma Narrative Sample and Trauma Narrative 12 Year Old Girl, Adult attachment Interview, How Childhood Trauma Could be Mistaken for ADHD, Complex Trauma, Terr-Childhood Traumas, Sharing Power</p> <p>Everyone</p> <p>Complete Self Care Assessment found in files; does not need to be turned in; please complete this in preparation for class</p> <p>Dealing with the Effects of Trauma –</p>

		<p>A Self Help Guide</p> <p>Self Care Wheel</p> <p>See Folder for Unit 13</p>
<p>Class 14 Wednesday 12/5</p>	<p>Outcome Monitoring, Evaluation and Termination, Client Abandonment</p> <p>Life Long Learning, Professional Supervision, Consultative Models</p> <p>Class Closure</p>	<p>Everyone:</p> <p>How Do We Measure Therapeutic Outcomes?</p> <p>Ending Therapy</p> <p>Termination of Services to Clients</p> <p>6 Strategies for Ethical Termination</p> <p>See Folder for Unit 14</p>

ASSIGNMENTS & DUE DATES AT A GLANCE

PLEASE NOTE: ALL PAPERS SHOULD BE TYPED DOUBLE SPACED USING 12 POINT FONT

Assignment	Due Dates	Points
1. Character Dev. Assignment Due	September 11	10
2. Genogram and Timeline	October 30	20
3. Listening Exercise (Paper and Videos)	November 6	25
4. Biopsychosocial Spiritual Assessment	November 27	30
5. SIMmersions Assignment	TBD	10
6. Reflective Journal	December 4	5

This syllabus is subject to change at the discretion of the instructor. Thank you.