Course title: Interpersonal Practice with Adult Individuals  
Course #: SW628 003, Fall 2019  
Time and place: Thursday 9:00-12:00pm, 1636  
Credit hours: 3  
Prerequisites: SW521 or permission of instructor  
Instructor: Erin Martinez, LMSW, CST  
Pronouns: She Her Hers  
Contact info: Email: ebschnie@umich.edu    Phone: 313-550-4742
You may expect a response within 24 hours  
Office: 2798  
Office hours: Thursday, 1:00-4:00pm, please schedule in advance

Course Statement

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of the key diversity dimensions such as "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" including identification of one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.
Course content
This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed. Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations within the key diversity dimensions. Each model that is presented will cover all phases of the intervention process: engagement and screening, assessment, planning, evaluation, implementation, and termination. Although evaluation will be discussed in much greater depth in the Practice Area evaluation courses, students will learn how to integrate evaluation techniques and measures into their ongoing interventions with individual adults so that they can employ systematic measures of their effectiveness in the field. This course will carefully explore the issues that influence and determine client motivation because many individual adults come into the treatment process with varying degrees of willingness and sometimes are coerced to seek help by authorities or family members. Strategies that workers can employ to engage reluctant or resistant clients will be presented. Intervention models in this course will be general enough to apply to a wide range of adult clients in a wide range of adult situations, since other courses will focus more specifically on special populations and problems. Course content will include ethical issues that relate to interpersonal practice with individual adults and those elements of the NASW code of ethics that especially impact on practice with individual adults (e.g., boundary and comportment issues between worker and client).

Course objectives and competencies
Upon completion of the course, students will be able to: 1) Describe how theory informs and shapes the kinds of intervention strategies that may be employed when working with individual adults, including the indications and contraindications of various IP models. (Practice Behaviors 3.IP, 6.IP) 2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults. (Practice Behaviors 6.IP, 10.c.IP) 3) Demonstrate social work skills [with individual adults] in the pre-engagement, engagement, assessment, intervention, ending and evaluation phases of interpersonal social work practice. Critically apply in a practice setting a minimum of two empirically supported IP theories. (Practice Behaviors 3.IP, 10.a.IP, 10.b.IP, 10.c.IP, 10.d.IP) 4) Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. Assess life-threatening problems, such as addictions and violence; and forms of oppression clients' experience. Identify and assess the effects of
diversity dimensions (including 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). (Practice Behaviors 4.IP, 9.IP, 10.b.IP) 5) Demonstrate their ability to form worker-client alliances and collaborations, communicate empathically, and help enhance motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change. (Practice Behaviors 1.IP, 2.IP, 10.a.IP) 6). Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources. (Practice Behaviors 4.IP, 9.IP, 10.c.IP) 7) Identify one’s own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. (Practice Behaviors 1.IP, 4.IP, 5.IP) 8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures. (Practice Behavior 10.d.IP) 9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions [with adults] involving diverse populations and settings. (Practice Behavior 2.IP)

Course Design
This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, interactive media simulations, in vivo exercises, role play simulations within the classroom, modeling and video demonstrations, didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.

Relationship to Four Curricular Themes

Social Science and Behavioral will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

Multiculturalism and Diversity will be addressed through careful analysis of how clinical models can be applied and modified to fit the special needs of various groups. Resistance and motivation of adults to interventions will be covered to demonstrate how effective intervention models must be adapted to the fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of "problem" and "treatment" that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.

Social Justice will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were
given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation. examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

*Promotion/Prevention/Treatment & Rehabilitation* will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.

**Relationship of This Course to Social Work Values and Ethics:**
In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients.

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support stigma, oppression, and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

**Teaching Philosophy and Format of Course**
It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities that students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas. I utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and work to base every learning experience in the core social justice mission that
defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

**Class Requirements**

**Required Texts:**


You may select to purchase an earlier edition of this text. Chapters and page numbers listed on the syllabus will not correspond if you purchase an earlier text and it is your responsibility to clarify discrepancy with the instructor prior to the due date of the assigned reading.


All readings/viewings listed on the class schedule, excluding the above texts that must be purchased, can be found in the folder for each designated week of class in Canvas.

**Class schedule**

Course Schedule and Assigned Readings:

Listed readings should be **completed on the** date they are listed.

**Week 1 - 9/5/19: Course Introduction & Overview of Interpersonal Practice**


Week 2- 9/12/19: Engagement Process and Building Alliance


Week 3- 9/19/19: Assessment abuse


Week 4 – 9/26/19: Treatment Models & Intervention


**Week 5 – 10/3/19: Treatment Models and Intervention**


**Week 6 – 10/10/19: Creating a Healing Relationship**


**Week 7 – 10/17/19: Intervention: Self-Regulation**

Levine, P. Ray’s Story

https://www.youtube.com/watch?v=rTrqLsMsF6s

Van der Kolk, B. The Treatment of Trauma: How Childhood Trauma is Different from PTSD

https://www.youtube.com/watch?v=UxPAt-Esv8Q


Week 8 – 10/24/19: Intervention: Coping Mechanisms and Control


Week 9 – 10/31/19: Intervention: Identifying Patterns and Making Change


Week 10 – 11/7/19: Intervention: Family and Interpersonal Relationships


Week 11 – 11/14/19: Symptom Management & Safety


Week 12 – 11/21/19: Evaluation & Looking Beyond

Practical Approach to Theory and Clinical Case Documentation.


Week 13 – 12/5/19: Termination


Assignments

Class requirements include: class participation, quizzes, written projects and presentations. Instructions for the assignments will be posted on the CANVAS. Your final grade will be determined by the following components:

Class Participation _________________________________ (30pts) 15%

You are expected to attend every class. Your grade will be negatively affected if you miss any class without prior communication with the instructor. One excused absence is allowed without negatively affecting your grade. This excused absence requires your communication with the instructor prior to the absence via email or in-person communication. You are expected to contribute to a positive learning environment in the manner that best fits your learning style. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade.
<table>
<thead>
<tr>
<th>Points</th>
<th>Class Participation &amp; Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.</td>
</tr>
<tr>
<td>25</td>
<td>Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>20</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>15</td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.</td>
</tr>
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**Written Assignment: Ethical Dilemma**  
(50pts) 25%  
Due: 9/26/19  
Submitted on Canvas by 9:00am on 9/26/19  
Select from 1 or 2 case scenarios provided in handout in class and available on Canvas in “Assignments” folder. If you prefer to utilize an example from your own work please discuss this instructor at least 1 week prior to the due date. In 4-5 pages include the following information:

- Describe the dilemma. Discuss the client’s position and how identity and environment may influence client’s experience of their position.
- Describe multiple options for approaching or resolving the dilemma.
- Describe the option you selected to resolve the dilemma and the consequences for the clinician and client of this decision.
- Reference the NASW Code of Ethics and discuss at least 1 ethical principle that was involved in this case scenario.
In-Class Quizzes: 2 (20pts / 10 pts each) 10%

- Due: TBD
- Submitted as hardcopy
- Two quizzes will be given as an in-class assignment. Quizzes will be composed of true/false, multiple choice and short answer and based on the assigned readings for that class.

Written Assignment: Treatment Paper (60pts) 30%

Due: 12/5/19
Submitted on Canvas by 9:00am on 12/5/19
Please find detail assignment description on Canvas in “Assignments” folder or hardcopy provided in class.

The treatment paper will be based on your engagement with a client in field or experience with client in prior employment/internship experience. If you have not had/do not have direct client interaction, please see instructor for assigned case study. The 7-9-page paper will require you to apply information from lecture and readings to discuss in detail the following case information:

- Engagement and Building Alliance: What interpersonal tools did you use to develop rapport with the client.
- Assessment: Describe tools used to assess symptoms, strengths, and vulnerabilities.
- Treatment Model Applied
- Intervention Plan
- Relational Patterns and Interventions
- Client Resistance and the Interpersonal Process
- Addressing Safety
- Evaluation

Select from Case Conferencing Presentation OR Becoming the Client Paper

Presentation: Case Conferencing (40pts) 20%
Due: Sign up will be provided on the first day of the course for dates beginning 11/7/19-11/21/19
A summary of the presentation material is due in hardcopy on your day of presentation. Please find detailed assignment description on Canvas in “Assignments” folder or
Each student will have 15 minutes to present a summary of a client, area of struggle, approach and intervention used and outcome. Students are encouraged to bring material that they struggled with or are currently struggling with to receive feedback from peers. Presentation will be graded based on professional presentation as well as thorough discussion of the case relevant to the content of the course.

Paper: Becoming The Client  (40pts)  20%
Due: 11/21/19
The paper is due on Canvas by 9:00am on 11/21/19. You can complete the experience associated with the assignment at any point during the semester. Please find a detailed assignment description on Canvas in “Assignments” folder or hardcopy provided on first day of class. During the course of the semester you should select an experience that you are the recipient of a type of interpersonal service which may include:

- Individual/Family/Couple Mental Health Therapy (Psychotherapy)
- Support Group
- Academic Counseling
- Energy Work
- Mental Health / Personal Growth Retreat
- Other? If you have a suggestion of another possibility, please discuss with instructor prior to beginning assignment

Utilize this assignment to take the risk in being the client and observe, analyze and reflect on the experience and how it may influence your work as a provider of interpersonal social work services. This paper will reflect on key areas of your experience as it pertains to interpersonal practice work as detailed in the assignment description.

Attendance and class participation

The design of this course requires your attendance and engagement in every class. When you are absent you miss crucial information and the opportunity to participate in reflective and interactive activities that increase understanding and application of information. Every classroom experience offers opportunities for lecture, journaling, paired conversations, group activities. It is impossible to replicate these experiences therefore “make up” assignments cannot be offered.

Participation can be verbal and non-verbal. Interaction also includes the interest in and respect you show to other students. While use of electronic devices is allowed, distraction and engagement in personal business during class time is a problem and will
lower your grade significantly. I may or may not speak to you about it, but I will notice and will grade accordingly.

I take very seriously my role in preparing you to engage in social work practice. If there is a life circumstance interfering with your participation it is your responsibility to approach the instructor in a proactive manner. We may discuss an Incomplete for the course if you are unable to fully engage at this time. Circumstances beyond your control may occur causing you to miss a class or part of a class. It is your responsibility to contact the instructor via email prior to your absence. Absences exceeding 1 class or consistent tardiness at the beginning of class or returning from break will result in the deduction of attendance and participation points.

In addition to attendance in class it is expected that you are engaged and contributing to the learning community. Predictability, reliability and consistency are core to any strong relationship is incredibly important to clients and it is important to practice and apply in the learning community. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade:

**Grading**

Please review reference link to the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Assignments are expected to be handed in on their due dates in the format designated on the syllabus. Late assignments will be deducted points (resulted in half a grade to a whole grade deduction dependent on amount of excess tardiness). If you are experiencing difficulty with course assignments it is your responsibility to contact the instructor.

- The criteria for each grade follows:
  - A+ = 100
  - A = 96-99
  - A- = 92-95
  - B+ = 89-91
  - B = 85-88
  - B- = 81-84
  - C+ = 78-80
  - C = 74-77
  - C- = 70-73
  - D = 65-79
  - E = less than 65
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