



Course title:	Interpersonal Practice Skills Laboratory	
Course #/term:	SW511 Fall 2020 Section 006	
Time and place:	Monday, 2:00 – 5:00pm HYBRID RM 1636	
Credit hours:	3	
Prerequisites:	N/A	
Instructor:	Priscilla Cortez, MSW, LMSW	
Pronouns:	She, hers, her, herself	
Contact info:	Email: cortezpc@umich.edu	Cell Phone: 281-222-8402 Call or Text
	You may expect a response within 24 hours	
Office:	3768 SSWB	
Office hours:	By appointment	

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.

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 bio-psycho-social-spiritual assessment, genograms, eco-maps, 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.

Course Objectives and Competencies:

This course will engage students in demonstrating the following competencies 1) 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 bio-psycho-social-spiritual, 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.

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.

Theme Relation to Multiculturalism & Diversity

is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics 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 are explored.

Theme Relation to Social Justice

are central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

Theme Relation to Behavioral and Social Science Research

is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

Relationship to SW Ethics and Values

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

Class Requirements

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).

The Online Classroom

Online Synchronous – “Same time-different place” We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Zoom, Google Drive, Canvas, etc.).

Online Asynchronous – “Different time-different place” or “On-demand” Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:

- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time

This course will have one required synchronous session every week on **Monday from 2pm – 5pm** EST (see schedule for further details) with the exception of 4 In-person Hybrid classes held in RM 1636. For those students who will be joining Via Zoom on those 4 dates, please use the same Zoom meeting Link: During this time, we will further re-engage in course content, have time to answer questions, and practice in class exercises and projects. Attendance in these sessions as well your demonstration of engaging with the asynchronous material and quizzes, count toward your participation grade.

Not everyone will have the capacity to have video and audio on for the full synchronous class times, but I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.

Zoom Link: <https://umich.zoom.us/j/99373733550>

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
AUG 31 Class #1 (In-Person Class)	Social Work Roles & Skills The “Role” of Therapist Clinical Skills: Orientation to Course, and Social Work Profession and Ethics Activities: Introductions; Review Syllabus, Class Projects; SW Skills Checklist; Technology Trouble-shooting	Reference: McKay, M., Wood, J., & Brantley, J. (2007). <i>Basic mindfulness skills. In The dialectical behavioral therapy skills workbook.</i>
SEPT 7	NO CLASS- Labor Day	
SEPT 14 Class #2	Pre-Listening Skills: Effective Listening & Communication for working with diverse communities Clinical Skills: Communication, Empathic Listening & Reflective Responding Activities: Intro to OARS Skill. Mindfulness Self-Awareness and Stress Reduction Exercises	Samson, P.L. (2015) <i>Practice Wisdom: The art and science of social work.</i> Journal of Social Work Practice, 29 (2), 119-131. Walker, M. (2004) <i>How Connections Heal.</i> How Connections Heal: Stories from Relational-Cultural Therapy. P. 35-53 Complete Discussion Questions
SEPT 21 Class #3 (In-Person Class)	Engagement and Professionalism in Social Work Review of SW Values and Ethics and Professional use of Self Clinical Skills: Using Social Justice Lens; Engagement and Rapport-Building	Read Ch. 5 Client-Therapist Pairs Assigned

Date	Agenda	Readings & Assignments
	Activities: “Meet the Characters” (Session 1) with Client	
SEPT 28 Class #4	Engagement Strategies Cont’d Using CBT and Motivational Interviewing in Stages of Change Clinical Skills: Using tools to identify client strengths and vulnerabilities; Exploring sources of information Activity: OARS Skills “Session 2” with Client	Read Spirit of Motivational Interviewing Article Therapist Aid Website Ch.6 & Ch. 8
OCT 5 Class #5	Collaborative Treatment Planning Clinical Skills: Person-centered, collaborative goal setting, assessing readiness for change, developing and writing a client-centered plan for change. Activity: Using Toolkits and available Research and Resources “Session 3” with Client	Character Development Assignment Due
OCT 12 Class #6	Collaborative Treatment Planning Clinical Skills: Peer to Peer Collaboration and feedback (e.g. multidisciplinary collaboration) Activity: “Clinical Team” & Group Practitioner Processing	Choose a 3-5 min excerpt of a session with your client to share in clinical teams*
OCT 19 Class #7	Evidence Based Interventions Clinical Skills: Conduct culturally sensitive IP practice, including various psychodynamic and psychotherapy interventions Activity: Using Therapy tool. “Session 4” with Client	SIMmersion Reflection #1 Due

Date	Agenda	Readings & Assignments
OCT 26 Class #8	Evidence Based Interventions Cont'd Clinical Skills: Demonstrating Strategic Use of Self in therapeutic Relationships Activity: Developing a Treatment Plan "Session 5" with Client	
NOV 2 Class #9	Intervention and Facilitating Change Clinical Skills: Addressing Therapeutic Challenges and How factors can support or impede therapeutic relationship Activity: Dealing with Resistance in IP context "Session 6" with Client	Read Ch. 11
NOV 9 Class #10	Utilizing Tele-therapy/Tele-health modalities Clinical Skills: Implementing Services to Individualized Needs Activity: Clinical Team Consultation	Treatment Plan & Reflection Assignment Due Chose 3-5 min excerpt of session with client to share in clinical team*
NOV 16 Class #11	Evaluation and Outcome Monitoring Clinical Skills: Addressing termination challenges and monitoring outcomes Activity: "Session 7" with Client	
NOV 30 Class #12	Life-Long Learning and Continuing Education Activity: Review SW Skills Checklist	SImmersion Reflection #2 Due DWMH Virtual Learning NASW Website Read Ch.12
DEC 7 Class #13	Last Class	

Assignments

Assignments in this course consist of participation in group “Clinical Teams” exercises, as well as individual “Client-Therapist” sessions based on the Character Development assignment. There will be reflection papers and outcome-based interventions (Treatment Plan) based on these experiences due.

In Addition, there will be 2 reflections based on each student’s individual experience using the SIMmersion Program. This program gives the student an opportunity to engage with content and practice skills in 1) Engagement & Assessment, 2) Collaborative Goal Setting & Treatment Planning, and 3) Intervention. You can chose which of the 3 you choose to reflection on in the SIMmersion reflection papers, but you must complete an attempt for each category in order to get full participation points. Further details on how to interact with SIMmersion will be reviewed in class.

Below is the breakdown of assignments and designated points.

Assignment	Due date	Percent of overall grade
Character Development	Oct 5 th by Midnight	10 pts
SIMmersion Reflection #1	OCT 19 th by Midnight	10 pts
Treatment Plan & Reflection	NOV 10 th by Midnight	20 pts
Interactive Quizzes	Throughout the semester	15 pts (5 pts each)
SIMmersion Reflection #2	NOV 30 th by Midnight	15 pts
Participation & Engagement	Throughout the semester; Also based on completion of at least 3 completed attempts in SIMmersion Program	30 pts

Attendance and Participation

This course will be solely remote. The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more interactive and engaged we are when we

are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times, but I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.

Grading

All grades will be based on the following grade scale, with points adding up to Letter Grade, and dependent on the individualized assignment rubric you will find in each assignment file on CANVAS.

A+ = 99-100 points	B+ = 87-89	C+ = 77-79
A = 94-98	B= 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73

Make-up assignments will have to be agreed upon at least 2 weeks in advance of assignment due date. Late assignments will be taken off 1 point, unless previously agreed upon to submit at a later time.

Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Safety Precautions

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face

covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

Health – Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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*

Acade