



<b>Course title:</b>	Interpersonal Practice Skills Laboratory	
<b>Course #/term:</b>	SW511 Fall 2020 Section 008	
<b>Time and place:</b>	Monday, 6:00 – 9:00 pm Remote on Zoom	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	N/A	
<b>Instructor:</b>	Priscilla Cortez, MSW, LMSW	
<b>Pronouns:</b>	She, hers, her, herself	
<b>Contact info:</b>	<b>Email:</b> cortezpc@umich.edu	<b>Cell Phone:</b> 281-222-8402 Call or Text
	You may expect a response within 24 hours	
<b>Office:</b>	3768 SSWB	
<b>Office hours:</b>	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

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## 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).

Note: Book can be rented from Amazon for about \$40.00

There is a companion website for the textbook that includes quizzes, extra resources, website activities and multimedia learning tools that will be referenced in course Modules  
<https://study.sagepub.com/ruffolo>

## 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 6pm – 9pm** EST (see schedule for further details). 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.

[Zoom invitation Section 008 Cortez](#)

## Course Philosophy & Climate

True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes **social justice, inclusion and equity**. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility. Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. Please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “moving back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “moving up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning. An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking
- Be attuned to both Process and Content: “process” is how and when you express yourself, and “content” is what you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the intent and the impact of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.
- I am interested in any other expectations you may have, and we will discuss in one of our first classes.

## Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

## Land Acknowledgement

The University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations. I am grateful to have the opportunity to work on this land.

## 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.

<b>Date</b>	<b>Agenda</b>	<b>Readings &amp; Assignments</b>
AUG 31 Class #1	<b>Social Work Roles &amp; Skills</b> The "Role" of Therapist  <b>Clinical Skills:</b> Orientation to Course, and Social Work Profession and Ethics  <b>Activities:</b> 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>  Ch.2

<b>Date</b>	<b>Agenda</b>	<b>Readings &amp; Assignments</b>
SEPT 7	<b><i>NO CLASS- Labor Day</i></b>	
SEPT 14 Class #2	<p><b>Pre-Listening Skills:</b> Effective Listening &amp; Communication for working with diverse communities</p> <p><b>Clinical Skills:</b> Communication, Empathic Listening &amp; Reflective Responding</p> <p><b>Activities:</b> Intro to OARS Skill. Mindfulness Self-Awareness and Stress Reduction Exercises</p>	<p>Samson, P.L. (2015) <i>Practice Wisdom: The art and science of social work</i>. Journal of Social Work Practice, 29 (2), 119-131.</p> <p>Walker, M. (2004) <i>How Connections Heal</i>. How Connections Heal: Stories from Relational-Cultural Therapy. P. 35-53</p>
SEPT 21 Class #3	<p><b>Engagement and Professionalism in Social Work</b> Review of SW Ethics, and Professional Use of Self</p> <p><b>Clinical Skills:</b> Using Social Justice Lens; Engagement and Rapport-Building</p> <p><b>Activities:</b> “Meet the Characters” (Session 1) with Client</p>	Read Ch.4 & Ch.5
SEPT 28 Class #4	<p><b>Engagement Strategies Cont’d</b> Using CBT and Motivational Interviewing in Stages of Change</p> <p><b>Clinical Skills:</b> Using tools to identify client strengths and vulnerabilities; Exploring sources of information</p> <p><b>Activity:</b> OARS Skills “Session 2” with Client</p>	<p>Read Spirit of Motivational Interviewing Article Therapist Aid Website</p> <p>Read Ch. 6 &amp; Ch.8</p>
OCT 5 Class #5	<p><b>Collaborative Treatment Planning</b></p> <p><b>Clinical Skills:</b> Person-centered, collaborative goal setting, assessing readiness for change, developing and</p>	<p><b>Character Development Assignment Due</b></p> <p>Reach Ch.7</p>

<b>Date</b>	<b>Agenda</b>	<b>Readings &amp; Assignments</b>
	<p>writing a client-centered plan for change.</p> <p><b>Activity:</b> Using Toolkits and available Research and Resources  “Session 3” with Client</p>	
<p>OCT 12 Class #6</p>	<p><b>Collaborative Treatment Planning Cont’d</b></p> <p><b>Clinical Skills:</b> Peer to Peer Collaboration and feedback (e.g. multidisciplinary collaboration)</p> <p><b>Activity:</b> “Clinical Team” &amp; Group Practitioner Processing</p>	<p>Choose a 3-5 min excerpt of a session with your client to share in clinical teams*</p>
<p>OCT 19 Class #7</p>	<p><b>Evidence Based Interventions</b></p> <p><b>Clinical Skills:</b> Conduct culturally sensitive IP practice, including various psychodynamic and psychotherapy interventions</p> <p><b>Activity:</b> Using Therapy tool. “Session 4” with Client</p>	<p><b>Identity Role Reflection Assignment Due</b></p> <p>Read Ch. 9</p>
<p>OCT 26 Class #8</p>	<p><b>Evidence Based Interventions Cont’d</b></p> <p><b>Clinical Skills:</b> Demonstrating Strategic Use of Self in therapeutic Relationships</p> <p><b>Activity:</b> Developing a Treatment Plan  “Session 5” with Client</p>	
<p>NOV 2 Class #9</p>	<p><b>Intervention and Facilitating Change &amp; Group Work</b></p> <p><b>Clinical Skills:</b> Addressing Therapeutic Challenges and How factors can support or impede therapeutic relationship</p> <p><b>Activity:</b> Dealing with Resistance in IP context “Session 6” with Client</p>	<p>Read Ch.11</p>



<b>Date</b>	<b>Agenda</b>	<b>Readings &amp; Assignments</b>
NOV 9 Class #10	<b>Utilizing Tele-therapy/Tele-health modalities</b>  <b>Clinical Skills:</b> Implementing Services to Individualized Needs  <b>Activity:</b> Clinical Team Consultation	Chose 3-5 min excerpt of session with client to share in clinical team*
NOV 16 Class #11	<b>Evaluation and Outcome Monitoring</b>  <b>Clinical Skills:</b> Addressing termination challenges and monitoring outcomes  <b>Activity:</b> “Session 7” with Client	<b>Treatment Plan &amp; Reflection Assignment Due</b>
NOV 30 Class #12	<b>Life-Long Learning and Continuing Education</b>  <b>Activity:</b> Review SW Skills Checklist	DWMH Virtual Learning NASW Website Read Ch.12
DEC 7 Class #13	<b>Last Class</b>	<b>Final Reflection Due</b>

## Assignments

Assignments in this course consist of participation in group “Clinical Teams” exercises, as well as individual “Client-Therapist” sessions assigned during class times. There will be reflection papers and outcome-based interventions (Treatment Plan) based on these experiences. Below is the breakdown of assignments.

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Character Development	OCT 5 <sup>th</sup> by Midnight	10 pts
Identity-Role Reflection Paper	OCT 19 <sup>th</sup> by Midnight	20 pts
Treatment Plan + Reflection	NOV 16 <sup>th</sup> by Midnight	20 pts
Interactive Quizzes	Ongoing in Semester	15 pts

Final Reflection	DEC 7 <sup>th</sup> by Midnight	15 pts
Participation & Engagement	Ongoing in Semester	20 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.

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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*