



<b>Course title:</b>	Interpersonal Practice Skills Laboratory	
<b>Course #/term:</b>	SW 511, Section 010 Fall 2020	
<b>Time and place:</b>	Wednesday's 5-8pm – ONLINE ONLY	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Concurrent enrollment in SW 521, Section 010	
<b>Instructor:</b>	Joseph Cafferty	
<b>Pronouns:</b>	He/His/Him	
<b>Contact info:</b>	<b>Email:</b> cafferjh@umich.edu	<b>Phone:</b> 419-215-7815
	You may expect a response within 24 hours or less	
<b>Office:</b>	Online office hours only	
<b>Office hours:</b>	Wednesday's prior to/after class, and by appointment	

## 1. Course Statement

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### a. Course description

This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with individuals, families, and small groups while considering the community, organizational, and policy contexts in which social workers practice. The student's field experience and future practice methods courses will build upon the skills rehearsed in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

### b. Course content

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be taught and rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will learn and practice specific skills, such as empathic inquiry and collaborative exploration to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as the historical, political, situational, environmental and psychological factors relevant to the client's functioning. Students will practice the use of specific assessment tools, such as biopsychosocial assessment, genograms, ecomaps, and family sculpting to discern patterns of functioning, to assess strengths and vulnerabilities, and to plan, implement and monitor process of growth or change strategies. Students will practice methods of intervention specific to three

modalities of intervention, such as CBT, Motivational Interviewing and Psychodynamic Psychotherapy. Additionally, students will learn strategies of self-regulation in order to stay cognitively and emotionally able to effectively intervene in therapeutic relationships. Students will practice methods of evaluating change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

### **c. Course objectives and competencies**

Upon completion of this course, students will be able to: (1) Demonstrate skills for engagement such as empathic inquiry, active listening, collaborative exploration, case recording and goal setting. (2) Utilize three assessment tools to identify client strengths and vulnerabilities, as well as sources of biopsychosocial, cultural, sociopolitical and spiritual risks and supports. (3) Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by (a) Demonstrating self-awareness of their own privilege, identity, positionality and life experiences impact on their capacity to relate to others with different personal privilege, identity, sociopolitical and life experiences. (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions. (4) Conduct culturally sensitive interpersonal practice by: (a) Articulating socio-political, environmental, family and/or individual-level contributing factors of at least two specific disorders, prevention and/or treatment goals, developing measurable prevention and treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the individualized needs of clients. (b) Implementing treatment protocols consistent with treatment plans and sensitive to clients' situations (c) Recognizing basic termination issues that pertain to interpersonal practice. (5) Demonstrate intervention skills specific to two evidence informed treatment modalities such as CBT, Motivational Interviewing, and Psychodynamic Psychotherapy. (6) Demonstrate capacity for strategic use of self in the therapeutic relationship by identifying their own sociopolitical, environmental, and experiential or emotional/cognitive factors that may support or impede the therapeutic relationship.

### **d. Course design**

This course will use various methods such as individual exercises, simulations, class discussion, and small group work to examine and practice the material presented.

### **e. Curricular themes**

#### **Theme Relation to Multiculturalism and Diversity**

Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice.

## Theme Relation to Social Justice

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

## Theme Relation to Behavioral and Social Science Research

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.

### **f. Relationship to social work ethics and values**

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

## **2. Class Requirements**

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### **a. Text and class materials**

Due to this years special circumstances, I've created weekly modules on Canvas that incorporate asynchronous material that will supplement our time together. Each module will contain the following items for the week: Meet (this will contain our Zoom link), Watch, Listen, Discuss, and Do. The expectation is that you will have completed everything in the module prior to meeting that week (e.g. you should complete all items in the week 2 module before the week 2 Zoom call). All readings/materials are foundational to the content for the week, and activities often build upon knowledge gained through the assigned readings. As such, the expectation is that that students will come to class prepared, having completed the assigned readings prior to class.

How Readings will be Incorporated:

Each week the readings will inform, supplement and/or introduce concepts connected to the activities and topics for discussion in class each week. The connections between the readings

and in class activities may or may not be directly identified or explicitly called out. (e.g. Typically, we will not dedicate class time to re-capping the content from readings; readings are to be done outside of class time, in preparation for class, and used as tools to raise inquiries for discussion, or to better understand and/or be prepared for the activities and assignments.) The readings fulfill many different functions– they may provide fundamental practice knowledge, address many common questions about social work practice, and/or illustrate perspectives, critiques and new ideas from scholars across cultural contexts, and/or present multiple perspectives on a given theory, practice, or social work topic. Depending on the type reading, the content may be an obvious connection (e.g. “How to complete an assessment”) or it may be more abstract (e.g. “Meta-Analysis of Methadone Maintenance Treatment Outcomes for African American Males in Urban Settings.”) If the connection between readings and class activities seems unclear, please feel welcome to ask about the connections.

b. Class schedule

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS &amp; ASSIGNMENTS DUE ON THIS DATE</b>
<b>Class 1</b> <b>9/2</b>	<b>Introduction to the skills lab and expectations</b> <b>Walk through Zoom for Simulations</b> <b>Telework Skills</b>	www.umich.zoom.us
<b>Class 2</b> <b>9/9</b>	<b>Basic Interviewing and Engagement Skills</b> <b>Stages of Change</b>	See Modules for Readings/Materials Assignment of small groups & expectations <b>SIMULATED CLIENT DESCRIPTION DUE 9/18 BY 5PM</b>
<b>Class 3</b> <b>9/16</b>	<b>Values, Ethics &amp; Standards</b> <b>Ethical Decision Making in Clinical Practice</b> <b>In-Class Activity:</b> <b>Meet the Characters</b>	<b>NASW Code of Ethics (on Canvas)</b> See Modules for Readings/Materials
<b>Class 4</b> <b>9/23</b>	<b>Risk Assessment Skills &amp; Standardized Screenings</b>	See Modules for Readings/Materials
<b>Class 5</b> <b>9/30</b>	<b>Assessment</b>	See Modules for Readings/Materials

<b>Class 6</b> <b>10/7</b>	<b>Introduction to CBT</b>	See Modules for Readings/Materials <b>*SIMULATION ANNOTATIONS #1 BY 5PM</b> <b>**SIM #1 PEER FEEDBACK DUE 10/9 BY 5PM</b>
<b>Class 7</b> <b>10/14</b>	<b>Introduction to Motivational Interviewing</b> <b>Core CBT Skills</b>	See Modules for Readings/Materials
<b>Class 8</b> <b>10/21</b>	<b>Action Planning and Basic Interventions</b> <b>Goal Setting</b>	See Modules for Readings/Materials
<b>Class 9</b> <b>10/28</b>	<b>New Topic: Problem Solving, Psycho Ed, CM</b>	See Modules for Readings/Materials <b>*SIMULATION ANNOTATIONS #2 BY 5PM</b> <b>**SIM #2 PEER FEEDBACK DUE 10/30 BY 5PM</b>
<b>Class 10</b> <b>11/4</b>	<b>Working with Families</b>	See Modules for Readings/Materials
<b>Class 11</b> <b>11/11</b>	<b>Guest Speaker?</b>	See Modules for Readings/Materials
<b>Class 12</b> <b>11/18</b>	<b>Working with Small Groups</b>	See Modules for Readings/Materials <b>*SIMULATION ANNOTATIONS #3 BY 5PM</b> <b>**SIM #3 PEER FEEDBACK DUE 11/20 BY 5PM</b>
<b>11/25</b>	<b>NO CLASS</b>	<b>THANKSGIVING RECESS</b>
<b>Class 13</b> <b>12/2</b>	<b>Evaluation and Outcome Monitoring and Termination</b>	<b>*FINAL REFLECTION PAPER DUE 12/2 BY 5PM</b>

c. Assignments

<b>Attendance &amp; Participation</b>	<b>No due date; ongoing.</b>	<b>20 points</b>
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<b>Simulated Client Description</b>	<b>Sept. 18<sup>th</sup> by 5pm</b>	<b>20 points</b>
<b>Simulation Annotations #1 &amp; Feedback</b>	<b>Oct. 7<sup>th</sup> &amp; 9<sup>th</sup> by 5pm</b>	<b>10 points</b>
<b>Simulation Annotations #2 &amp; Feedback</b>	<b>Oct. 28<sup>th</sup> &amp; Oct. 30<sup>th</sup> by 5pm</b>	<b>10 points</b>
<b>Simulation Annotations #3 &amp; Feedback</b>	<b>Nov. 18<sup>th</sup> &amp; Nov. 20<sup>th</sup> by 5pm</b>	<b>10 points</b>
<b>(Peer Feedback for Sims 1, 2 &amp; 3)</b>	<b>See above</b>	<b>10 points (All or Nothing)</b>
<b>Final Reflection Paper</b>	<b>Dec. 2<sup>nd</sup> by 5pm</b>	<b>20 points</b>

**We will review all assignments during the first week of class. All assignment descriptions and instructions can be found under the Assignments tab on Canvas.**

d. Attendance and class participation

In this class, several experiential exercises and role plays will be used to expand on several of the topics we've learned in class. Attendance in this class is extremely important and active participation in class is expected. Active participation in an online format is defined by having your camera turned on, limiting distractions during lecture, practicing mute discipline and using appropriate tools (hand raising, chat, etc) to let the group know you'd like to speak.

I understand "life happens" when we least expect it, so the following attendance policy will be used. *Students may miss one unexcused class without penalty. Any absences outside of this one exception will require a doctor's note. If you are attending a conference or other school activity, you must let me know prior to the missed class. All work assigned to make up for the missed class must be turned in as instructed by me.*

All assignments must be turned in on time. If you are unable to turn in assignments on time, please contact me immediately by email to create a written record. I will respond with an updated submission deadline with a corresponding schedule of points lost. **If I don't have an email from you requesting additional time – no points will be awarded.**

In this graduate level course at the University of Michigan, everyone in the room will be respectful towards one another by not engaging in distracting or disrespectful activities. While smart phone, tablets and laptops are certainly encouraged to assist with your learning experience – please avoid excessive texting, internet browsing or other inappropriate uses during our classes. Reading newspapers, magazines or articles from another class is also not appropriate. To

reduce further distractions in class, I will stop you after class or send you a quick note if I notice any problematic behaviors.

#### e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided in an assignment rubric published on Canvas three weeks prior to the due date.

A+ = 100	B+ = 89-91	C+ = 79-81	D = 66-71
A = 97-99	B = 86-88	C = 76-78	E = less than 66
A- = 92-96	B- = 82-85	C- = 72-75	

Per the MSW student guidebook, letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit. Due to the brief length of time a mini-course meets, partial attendance will likely result in a grade of E.

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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*