



Course title:	Interpersonal Practice with Individuals, Families and Small Groups
Course #/term:	SW521, Section 004, Fall 2020
Time and place:	Monday, 9:00am – 12:00pm, Room #B780; 8/31, 9/21, 10/12 and 11/1 all other sessions will be on Zoom
Credit hours:	3
Prerequisites:	None
Instructor:	Linda Edwards-Brown, MSW, LMSW
Pronouns:	She/her/hers
Contact info:	Email: lgeb@umich.edu via Canvas You may expect a response within 24 to 48 hours
Office:	2798 SSWB
Office hours:	Monday thru Thursday by appointment

1. Course Statement

Course description

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 affects 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, 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 2 change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

Course objectives and competencies

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. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1)
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). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4)
4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3)
5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

Course design

This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice

within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

Theme Relation to Multiculturalism & Diversity

Multiculturalism & Diversity will be concentrated 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

Social Justice and Social Change will be central to the topic of various roles assumed by social workers and the individuals they work with. 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 service agencies. These themes will be integrated into this course through the use of case examples and case scenarios selected by the instructor to exemplify practice skills.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

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

Behavioral & Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills, and assessment procedures. Planning, decision-making, and intervention procedures will be integrated from the behavioral and social sciences.

Relationship to social work 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, competence, and humility.

NASW Code of Ethics: <https://www.socialworkers.org/pubs/code/code.asp>

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 social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will facilitate PODS learning and support students' development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

2. Class Requirements

Requirements may change at the discretion of the Instructor and will be posted to Canvas, at least a week in advance.

Text and class materials

Required textbooks

1. Hepworth, D.H., Rooney, G. and Strom-Gottfried, K. (2017). Direct Social Work Practice: Theory and Skills (10th ed). Pacific Grove, CA: Brooks/Cole. An electronic copy of the eBook may be purchased at <http://services.cengagebrain.com/course/site.html?id=4675573>

2. Menakem, R. (2017). My Grandmother's Hands: Racialized Trauma and the Pathway to Healing our Hearts and Bodies. Las Vegas, NV: Central Recovery Press. May be purchased online at Amazon, Barnes and Noble and various other sites.

All other readings and resources are available on Canvas or through other electronic access.

Readings will be discussed in class on the date that they appear on the schedule. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings, prior to class.

Class schedule

Date	Topic	Required Readings
Week 1 8/31*	Social Work Profession and Interpersonal Practice Positionality	Syllabus Hepworth, Chapters 1-3: Introduction
Week 2 9/7	Labor Day	

Date	Topic	Required Readings
Week 3 9/14	Core Values and Ethics	Hepworth, Chapter 4: Operationalizing the Cardinal Social Work Values Ethics Exercise
Week 4 9/21*	Engagement and Empathy	Hepworth, Chapter 5: Building Blocks of Communication, Conveying Empathy and Authenticity
Week 5 9/28	Interviewing Skills	Hepworth, Chapter 6: Verbal Following, Exploring and Focusing Skills Hepworth, Chapter 7: Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives
Week 6 10/5	Assessment	Hepworth, Chapter 8: Exploring and Understanding Problems and Strengths
Week 7 10/12*	Assessment continued	Hepworth, Chapter 9: Assessing Intrapersonal, Interpersonal and Environmental Factors Podcast: http://www.socialworkpodcast.com/BPSS-MSE-64.mp3
Week 8 10/19	Collaborative Relationships with Clients in Cultural Context	Page Maiter, S. (2009). Using an Anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno- racial backgrounds. <i>Clinical Social Work Journal</i> , 37(4), 267. Johnson, Y. M. , & Munch, S. (2009). Fundamental contradictions in cultural competence. <i>Social Work</i> , 54(3), 220-231

Date	Topic	Required Readings
		Cardemil, E. V., & Battle, C. L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. <i>Professional Psychology: Research and Practice</i> , 34(3), 278.
Week 9 10/26	Goal Setting and Planning, Motivational Interviewing	Hepworth, Chapter 12: Developing Goals and Formulating a Contract
Week 10 11/2*	Intervention: Solution Focused Intervention: CBT	Hepworth, Chapter 13: Planning and Implementing Change Oriented Strategies Trepper, T. S., McCollum, E. E., De Jong, P., Korman, H., Gingerich, W., & Franklin, C. (2008). Solution focused therapy treatment manual for working with individuals: Research committee of the solution focused brief therapy association. Podcast: http://www.socialworkpodcast.com/CBT64.mp3
Week 11 11/9	Family	Hepworth, Chapter 10: Assessing Family Functioning in Diverse Family and Cultural Contexts Hepworth, Chapter 15: Enhancing Family Functioning and Relationship
Week 12 11/16	Group	Hepworth, Chapter 11: Forming and Assessing Social Work Groups Hepworth, Chapter 16: Intervening in Social Work Groups

Date	Topic	Required Readings
Week 13 11/23	Termination	Hepworth, Chapter 19: Final Phase: Evaluation and Termination
Week 14 11/30	Additional Foregrounding of Social Justice Work in Context of Interpersonal Practice	Hepworth, Chapter 14: Developing Resources, Advocacy and Organizing as Intervention Strategies
Week 15 12/7	Reflection	

Assignments

- All written assignments must be typed.
- Page number on each page.
- Be submitted via Canvas unless otherwise indicated.
- Be submitted on/before the due date/time.
- Papers will not be accepted more than two days after the due date and may result in the deduction of ½ a letter grade.
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style).
- Review: <https://guides.lib.umich.edu/citationhelp> . Papers that do not comply with an established convention will be returned, and a penalty for late submission will apply. Consult the Student Guide to make sure you are citing others' work appropriately and not plagiarizing.
- Assignments will not be accessible on Canvas after the due date.

Assignment	Due date	Points
Attendance and participation/engagement	Ongoing	30
Bio-Psycho-Social-Spiritual Assessment	10/18	30
Intervention Planning	11/15	30
Book Review	12/6	10

Attendance and participation

Both class attendance and active, purposeful, and high-quality participation and engagement in class discussions and activities are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric below:

Criteria	Exemplary Performance	Points (30 max)
Frequency of participation in class	Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.	10
Quality of comments	Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	10
Listening Skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	10
Total		30

*Adapted from Eberly Center for Teaching Excellence

Additional information regarding attendance may be found in the MSW Student Guide at [Policy on Class Attendance](#).

Bio-Psycho-Social -Spiritual Assessment

Using information from the readings, your lab work and class discussions, students will complete a bio-psycho-social-spiritual assessment. In short, a bio-psycho-social-spiritual assessment is the social worker's summary of biological, psychological, social, cultural and spiritual factors that may contribute to a client's presenting problem. The assessment is intended to help the social worker form an intervention/treatment plan with the client. This assignment has three components: (1) conducting an interview with a classmate who is role playing a client seeking mental or behavioral health services (you will also serve as a client for a class member); (2) completing a written bio-psycho-social-spiritual assessment; and (3) submitting a 2-page reflection on your experience completing this assignment. Detailed assignment instructions are provided in Canvas.

Biological section – includes information about the client’s medical history (past and present, including medications), family history of medical illnesses, substance abuse history, developmental history, and physical functioning and abilities

Psychological section – includes information about any psychiatric symptoms or illnesses the client is currently experiencing, or has experienced in the past, mental status, family history of mental illness, psychiatric medications or treatments (past and present), and psychosocial stressors or traumatic events

Social section – includes information on the client’s social functioning, living situation, personal and family relationships, sexuality, family background, history of abuse, educational background, legal history, employment history, potential risks, and strengths and resources available to support the client

Spiritual section – includes information on the client’s spiritual beliefs, participation in faith-based activities, connections to organized religion, and spiritual practices and resources

Cultural section – includes information about the client’s cultural background, participation in cultural activities and traditions, cultural norms surrounding health, mental health, and social roles, worldview, and cultural practices and resources

Intervention Planning

A written intervention plan, including goals, for the ‘client’ you chose for your bio-psycho-social assessment assignment. Refer to the rubric in Canvas.

Book Review

The purpose of this assignment is to: 1) critique and analyze the content and/or arguments of your assigned book; 2) show your ability to link concepts and material covered in class to larger issues; and 3) improve your written communication skills.

The grading rubric for your paper will reflect these criteria:

- Meets assignment parameters
- Demonstration of good writing skills (clarity of thought, organization, and flow)
- Demonstration of original and meaningful critique(s) of the book’s content
- Raises interesting questions for discussion, requiring some analysis to answer
- Demonstration of social work values • Integration of reading materials, as appropriate

Grading

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.

Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

A+ = 100	B+ = 89 - 91	C+ = 78 - 80
A = 97 - 99	B = 85 - 88	C = 74 - 77
A- = 96 - 92	B- = 84 - 81	C- = 70 - 73

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Master of Social Work's Student Guidebook states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

A Note on the Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data 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. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

3. 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.]

4. COVID-19 Statement

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](#).

5. 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*
- *Academic integrity and plagiarism*