



DRAFT 9/19/2020

Course title:	<i>Interpersonal Practice with Individuals, Families and Small Groups</i>
Course #/term:	SW 521, Section 006, Fall 2020
Time and place:	Mondays 9-12, HYBRID, RM 1636- see schedule for in person sessions
Credit hours:	3
Prerequisites:	None
Instructor:	Helen Kaplan, LMSW
Pronouns:	She, Her, Hers
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Office:	ONLINE
Office hours:	Mondays between 9-10 and by appointment

Standard 6.04 Social Work Code of Ethics:

Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

The Online Classroom

Definitions

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 10am-12pm EST** (see schedule for further details). During this time, we will further engage in course content and have the time to answer questions you may have. Attendance

in these sessions as well as your demonstration of engaging with the asynchronous material, count toward your participation grade.

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.

[Zoom Invitation SW 521 006 Kaplan](#)

Classroom 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 Acknowledgment

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.

The following are required from the School of Social Work 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](#).

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.

Recording Class

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 in advance that a recording will occur and be provided with an option to opt-out. 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.

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 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)

See <https://ssw.umich.edu/courses/descriptions/SW521> for more detailed information about the Competencies & Practice Behaviors covered in this class.

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.

Class Requirements – section 006

Text and class materials

Multicultural Social Work Practice, Sue, Derald Wing, 2nd Edition, 2016
Available free online through umich library
<https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4205782>

Direct Social Work Practice
Theories and Skills for Becoming an Evidence- Based Practitioner
 By: Mary Ruffolo, Brian Perron and Elizabeth Harbeck Voshel, 2016
[Book can be rented from Amazon for about 40\\$](#)

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

All additional reading materials for this class are available in the “Files” section of the canvas site for this class and most are hyperlinked in this document.

Class schedule- changes are possible and will be communicated in class, over email and/or changes to the schedule will be posted to Canvas

Date	Topic	Tasks to complete prior to class	Assignment due dates
Class 1 8/31 IN PERSON RM 1636 Complete your Health Screen prior to arriving Start at 9:10am	Introductions, Review Course & Syllabus	Complete: SW 521/511 Pre Class Survey Read Ready to Learn Online Course Syllabus Multicultural Social Work Practice, Sue, Derald Wing, Chapter 1 Watch Brown, B. (2013) The Power of Vulnerability TedxHouston Please come to class with questions and ready for discussion.	
9/7- LABOR DAY- NO CLASS MEETING			
Class 2 9/14	Social Work- a Generalist Practice Integrative Themes	Read: Ruffolo et al, Chapter 2- Integrative Themes that Guide Social Work	

	<p>Evidence Based Practice</p>	<p>Practice with Individuals, Families, and Small Groups</p> <p>Healthy Indian Country Initiative Promising Prevention Practices Resource Guide - Promoting Innovative Tribal Prevention Programs</p> <p>Review: Bronfenbrenner graphic</p> <p>Watch: Using a Social Justice Lens</p> <p>Community Based Participatory Research</p> <p>Optional Reading: Revisiting the Relationship Between Micro & Macro Social Work Practice, Michael J. Austin, Elizabeth K Anthony, Ryan Tolleson Knee & John Mathias</p>	
<p>Class 3 9/21</p>	<p>Social Work Values & Ethics</p>	<p>Watch: Social Work Ethics in Every Day Practice, Brydon (2020)</p> <p>Complete: Personal Self-Assessment of Anti-Bias Behavior</p> <p>Read:</p>	<p>Small Group Discussion #1</p>

		<p>Reed, B. G., Newman, P. A., Suarez, Z. E., & Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice. Chap. 4, 60-98 *we will revisit the exercises together</p> <p>Ruffolo et al, Chapter 4- Professional Values, Ethics and Professional Use of Self</p> <p>Review: NASW Code of Ethics</p> <p>National Association of Black Social Workers Code of Ethics</p> <p>GLOBAL SOCIAL WORK STATEMENT OF ETHICAL PRINCIPLES</p> <p>NASW ASWB CSWE CSWA Technology Standards</p> <p>Additional Resources: Michigan Mental Health Code</p>	
<p>Class 4 9/28 No class meeting YOM KIPPUR</p>	<p>If you are not observing the holiday, please use class time to start working on your genogram paper and come to class with questions next week.</p>		

	<p>You can also use class time to work on Character Development for SW 511/521</p>		
<p>Class 5 10/5</p>	<p>Wrap up Ethics</p> <p>Go over Genogram assignment</p> <p>Communication/Engagement</p> <p>Review Listening Assignment</p>	<p>READ:</p> <p>Hepworth, et. al- Building Blocks of Communication: Communicating with Empathy & Authenticity, Chapter 5</p> <p>Cooper & Lesser, Chapter 1, Pages 1-8</p> <p>-this reading is needed for the process recording in the listening assignment</p> <p>“The Cultural Genogram: Key to Training Culturally Competent Family Therapists” by Hardy and Laszloffy (1995).</p> <p>-this reading is part of the Cultural Genogram assignment</p> <p>WATCH:</p> <p>Dr. Crystal Fleming- What is Anti- Racism?</p> <p>Demonstration- The Power of Asking Questions</p> <p>REVIEW:</p> <p>Walker & Rosen, How Connections Heal: Stories from Relational-Cultural Therapy, Chapter 9</p>	

		<p>OPTIONAL READINGS:</p> <p>Susan Gair, Pondering the Colour of Empathy: Social Work Students' Reasoning on Activism, Empathy & Racism</p> <p>Duncan, Chapter 4, The Therapeutic Relationship, John C. Norcross</p>	
<p>Class 6 10/12 In person- Should we meet? Let's discuss- Indigenous People's Day</p>	<p>Engagement Skills Continued</p> <p>Cultural Humility</p> <p>Anti- Racist Clinical Practice</p>	<p>READ</p> <p>Ortega & Faller, Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift</p> <p>Maiter, S. (2009), Using an Anti- Racist Framework for Assessment and Intervention in Clinical Practice with Families from Diverse Ethno-Racial Backgrounds</p> <p>REVIEW</p> <p>DSM V Cultural Formation Interview</p> <p>NASW Standards for Cultural Competence, 2015</p> <p>WATCH</p> <p>Stevenson, B (2012), We Need to Talk About an Injustice. TEDx</p>	<p>Genogram Assignment Due 10/16 by midnight</p>

		<p>Professor Robert Ortega-Cultural Humility</p>	
<p>Class 7 10/19</p>	<p>Self-Care</p> <p>Spectrum Center Presentation?</p> <p>LGBTQ Topics</p>	<p>COMPLETE My Self-Care Assessment</p> <p>PRACTICE Racial healing self-care mindfulness exercise</p> <p>READ Dessel, A. B., Jacobsen, J., Levy, D. L., McCarty-Caplan, D., Lewis, T. O., & Kaplan, L. E. (2017). LGBTQ Topics and Christianity in Social Work: Tackling the Tough Questions. Social Work & Christianity, 44.</p> <p>Resilience in the Study of Minority Stress and Health of Sexual and Gender Minorities, Ilan H. Meyer University of California, Los Angeles</p> <p>GLAAD Publication: Covering the Issues</p> <p>Optional: Michael P. Dentato, Shelley L. Craig, Michael R. Lloyd, Brian L. Kelly, Caitlyn Wright & Ashley Austin (2016) Homophobia within schools of social work:</p>	

		the critical need for affirming classroom settings and effective preparation for service with the LGBTQ community, Social Work Education, 35:6, 672-692	
Class 8 10/26	Check in- mid way point Assessment	READ Ruffolo, et al, 2016 Chapters 5 & 6 Making the Tough Call- Social Workers as Mandated Reporters Review: Child Protection Law Watch: Professor Julie Ribaud, Lecture – Attachment & Human Behavior	SMALL GROUP DISCUSSION- assigned roles #2
Class 9 11/2- IN PERSON RM 1636 Complete your Health Screen prior to arriving Start at 9:10am	Assessment Continued Suicide Risk Assessment & Prevention Trauma Informed Social Work Practice	READ King, et al, Association of the Youth-Nominated Support Team Intervention for Suicidal Adolescents With 11- to 14-Year Mortality Outcomes Secondary Analysis of a Randomized Clinical Trial, 2019 REVIEW Columbia- Suicide Severity Rating Scale (CSSRS), 2009	

		<p>CSSR-S Lifetime Clinical Youth Assessment Scales examples</p> <p>WATCH</p> <p>Using the CSSRS</p> <p>Using the CSSRS 2</p> <p>Mental Health in The Black Community- AFSP Town Hall</p> <p>Burke, N. (2014) How childhood trauma affects health across a lifetime. TedMED</p> <p>Developing a Trauma Informed Social Work Practice, Brydon (2020)</p>	
<p>Class 10 11/9</p>	<p>Intervention/Change Planning Continued</p> <p>Guest Speaker: Kristen Miner, LMSW TRAILS to WELLNESS Clinical Supervisor</p>	<p>READ</p> <p>Ruffolo et al, Chapter 7, Change Planning</p> <p>Ruffolo et al, Chapter 8, Core Intervention Skills: Using Cognitive and Behavioral Approaches in Social Work Practice with Individuals, Families and Groups</p> <p>Is Culturally Sensitive CBT an Empirically Supported Treatment</p> <p>REVIEW</p> <p>Trails to Wellness Website</p>	<p>Process Recording & Reflection due 11/13</p>

		<p>WATCH TRAILS program in the News</p>	
<p>Class 11 11/16</p>	<p>Intervention Continued</p> <p>Mindfulness/ meditation</p>	<p>READ Am I Doing this Right- Answers to the Top 10 Questions that Everyone Asks about Meditation, Tara Healey & Jonathon Roberts</p> <p>CBT + and Cultural Responsiveness Report</p> <p>Listen Resmaa Menakem, 'Notice the Rage; Notice the Silence' On Being Podcast with Krista Tippet</p> <p>PRACTICE Please engage in one of these practices from Dan Siegel's website- <i>The Wheel of Awareness</i> Dan Siegel- The Wheel of Awareness</p>	<p>Small Group Discussion #3</p>
<p>Class 12 11/23</p>	<p>Guest Lecturer- Sarah Rollins, LMSW, Assessing and Treating Substance Use Disorders</p> <p>Working with Families and Groups</p>	<p>READ Ruffolo et al, Chapter 10, Additional Skills for Working with Families and Groups</p> <p>Power of Family- An Experiential Approach to Family Therapy, Chapter 1, Lung, Stauffer, Alvarez & Conway</p>	

		<p>WATCH Scott Weissman- Working with Families- An Overview</p> <p>Professors Ortega & Tolman- Working with Groups</p> <p>OPTIONAL Reading- Goldstein - Chapter 11: Couple and family treatment, pp. 267-285.</p> <p>Optional- Watch Kathryn Irish, LMSW. Substance Use Disorders</p>	
<p>Class 13 11/30</p>	<p>Working with Families and Groups- Continued</p> <p>Evaluation and Outcome Monitoring</p> <p>Termination</p>	<p>READ Ruffolo et al, Chapter 11, Outcome Monitoring</p> <p>Anderson K. N. Bautista C. L. & Hope. D.A. (2019). <i>Therapeutic Alliance Cultural Competence & Minority Status in Premature Termination of Psychotherapy.</i> American Journal of Orthopsychiatry. 89(1), 104-114.</p> <p>Harden, Brenda Jones (1997). You cannot do it alone: Home visitation with psychologically vulnerable families and children. Zero to Three, 17(4), 10-16.</p>	

		<u><i>*Especially focus on Lessons Learned & Nurturing the Nurturer*</i></u>	
LAST CLASS 12/7	Class Closure		

Assignments

COURSE ASSIGNMENTS

Please see Grading Rubric on the Canvas site for specific grading expectations for all major assignments

Journal

Journal- This can be shared with me in written or video form

- Check-In:
- How are you doing personally?
- How is this class, specifically, fitting into your expectations and needs as an MSW student?
- Review one of the readings/videos/podcasts and describe how you hope to utilize the information in your personal practice.
- Self-reflection: Please reflect on how your participation and engagement in class so far this semester. Please consider all of the ways one can participate in class, as an active listener, contributing to small and large group discussions, offering examples, asking questions, etc.. Please include anything that I can do to help support your engagement in class and any goals or ideas you may have to improve your engagement for the rest of the semester.
- Ask any questions you may have for the instructor (optional)

Cultural Genogram Assignment: This assignment is given to enhance your understanding of self and learn a valuable assessment tool. This assignment is designed with the following Practice Behaviors in mind. Please consider them when completing this assignment.

- 1.2 Practice personal reflection and self-correction to assure continual professional development
- 2.1 Recognize and manage personal values in a way that allows professional values to guide practice
- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
- 5.1 Understand the forms and mechanisms of oppression and discrimination
- 7.2 Critique and apply knowledge to understand person and environment
- 10b.1 Collect, organize, and interpret client data
- 10b.2 Assess client strengths and limitations

The assignment begins with your reading of the article, "[The Cultural Genogram: Key to Training Culturally Competent Family Therapists](#)" by Hardy and Laszloffy (1995). This article describes in detail an exercise similar to the one you will complete. The authors focus on preparing culturally competent therapists and present a strong theoretical rationale to an inside-out learning design.

Some students can feel uncomfortable revealing themselves to a professor - that is understandable; however, the experience of making yourself vulnerable to another human being is often what we are asking of clients in our role as social workers. This is part of our parallel process. Please see me with any questions or concerns.

Part 1: Creating your Cultural Genogram

The Hardy and Laszloffy article provides details and description about creating your cultural genogram. You can design your cultural genogram on a computer using graphics or using some other medium such as a piece of chart paper. It does not need to be elaborate, just easy to see and read with a key to define the symbols that you use. If you are so inclined, you can make it more than two-dimensional. Assign colors or patterns to each cultural group and include a legend or key, making the symbols, and colors or patterns easy to understand. Your use of color or patterns should, for example, make an intercultural marriage visually identifiable. You do not need to strictly follow the model in the article, but your representation should effectively depict your cultural origins. Once you have used the symbols, colors, and patterns to create your picture, this will serve as an outline for your paper.

One example can be found here- [Cultural Genogram example](#)

Part 2: Paper

First provide an overview of your cultural genogram: How have you organized your cultural genogram, and why? How did you arrive at the primary organizing principles for each of the cultures of origin (if you had more than one)? Was it easy? Obvious? Difficult? Why or why not? (One paragraph may be sufficient, more if necessary; say enough to communicate fully.)

The next section of your paper should address most or all of the following questions which are partially adapted from the Hardy and Laszloffy article (p. 232). One way to organize your paper is to create a section for each of your cultures of origin, if you have more than one. Within each culture, you can create additional sub-sections as needed in response to specific questions. (At certain points, you might also want to acknowledge differences between different strands of your family in regard to one particular organizing principle). Questions to consider about each cultural group include:

- a) Unless you are Native American or an international colleague residing in the US on a temporary basis, under what conditions did you or your family (descendants) enter the US (immigrant, political refugee, slave, undocumented alien, and so on)?
- b) What were/are the group's experiences with oppression? Provide one or more key examples? Were or are there any markers of oppression?
- c) What issues divide members within this group? Are there sources of intragroup conflict?
- d) Is/are there a dominant religion among members of this group? What role does religion play in the identity of the group? In the everyday lives of the members of the group?

- e) Does spirituality play a significant role in the identity of this group or the lives of the group members that is different than the role of religion?
- f) Does regionality and geography play a role in the group?
- g) How are gender and gender roles defined within the group? How is sexual orientation regarded?
- h) What significance does race, skin color, hair, or other facial or bodily features play within the group?
- i) What prejudices or stereotypes does this group have about itself? (i.e., how does this group see itself?)
- j) What prejudices or stereotypes do other groups have about this group?
- k) What prejudices or stereotypes does this group have about other groups? (Be as specific as you can.)
- l) How are names given, assigned, or acquired among group members? Are there rules, rituals, or traditions governing names and naming? Can one discern anything about a person by hearing his or her name?
- m) How is social class defined by this group? Does this group identify itself in terms of social class?
- n) How is family defined? What is the importance of family?
- o) What occupational roles were valued and devalued by the group?
- p) How have the organizing principles of this group shaped your family? Are there specific ways these organizing principles have manifested in your family system? What effect have they had on you?
- q) How might some of the organizing principles of this group influence your attitudes toward individuals or groups from similar and dissimilar cultural backgrounds that you might encounter in your professional life?
- r) If more than one group comprises your culture of origin, how were the differences between these cultures negotiated in your family? Were there intergenerational consequences? How has this affected you personally and how might it carry over to professional relationships, particularly when notable cultural differences exist?
- s) What are the ways in which pride/shame issues of each group are manifested in your family system?
- t) What impact will these pride/shame issues have on your work with clients from both similar and dissimilar cultural backgrounds?

If a particular question doesn't seem relevant, skip it. If other questions come to mind that you want to answer, please do so. Also feel free to respond to other questions from the article that I may not have included on the above list. Include specific examples whenever possible. Don't avoid acknowledging cases in which you find that inconsistency exists within the culture you are describing. You may conclude that in a particular culture, family is a tightly closed system that is difficult for outsiders to enter, even through marriage. At the same time, you think of one or two instances that contradict this general tendency. Report this anomaly, which in fact may remain a mystery to you. On the other hand, as you

reflect, you may be led to a possible explanation for the exceptions, and might gain new insight into the culture you are exploring.

Please include information about the object that you brought into class and your experience sharing that object with your small group.

The length of this part of the paper will vary. Try to reflect deeply before you write, make notes to yourself, and this may help you stay organized and keep the length manageable. Writing is a way of thinking and going more deeply into oneself for some people, so trust your own process of getting the words on paper. Editing is yet another skill, equally valuable. Do not edit out sections or examples that feel important to you, even if you are expressing your lack of certainty, reporting conflicting information, or your own personal frustration and confusion. You are expected to unearth confounding questions filled with ambiguity. If all of the answers were simple, it wouldn't be worth spending time on such an activity at this point in your education.

The paper should close with a summation of the genogram, having described and explored your culture(s) of origin and the major organizing principles. Conclude your paper by considering the following questions:

- a) What did you learn about yourself and your cultural identity? Did you find this exercise valuable? Why or Why not?
- b) What are your family's and your beliefs and feelings about the group(s) that comprise your culture of origin? What parts of the groups do they embrace or reject? How has this influenced your feelings about your cultural identity?
- c) How will your cultural identity impact your relationships and professional practice? Given what you have learned about your cultural identity, how does this guide your anti-racist/anti-oppressive learning & practice as a Social Worker? What are the next steps for your anti-racist practice?
- d) Feel free to include any questions/topics that you hope to continue to explore during your training and career as a social worker.

This article is an additional resource for your reflection - [White Privilege: Unpacking the Invisible Knapsack Peggy McIntosh, 1990](#)

Writing Skills

Papers are expected to be written in a formal writing style, well organized, clearly written, and show minimal grammatical errors. If you choose to cite a source for one of your papers, please use APA 6th edition style citation. Please be aware that I will deduct points for poor writing skills including grammatical errors. I encourage you to use the [Sweetland Writing Center](#) and/or reach out to Betsy Williams at betsywil@umich.edu or ssw.umich.edu/writing-help if you require writing support and/or assistance.

Listening Exercise:

Part 1: Character Development Profile This assignment helps you bring life to the simulated client you will portray with your partner. You will complete this part of the assignment in 511.

Part 2: The Session will be conducted in assigned pairs and observed by the your 'clinical team'. Prior to the 'session' provide the 'therapist' with the background information (this can be a summary/sketch of the above information) about the 'client' – similar to what you might get from an intake call.

You will record a 20-minute online session, the goal is just for you to practice the listening skills that we have been learning throughout the course.

During the 'session,' be sure to practice skills such as reflective **listening, Hepworth's level three and four empathic responses, asking clarifying questions, conveying openness to where the 'client' is verbally and non-verbally, demonstrating cultural humility, attuning to the emotional state of the speaker while paying** close attention to your own emotional state and reactions. You should use open-ended questions, provide empathic, mirroring statements, summarize, ask for clarification, etc. *Your goal is to gain a strong understanding of what the person is struggling with and convey that understanding.* The ability to understand is best developed by being a good listener!

Part 3: The Process Note: Before reviewing the recording (and trading roles), complete column 1 and 2 of your process notes, (see Chapter One of Cooper and Lesser and use this format). As you then play back the recording, notice how accurately or inaccurately you captured the process, what you "heard" and what you didn't and think about why that might be. After reviewing the recording, please complete the third column, noting the type of listening/interviewing skill you used. Feel free to edit column 1 to more accurately reflect the session content.

Time Saving Strategies:

- Write verbatim sections only on those parts of the interaction that demonstrate a competency you are working on, or that were particularly difficult, confusing, powerful, or successful.
- Don't worry about parts of the interaction you can't remember – just indicate in the recording/analysis that you can't remember what happened then and keep writing.
- Take notes during the session or meeting (as long as this is not distracting) or write key words during the interaction; these can be helpful in reminding you what happened and should enable you to write more quickly.

When you are done interviewing, ask for some feedback from the client. Did they feel listened to and understood? What was the experience like for them to have someone "just" listen? Other members of your clinical team can give feedback about what they observed too using the format of strengths and suggested areas for growth.

Part 4: The Paper: Write a 2-3 page paper reflecting on the following:

- What did you observe about body language, voice tone, affect, eye contact, etc.
- Give a brief summary your **understanding** of what the person was struggling with. What themes did you notice?
- How did your cultural identity and that of your client, impact your understanding of the problem and your response (internal and external)? How do privilege, oppression and racism impact your 'client'? Your interactions as client/Social Worker?
- What did your "client" say about the experience...how did they describe your attending and listening style?
- What was the experience like for you?
- How was it to "just" listen, only being able to ask clarifying questions, or make an empathic comment, or a summarizing comment - i.e. not give advice!? How did you do in that role?
- What reactions did you have internally to the subject matter of the conversation?
- How closely did your initial writing of the process notes capture with the actual interview?
- What are your thoughts on the degree of match or mismatch?
- What did you learn about yourself through this exercise? What skills do you think you need to work on? How will these skills be important as you continue your learning and training as a Social Worker?

NOTE: Please do not fake a "session." Your task is to show that you can *listen*, ask appropriate questions and make clarifying statements – that is the start of any Social Work role.

GRADING will be based on:

Process Notes

I want to see that you did them correctly and were honest about your own reactions to the 'client', I am most interested in your learning process!

Make sure to use Cooper & Lesser's example in Chapter 1 and include: 1) What was said (dialogue), 2) your own internal reaction (self-reflection) and 3) the type of

listening/interviewing skill you used (i.e. open ended question, seeking clarification, metaphor development, summarizing, etc..).

Reflection Paper

Quality of observations - how well you noted eye contact, body position, breathing, etc. and attempted to understand how the non-verbal and verbal aspects of the “client” aligned.

Reflective Aspect - ability to show self- reflection, ability to generate some clear idea of your own reactions, thoughts and feelings...both in role as Social Worker and in reaction to the content of the discussion; addressing mismatches in what you “heard” and what was said...addressing your thoughts as to matches and mismatches.

Writing Skills- Clarity, grammar, thoughtfulness, following parameters of assignment, etc.

Please see Grading Rubric on Canvas for specific grading expectations.

Small Group Discussion: Several times throughout the semester, students will be asked to take on one of three roles - PODS commentator, deep reader integrator, or note taker- in a small group discussion. Points will be given for fulfilling this role in a thoughtful, engaged manner. Please turn in bullet points and/or prepared notes after the discussion.

PODS Commentator- Please review the readings and be prepared to discuss how the readings do or do not consider privilege, oppression and diversity, including: ability, age, class, culture, ethnicity, family structure, gender identity, gender expression, marital status, national origin, race, religion, and sexual orientation.

Deep Reading Integrator- Please review the readings, view videos, etc...and be prepared to compare and contrast and synthesize the materials for that week, this can also include weekly lectures and class discussions and activities.

Note Taker- Please turn in notes that you take during the Small Group Discussion, highlighting each person’s contribution to the discussion.

GRADING:

Attendance and Participation	25 Points
Genogram and Paper	30 Points
Small Group Discussion	15 Points (5 points each)
Journal	5 points
Process Recording & Reflection	25 Points
Total Points	100 Points

Assignment	Due date	Percent of overall grade
Cultural Genogram & Paper	Friday October 16, 2020 at midnight	30%
Journal	Anytime between 11/1 - 11/22/2019	5%
Process Recording & Reflection	Friday, November 13th	25%
Small Group Discussion	Throughout the semester	15%

Attendance and class participation

Students are expected to arrive on time and attend the synchronous portion of the class for the full period, complete asynchronous activities prior to class each week, participate in class discussions, and complete all assignments on time. Attendance will be taken at the beginning of each synchronous class.

You are allowed one excused absence. More than one absence will result in a reduction of points and could lower your final grade for the course. Extra credit opportunities may be made available. If you have a personal emergency that might require that you miss more than one class, please let me know. Also, please let me know about planned or unplanned absences as soon as you realize that you are going to miss class, preferably prior to the class meeting, if possible. When absent, students are expected to find out what they missed from a classmate and, if relevant, to review the PowerPoint presentations and other materials that can be found on the class Canvas site.

Effective social workers are **self-aware**. Be prepared to 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 small group and whole class activities.

My hope is to co-create a class environment where we will feel safe enough to take some risks in sharing who we are, and what questions we are grappling with related to the course content, and this is one reason why **class attendance** is so important. Your on-time arrival, attendance and participation also reflects the basic ingredient of any social work relationship – your presence, “**showing up**” or “**being there**”. For this reason, I ask you to adhere to the following guidelines concerning the use of computers or cell phones in class.

Class Policy Regarding the Use of Portable Technology (for in person learning)

Research regarding portable technology (laptop computers, phones, etc.) confirms that these devices can be a supportive classroom tool when **directly** tied to the course curriculum while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting, social media) and disruption to others (*CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices*). Therefore, the following guidelines will guide us toward meeting our goals for the course:

I expect that students will not be using computers/social media/phones for non-related classroom activities or recreational purposes. As such, unless we are actively using technology for in class engagement, all computers and other devices must stay closed and away during class time.

Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and I retain the right to lower an overall final grade by a **minimum** of ½ grade for any student who is highly disengaged in class due to technology use.

GRADING

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of several points - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* If I help you deepen your understanding of something that is helpful for me to know too.

I will take off up to the equivalent of a half a grade for every day an assignment is turned in late without a prior agreed upon extension.

GRADING SCALE

The criteria for each grade are as follows:

100 - A+
95 - 99 A
90 - 94 A-
88 - 89 B+
84 - 87 B
80 - 83 B-
78-79 C+
74-77 C
70-73 C-
69 and below -D or E, no credit can be given

Please refer to the following resources for further information:

[Grades in Academic Courses and in Field Instruction](#)
[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

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