



Course title:	Interpersonal Practice with Individuals, Families, and Groups Interpersonal Practice Skills Laboratory	
Course #/term:	SW 521/511, 007, Fall 2020	
Time and place:	Mondays, 9:00 -12:00 and 2:00-5:00 Fully online	
Credit hours:	3 + 3	
Prerequisites:	none	
Instructor:	Elizabeth Gumbis, LMSW	
Pronouns:	She, her, hers	
Contact info:	Email: egumbis@umich.edu	Phone: 248-631-4774
	You may expect a response within 36 hours	
Office:	2760 SSWB	
Office hours:	By appointment only	

1. Course Statement

a. 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.

b. Course objectives

Upon completion of SW521 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)

Upon completion of SW511 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 determine client strength and vulnerabilities, as well as course of biopsychosocial, cultural, sociopolitical and spiritual risks and support.
3. Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, and 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 professionals.
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 socio-political, environmental, and experiential or emotional/cognitive factors that may support or impede the therapeutic relationship.

c. 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.

2. Class Requirements

a. Text and class materials

Required Textbook:

Hepworth, D.H., Rooney, R., Rooney, G., and Strom-Gottfried, K. (2017). *Direct Social Work Practice: Theory and Skills (10th ed.)*. Pacific Grove, CA: Brooks/Cole.

ISBN: 978-1-305-63380-3

- All other readings, articles and resources will be posted on CANVAS
- Readings must be completed prior to the week/class indicated.
- Additional readings might be added as the semester unfolds. You will be notified via CANVAS message when this occurs. I will also announce it in class.
- My expectation is that students complete all readings. To engage fully in course topics, and become a competent and skilled social work practitioner, students must complete the readings and come to class prepared. This will maximize students' learning experiences.
- Readings will be integrated into class discussions, small group breakout rooms, practice exercises and unscheduled reading quizzes.

b. Class schedule

Date	Topic	Required Readings	Assignments
Week 1 8/31/20 AM	Introduction to Social Work Profession and Interpersonal Practice	Hepworth Ch 2: Direct Practice: Domain, Philosophy, and Roles Hepworth Ch 3: Overview of the helping process	
8/31/20 PM	Core Values and Ethics	Hepworth Ch 4: Operationalizing the Cardinal Social Work Values	
Week 2 9/7/20	Enjoy Labor Day!		
Week 3 9/14/20 AM	Engagement and Empathy	Hepworth Ch 5: Building Blocks of Communication: Conveying Empathy and Authenticity	
9/14/20 PM	Core Components: How to Build a Therapeutic Relationship	Hepworth Ch 6: Verbal Following, Exploring, and Focusing Skills Hepworth Ch 7: Eliminating Counterproductive Communication Patterns	

Week 4 9/21/20 AM	Intake and Assessment: The first meeting	Cooper and Lesser, Chapter 3	Client Character Development Paper Due by beginning of class
9/21/20 PM		Hepworth Ch 8: Assessment: Exploring and Understanding Problems and Strengths	Simmersion #1: <i>Jemma Intake</i>
Week 5 9/28/20 AM	Interviewing Skills and Active Listening Skills	Hepworth Ch 9: Assessment: Intrapersonal, Interpersonal and Environmental Factors	
9/28/20 PM	Examining biopsychosocial forms		
Week 6 10/5/20 AM	Simulation #1 Engagement and Empathy		
10/5/20 PM	Goal Setting and stages of change	Ruffolo et. al. Chapter 7: "Change Planning" from <i>Direct Social Work Practice</i> Norcross, J., Krebs, P., & Prochaska, J. (2011). Stages of Change. <i>Journal of Clinical Psychology</i> , 67(2) 143-154.	Simulation 1 Video and Annotations due by midnight
Week 7 10/12/20 AM	Collaborative Relationships with Clients in a Cultural Context And Motivational Interviewing	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. Appio, L., et.al. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. <i>Journal of Clinical Psychology</i> 69(2), 152-161. 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.	

10/12/20 PM	MI continued Intervention 1: Solution- Focused	Trepper, T.S., McCollum, E.E., DeJong, 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	Simmersion #2: <i>Brief Motivational Intervention with Gabe Turner</i>
Week 8 10/19/20 AM	Simulation 2: Assessment and Goal Setting		
10/19/20 PM	Intervention 2: Cognitive Behavioral Therapy	Gabbard, G.O. (2009). Chapter 8: Applications of Individual Cognitive- Behavioral Therapy to Specific Disorders in <i>Textbook of Psychotherapeutic Treatments</i> , Arlington, VA: American Psychiatric Publishing. Hepworth Chapter 13: Planning and Implementing Change oriented strategies, pages 391-420	Simulation 2 video and annotation due by midnight
Week 9 10/26/20 AM	Intervention 3: Core Intervention Skills	Ruffolo et.al. Chapter 8: Core Intervention Skills from <i>Direct Social Work Practice</i>	
10/26/20 PM	CBT part 2	Cully, J.A. and Teten, A.L. (2008). A Therapist's Guide to Brief Cognitive Behavioral Therapy. Wenzel, A. (2012). Modification of Core Beliefs in Cognitive Therapy. Standard and Innovative Strategies in Cognitive Behavior Therapy, IntechOpen.	Biopsychosocial Paper due by beginning of class Simmersion #3: <i>Introducing CBT with Tanisha Mosley</i>
Week 10 11/2/2020 AM	Intervention 4: Psychodynamic Therapy MBCT and TRAILS	Shedler, J. The Efficacy of Psychodynamic Psychotherapy: American Psychologist, 65(2) 98-109.	
11/2/2020 PM	Family 1	Hepworth Ch 10: Assessing Family Functioning in Diverse Family and Cultural Context Hepworth Ch 15: Enhancing Family Functioning and Relationship	Simmersion #4: <i>Suicide Assessment with Taye Banks</i>

Week 11 11/9/2020 AM	Family 2	Taffel, R. (2010). Breaking Through to Teens: Psychotherapy for the New Adolescence. Guilford Press-Chapter 2: The First Meeting, Getting Teens to Talk and Chapter 3: The Foundation—What's Necessary to Building a Helping Relationship with Teens	
11/9/2020 PM	Skill building practice		
Week 12 11/16/2020 AM	Catch up session: What do we need?		
11/16/2020 PM	Simulation 3: Intervention		Simulation 3 video and annotations due by midnight
Week 13 11/23/2020 AM	Thanksgiving Break!		
Week 14 11/30/2020 AM	Groups	Hepworth Ch 11: Forming and Assessing Social Work Groups Ruffolo Ch 10: Additional Skills for Working with Families and Groups	
11/30/2020 PM	Group Skill building with TRAILS or MBCT		
Week 15 12/7/2020 AM	Clinical Team Presentations		Clinical Team Presentations
12/7/2020 PM	Termination	Hepworth Ch 19: The Final Phase: Evaluation and Termination	

This schedule is subject to change. You will be notified in class, in a CANVAS message, and the updated version will appear on CANVAS.

c. Assignments

Assignment	Due Date	Points Possible
Client Character Paper	Week 4: September 21	15 points
Simulation #1: Active Listening and Engagement	Week 6: October 5	20 points
Simulation #2: Assessment and Goal Setting	Week 8: October 19	20 points
Biopsychosocial Assessment Paper	Week 9: October 26	25 points
Simulation #3: Intervention	Week 12: November 16	20 points

4 Simmersion Practice Exercises and reflection	Ongoing	15 points
4 Entertain Me Well Completion and Reflection	TBD	15 points
Reading Responses	TBD—surprise quizzes	20 points
Final Project: Clinical Team Presentation	Week 15: December 7	20 points
Engagement in Clinical Teams (self-report, peer review, Instructor observation)	Ongoing	10 points
Class participation (attendance and preparedness, weekly engagement, etc)	Ongoing	20 points

More detailed explanations of assessments will be discussed in class. Sample papers will also be shared, when appropriate.

d. Attendance and class participation

Your attendance and participation are integral to the overall richness of this course. The more prepared you are for each class, the more you bring your own questions, ideas and experiences into our discussion, the more enriching this class will be for us all. Further, this course is a skill-building one; there will be many skill-building activities in class, and if you miss, you will be curtailing your own practice experience. If you know in advance that you will miss a class, please email me in advance at egumbis@umich.edu. If you miss two consecutive classes, I am bound to notify the Associate Dean for Educational Programs so that you can get the assistance you need. If you miss a class in which an assignment is due, you must email me that paper within 24 hours of the class missed. If you miss one class for a personal reason, and you notify me beforehand, this absence will not affect your grade. For each class missed after that one, however, your participation grade will drop. Just as your presence is needed for successful outcome in the Interpersonal Practice work, so too is it needed in our classes! Here is a link to the [MSW Student Guide policy on Class Attendance](#). For Covid-19 related absences, please see below.

e. Grading

Please review the Assignment schedule and point/percentage breakdown chart above. I will accept late work only under extreme circumstances that are communicated to me in advance of the due date. Please find the MSW Student Guide policy on Grades in Academic Courses and in Field Instruction here: <https://sww.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-education> Also in the MSW student guide, you can find information on the school's [Student Grievance Procedures](#) and policy for [Grading in Special Circumstances](#). 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 [MSW Student Guide](#) criteria will be used to make a final determination.

Grading Scale:

A = 94-100%	B+ = 89-88	C+ = 79-78	D+ = 69-68
A- = 90-93%	B = 87-83	C = 77-73	D = 67-63
	B- = 82-80	C- = 72-70	D- = 62-60

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.

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*
- [*CAPS: UM's Counseling and Psychological Services*](#)
 - Embedded Counselor for SSW is [**Alejandro Rojas, LMSW**](#)
 - School of SW Building Room #2628
 - 734-764-8312
 - aroja@umich.edu
- [*Wolverine Support Network*](#)
- *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*

