



COURSE TITLE: Interpersonal Practice with Individuals, Families and Small Groups/
Interpersonal Practice Skills Laboratory

COURSE #, TERM: 521, Section 009, Fall 2020
511, Section 009, Fall 2020

TIME and PLACE: Monday, 9:00 – 11:50am and 2:00 – 4:50pm (Lab)
Hybrid Course (Zoom Links are on CANVAS and face-to-face classes will be held in SSWB B780 on 9/8, 9/19, 10/20, and 11/10)

COURSE HOURS: 3

PREREQUISITES: None

INSTRUCTOR: Clinical Assistant Professor Abigail Eiler, LMSW, MSW, QMHP

PRONOUNS: She | Her | They

CONTACT INFO: Email: rowea@umich.edu Phone: 734-615-2903
You may expect a response from me in 48 hours; however, please free free to contact me again if I overlook responding.

OFFICE: SSWB Room# 3728

OFFICE HOURS: Friday, 8:00 – 9:00am by appointment only

1. COURSE STATEMENT

Course Description (for 521)

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 (for 521)

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, effect 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 {including gender identity and gender expression}, 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 change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

Course Objectives (for 521)

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 Description (for 511)

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

Course Content (for 511)

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 Cognitive Behavioral Therapy, Psychodynamic Psychotherapy and Child Play Therapy. Additionally, students will learn strategies of self-regulation in order to stay cognitively and emotionally able to effectively intervene in therapeutic relationships. Students will practice methods of evaluating change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

Course Objectives (for 511)

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

Course Design

521 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.

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

Most classes will combine synchronous and asynchronous learning with the exception that students log into class sessions each day unless otherwise noted in the syllabus.

Cirricular Themes

Multiculturalism & 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. Critical consciousness about power imbalances between children and their broader systems, children/client and interventionist and between client and agency will also be explored.

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. This 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.

Promotion, Prevention, Treatment & 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.

Behavioral and Social Science Research h will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

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. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

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. COURSE REQUIREMENTS

Text and Class Materials

Ruffolo, M. C., Perron, B. E., & Voshel, E. H. (2015). *Direct social work practice: Theories and skills for becoming an evidence-based practitioner*. SAGE Publications.

NOTE: Please wait to buy the Textbook – I am waiting to see if the Library will make it accessible at no-cost.

Please **choose one** of the following for your book club assignment:

- 1) Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Macmillan.
- 2) Genova, L. (2009). *Still alicie*. Simon and Schuster.
- 3) Kendi, I. X. (2019). *How to be an antiracist*. One world.
- 4) Lopez, W. D. (2019). *Separated: Family and community in the aftermath of an immigration raid*. Johns Hopkins University Press.

Recommended readings and resources are available on the course CANVAS site or through other electronic access approximately one week before class. To fully engage in the course topic and to become a competent social work practitioner, it is expected that students will complete all required readings and be prepared to discuss those readings before the class session for which they are assigned.

Class Schedule

Note: All Zoom Links will be available on CANVAS.

Date/Time	Agenda	Required Reading & Assignments
<p>Week 1: 9/1/2020 9:00-11:50am Via Zoom</p>	<ul style="list-style-type: none"> • Introduction to Interpersonal Social Work • Discussion about vulnerabilities in social work and interpersonal practice • Integrative Themes that Guide Social Work Practice 	<p>Watch: Brown, B. (2013) The Power of Vulnerability. TEDxHouston</p> <p>Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture and context seriously. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 37(1-2), 48-60.</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</p>
<p>Week 1: 9/1/2020 2:00-4:50pm Via Zoom</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Social Work Ethics and Values • Discussion regarding areas of practices that you are interested in learning. 	<p>Grant, J. G., & Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. <i>Families in Society: The Journal of Contemporary Social Services</i>, 90(4), 425-430.</p> <p>Kam, P. K. (2012). Back to the ‘social’ of social work: Reviving the social work profession’s contribution to the promotion of social justice. <i>International Social Work</i>.</p> <p>Recommended Reading: Edwards, B. (2015). Ethical Decision-Making Models in Resolving Ethical Dilemmas in Rural Practice: Implications for Social Work Practice and Education. <i>Journal of Social Work Values and Ethics</i>, 12(1).</p>
<p>Week 2: 9/8/20 9:10-11:50am In-person Class Complete your health screen prior to arriving.</p>	<ul style="list-style-type: none"> • Engagement Skills and Relationship Building Skills • Transference and Countertransference in Practice Social Work 	<p>Watch: Identity and Basics of Clinical Practice (CANVAS)</p> <p>Ruffolo et al Text: Chapter 1, p.1-10 Chapter 2, p. 11-34</p>

<p>Week 2: 9/8/20 2:10-4:50pm</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Practice Engagement Skills • Start Brainstorming Your Character Development 	<p>Decety, J., & Ickes, W. (Eds.). (2009). What is Empathy?, <i>Social Neuroscience of Empathy</i>. Cambridge, MA, USA: MIT Press.</p> <p>Nickerson, R. S. (1999). How we know—and sometimes misjudge—what others know: Imputing one's own knowledge to others. <i>Psychological Bulletin</i>, 125(6), 737-759.</p>
<p>Week 3: 9/15/2020 9:00-11:50am</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> • Starting Clinical Biopsychosocialspiritual Assessments • Understanding Stages of Change <p>Lab:</p>	<p>Ruffolo et al Text: Chapter 5, p. 77-96 Chapter 6, p. 99-126</p>
<p>Week 3: 9/15/2020 2:00-4:50pm</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> • Assessment Part I: Identifying the Problem and Readiness to Change • Collecting Demographic Information through rapport building approach • Cultural Formulation Interviews 	<p>Edwards, B. (2015). Ethical Decision-Making Models in Resolving Ethical Dilemmas in Rural Practice: Implications for Social Work Practice and Education. <i>Journal of Social Work Values and Ethics</i>, 12(1).</p>
<p>Week 4: 9/22/2020 9:00-11:50am</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> • Trauma-Informed Assessments • Mandated Reporting • Anti-racist clinical practice 	<p>Ruffolo et. al Text: Chapter 3, p. 35 -54</p> <p>Watch: Stevenson, B. (2012) We Need to Talk About an Injustice. TEDx</p> <p>Watch: Burke, N. (2014) How childhood trauma affects health across a lifetime. TedMED</p> <p>Cohen, J. A., & Mannarino, A. P. (2016). Overcoming Obstacles to Implementing Evidence-Based Trauma Treatment. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 55(10), S278.</p> <p>Igelman, R., Taylor, N., Gilbert, A., Ryan, B., Steinberg, A., Wilson, C., & Mann, G. (2007). Creating more trauma-informed services for children using assessment-focused tools. <i>Child welfare</i>, 86(5), 15.</p> <p>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.</p>

<p>Week 4: 9/22/2020 2:00-4:50pm</p> <p>Via Zoom</p>	<p>Lab: Assessment Part II: Practice IPV Screenings, Trauma Screenings, & Safety Planning</p>	<p>Franco, D. (2018). Trauma Without Borders: The Necessity for School-Based Interventions in Treating Unaccompanied Refugee Minors. <i>Child and Adolescent Social Work Journal</i>, 1-15.</p> <p>Lee, M.Y., Ng S.M., Leung, P., & Chan, C. (2009). Integrative Body-Mind-Spirit Social Work: An empirically based approach to assessment and treatment. New York: The Oxford University Press. Chapter 3: Systemic Assessment: Everything is Connected, pp. 51-82.</p>
<p>Week 5: 9/29/20 9:10-11:50am</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<ul style="list-style-type: none"> Culturally Responsive Suicide Assessments/ Interventions & Ethical Responsibilities <p>Lab:</p>	<p>Villarreal-Otálora, Tatiana, Porter Jennings, and Orion Mowbray. "Clinical Interventions to Reduce Suicidal Behaviors in Hispanic Adolescents: A Scoping Review." <i>Research on Social Work Practice</i> 29, no. 8 (2019): 924-938.</p> <p>Wexler, L. M., & Gone, J. P. (2012). Culturally responsive suicide prevention in indigenous communities: Unexamined assumptions and new possibilities. <i>American Journal of Public Health</i>, 102(5), 800-806.</p>
<p>Week 5: 9/29/20 2:10-4:50pm</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<ul style="list-style-type: none"> Assessment Part III: Practice Mental Status Exams, Asking Directly, Identifying Ambivalence, conducting the C-SSRSS, & Safety Planning Active Listening Practice Opportunity <i>(if needed)</i> 	<p>Virupaksha, H. G., Muralidhar, D., & Ramakrishna, J. (2016). Suicide and suicidal behavior among transgender persons. <i>Indian Journal of Psychological Medicine</i>, 38(6), 505.</p> <p>Nario-Redmond, M. R., Noel, J. G., & Fern, E. (2013). Redefining disability, re-imagining the self: Disability identification predicts self-esteem and strategic responses to stigma. <i>Self and Identity</i>, 12(5), 468-488.</p> <p>Recommended Reading: Posner, K., PhD., et al (2011). The Columbia-suicide severity rating scale: Initial validity and internal consistency findings from three multisite studies with adolescents and adults. <i>The American Journal of Psychiatry</i>, 168(12), 1266-77.</p>
<p>Week 6: 10/6/2020 9:00-11:50am</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> Goal-setting & Intervention Planning 	<p>Ruffolo et. al Text: Chapter 7, p. 127-148</p>
<p>Week 6: 10/6/2020 2:00-11:50pm</p> <p>Via Zoom</p>	<p>Lab:</p> <ul style="list-style-type: none"> Person-centered Planning & IPOS Complete BPSS Interviews in Dyads 	<p>Pre-class: Complete DWIHN Person-Centered Planning and Individual Plan of Service for Direct Support Professionals (Direct Care Workers) Online Training (45 minutes).</p>
<p>Week 7: 10/13/2020 9:00-11:50am</p>	<ul style="list-style-type: none"> Individual Therapy Solution-focused Therapy 	<p>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.</p>

Via Zoom		<p>Kim, J. S. (Ed.) (2014). Solution-focused brief therapy: A multicultural approach Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781483352930</p> <p>**In the Kim book, select any population that you would like to learn more about in Chapters 4-13. Come to class prepared to discuss what you learned.</p>
<p>Week 7: 10/13/2020 2:00-4:50pm</p> <p>Via Zoom</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Goal-setting worksheet • Exploration of Types of Therapy via Evidence-Based Practices Resource Center 	<p>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. <i>Social Work & Christianity</i>, 44.</p> <p>Hubble, M.A., Duncan, B.L., and Miller, S.C., eds (1999). <i>The Heart of Soul of Change: What works in therapy.</i> Washington, D.C.: American Psychological Association. . Chapter 4: The Client as a Common Factor: Clients as Self-Healers.</p>
<p>Week 8: 10/20/2020 9:10-11:50am</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<ul style="list-style-type: none"> • Treating & Assessing Substance Use Disorders • Motivational Interviewing 	<p>Ruffolo et. al Text: Chapter 9, p. 179-202</p> <p>Watch Lutrell Lecture on Substance Use Disorders</p>
<p>Week 8: 10/20/2020 2:10-4:50pm</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Practice SUD Screening and Evaluation • Practice Motivational Interviewing Techniques • Eliciting & Evoking Change Talk 	
<p>Week 9: 10/27/2020 9:00-11:50am</p> <p>ALL DAY! Via Zoom</p>	<p>Detroit – Wayne Integrated Health Network Training: CAFAS</p>	<p>No Required Readings</p> <p>Practice SIMmersion: Motivational Interviewing with Gabe</p>
<p>Week 9: 10/27/2020 12:30pm – 4:50pm</p> <p>ALL DAY! Via Zoom</p>		<p>Recommended Readings:</p> <p>Stewart, S. L., & Hamza, C. A. (2017). The child and youth mental health assessment (ChYMH): An examination of the psychometric properties of an integrated assessment developed for clinically referred children and youth. <i>BMC Health Services Research</i>, 17 doi:http://dx.doi.org.proxy.lib.umich.edu/10.1186/s12913-016-1970-9</p>

<p>Week 10: 11/3/2020 9:00-11:50am</p> <p><i>Election Day:</i> Asynchronous Learning Day!</p>	<ul style="list-style-type: none"> • Cognitive Behavioral Therapy Introduction 	<p>Ruffolo et. al Text: Chapter 8, p. 149-178</p> <p>Hardy, G., Cahill, J., & Barkham, M. (2009). Active ingredients of the therapeutic relationship that promote client change. In P. Gilbert and R. L. Leahy (Eds.), <i>The therapeutic relationship in the cognitive behavioural therapies</i> (pp. 24–42). London, England: Routledge.</p>
<p>Week 10: 11/3/2020 9:00-11:50am</p> <p><i>Election Day</i> Asynchronous Learning Day!</p>		<p>Watch: Pre-recorded CANVAS Lecture (CANVAS)</p> <p>Practice: CBT SIMmersion Module</p>
<p>Week 11: 11/10/2020 9:10-11:50am</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<ul style="list-style-type: none"> • Trauma-Focused Cognitive Behavioral Therapy 	<p>Clen, S. L., Mennin, D. S., & Fresco, D. M. (2013). Emotion regulation strategies. <i>The Wiley handbook of cognitive behavioral therapy</i>, 1-21.</p> <p>Griffin, K. M. (2017). Hidden Trauma Amongst Homeless Youth: Trauma Focused-CBT Interventions for Clinical Practice.</p> <p>Strasser, A. (2015). Trauma-focused cognitive behavioral therapy: An evidence based practice applicable with minority children. <i>Gallaudet Chronicles of Psychology</i>, 3(1), 38-42.</p>
<p>Week 11: 11/10/2020 2:10-4:50pm</p> <p>In-person Class Complete your health screen prior to arriving.</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Practcing CBT & TF-CBT • Interventio Planning Session with Client 	<p>Bigfoot, D. S., & Schmidt, S. R. (2010). Honoring children, mending the circle: cultural adaptation of trauma-focused cognitive-behavioral therapy for American Indian and Alaska Native children. <i>Journal of clinical psychology</i>, 66(8), 847-856.</p> <p>Winship, G., and Knowles, J. (1996). The transgenerational impact of cultural trauma: Linking phenomena in treatment of third generation survivors of the Holocaust. <i>British Journal of Psychotherapy</i>, 13(2), 259-266.</p>
<p>Week 12: 11/17/2020 9:00-11:50am</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> • Family Therapeutic Interventions • Family Systems Theory • Guest Lecture: MST 	<p>Ruffolo et. al Text: Chapter 10, p. 203-216</p> <p>Dattilio, F. M. (2001). Cognitive-behavioral family therapy: Contemporary myths and misconceptions, <i>Contemporary Family Therapy</i>, 23 (1), 3-15.</p> <p>Yan, M.C. & Yuk-Lin R. W. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. <i>Families in Society</i>, 86:2, 181-188.</p> <p>Reccommended Readings:</p>

		<p>Bass, C., van Nevel, J., & Swart, J. (2014). A comparison between dialectical behavior therapy, mode deactivation therapy, cognitive behavioral therapy, and acceptance and commitment therapy in the treatment of adolescents. <i>International Journal of Behavioral Consultation and Therapy</i>, 9(2), 4.</p> <p>Fife, S. T., & Whiting, J. B. (2007). Values in family therapy practice and research: An invitation for reflection. <i>Contemporary Family Therapy</i>, 29(1-2), 71-86.</p>
<p>Week 12: 11/17/2020 2:00-4:50pm Via Zoom</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Group Therapy Intervention • Brief DBT Overview & Practice 4 modules 	<p>Troester, J. D. (2002). Working through family-based problem behavior through activity group therapy. <i>Clinical Social Work Journal</i>, 30(4), 419.</p> <p>Tucker, A. R. (2009) Adventure-Based Group Therapy to Promote Social Skills in Adolescents, <i>Social Work with Groups</i>, 32:4, 315-329.</p> <p>Recommended Reading: Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. <i>Behavior therapy</i>, 35(4), 639-665.</p> <p>Stantisben, D. A., Szapocznik, J., Perez-Vidal, A., Kurtines, W., Murray, E. J., & La Perriere, A. (1996). Efficacy of interventions for engaging youth/families into treatment and some variables that may contribute to differential effectiveness, <i>Journal of Family Psychology</i>, 10 (1), 35-44.</p>
<p>Week 13: 11/24/2020</p>	<p>NO CLASS</p>	<p>NO CLASS</p>
<p>Week 14: 12/1/2020 9:00-11:50am Via Zoom</p>	<ul style="list-style-type: none"> • Evaluation/Outcome Monitoring • Termination & Supervision 	<p>Ruffolo et. al Text: Chapter 11, p. 217-236</p> <p>Campbell, A., and Hemsley, S. (2009). Outcome rating scale and session rating scale in psychological practice: Clinical utility of ultra-brief measures. <i>Clinical Psychologist</i>, 13(1), 1-9.</p> <p>Knight, C. (2012). Social workers' attitudes towards and engagement in self-disclosure. <i>Clinical Social Work Journal</i>, 40(3), 297-306.</p>
<p>Week 14: 12/1/2020 2:00-4:50pm</p>	<p>Lab:</p> <ul style="list-style-type: none"> • Practicing SRS/ORS • Utilizing WAI • Terminating with your client 	<p>Anderson, K. N., Bautista, C. L., & Hope, D. A. (2019). Therapeutic alliance, cultural competence and minority status in premature termination of psychotherapy. <i>American Journal of Orthopsychiatry</i>, 89(1), 104–114. https://doi.org/10.1037/ort0000342</p>

Via Zoom		Owen, Jesse, Jordan, Terrence A., II, Turner, Darren, Davis, Don E, Hook, Joshua N, & Leach, Mark M. (22/3/2014). Therapists' Multicultural Orientation: Client Perceptions of Cultural Humility, Spiritual/Religious Commitment, and Therapy Outcomes. <i>Journal of psychology and theology</i> , 42(1), 91–98. General Information, La Mirada: Sage Publications Ltd. (UK).
Week 15: 12/8/2020 9:00-11:50am Via Zoom	<ul style="list-style-type: none"> • Self-care & Professional Development • Guest Speaker 	Ruffolo et. al Text: Chapter 12, p. 237-252
Week 15: 12/8/2020 No PM Class		Richards, K. C., Campenni, C. E., & Muse-Burke, J. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. <i>Journal of Mental Health Counseling</i> , 32(3), 247-264.

Course Assignments

All assignments are to be submitted via CANVAS by 11:59pm on the specified due date unless otherwise specified in the assignment details. All assignment details can be found on the SW521.009 and SW511.009 CANVAS Sites.

521 Course Assignments	Due Date	Points
Attendance & Participation	<i>Ongoing</i>	15
Bio-Psycho-Social-Spiritual Assessment	<i>October 13, 2020</i>	35
Goal-setting Worksheet & Responses to Pre-Intervention Identification Questions	<i>October 26, 2020</i>	5
Intervention Planning	<i>November 20, 2020</i>	30
Book Review & Outside of Class Discussion	<i>December 6, 2020</i>	15
Total Possible Points		100

511 Course Assignments	Due Date	Points
Attendance & Participation	<i>Ongoing</i>	30
Character Development, including 5 minute snapshot video	<i>September 22, 2020</i>	15
Genogram & Active Listening	<i>October 3, 2020</i>	30
SIMmersion Assignment	<i>Ongoing; due by 12/1</i>	10
Detroit-Wayne Integrated Health Network 14 online trainings	<i>December 1, 2020</i>	10
Final Reflection	<i>December 8, 2020; submit by 9:00am on CANVAS</i>	5
Total Possible Points		100

Attendance & Participation

As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that

arrangements can be made for you to address the material that you missed

Your attendance and participation also reflects the basic elements of any social work relationship – you show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. Your grade will be negatively impacted if more than one class is missed as an unexcused absence. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day. [Policy on Class Attendance](#) found in the MSW Student Guide.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures. Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student's participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

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.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

Please note that late assignments will be marked down 5% for every day late.

Grading

My practice is to provide detailed feedback on your papers. As such, it may take me up to three weeks to return them. Papers are graded on:

Quality of clinical thinking: Papers that rate the highest will show strong analytic skills; evidence strong clinical insight; show strong understanding of human behavior; demonstrate a curiosity about what they hear or

see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.

Integration of materials: Papers that rate the highest will show superior skill in linking reading and lecture materials to their written work; pull from multiple sources; typically go above the requirements but not excessively so; go beyond “person on the street” thinking.

Level of Self-reflection: Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in them response to the work and demonstrate an understanding of social work values and ethics (PODS, empathy, strengths-based thinking, etc).

Writing skills: Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate and there will be effective use of quotations.

Grading for this Course

A+ = 100%

A = 97 – 99%

A- = 92 – 96%

B+= 89 – 91%

B = 85 – 88%

B- = 81 – 84%

C+= 78 – 80%

C = 74 – 77%

C- = 70 – 73%

References and Referencing Style

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (7th Edition) is accessible via internet.

You may also refer to: [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and 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.

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.

Students who fail to comply with remote-only participation will be de-enrolled from the class and will be reported as violating the Student Rights and Responsibilities COVID Addendum language which states:

1. Members of the Student community are expected to comply with health and safety laws, orders, ordinances, regulations or health and safety guidance adopted by the University as it relates to public health crises, including COVID-19, where failure to do so may result in public health risk. This guidance will evolve as the public health crisis evolves and may include, but is not limited to, social distancing, mandatory COVID-19 testing, de-densifying efforts, limitations on mass gatherings, wearing a face covering, contact tracing, and quarantine / isolation requirements.
2. Failure to comply with the public health guidance adopted by the U-M as it relates to face coverings, which is subject to change and which is currently located at: <http://ehs.umich.edu/wpcontent/uploads/2020/07/U-M-Face-Covering-Policy-for-COVID-19.pdf>
3. Failure to participate in and maintain isolation and/or quarantine, as instructed by a health care provider or public health officials, which may include U-M Environmental health and safety. Students seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity.
4. Hosting or attending a social gathering larger than the allowable limits set by any state or local law or University policy. This provision does not preclude constitutionally protected activity, such as protesting, or individuals who may be residing together in a single household.

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.

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. [Recording and Privacy Concerns FAQ](#)

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

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