



Course title:	Interpersonal Practice with Individuals, Families and Small Groups
Course #/term:	SW521 010, Fall 2020
Time and place:	Tuesday, 6-9:00 pm Remote on Zoom
Credit hours:	3
Prerequisites:	Not Available
Instructor:	Zaynab Boussi, MSW, SSW, LMSW
Pronouns:	She, Her, Hers
Contact info:	Email: zboussi@umich.edu Cell Phone: 313-204-1505 (Call or Text) You may expect a response within 24 hours
Office:	N/A
Office hours:	By appointment

Course Description

This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families and small groups in social contexts. It integrates content on multiculturalism, diversity, and social justice issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

Course Content

This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies. Students also learn how self-awareness and the conscious use of self affect 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

Upon completion of this course, students using a social work practice framework will be able to: 1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4) 2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1) 3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4) 4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3) 5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

Course Design

This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

Theme Relation to Multiculturalism & Diversity

is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

Theme Relation to Social Justice

are central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

Theme Relation to Behavioral and Social Science Research

is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

Relationship to SW Ethics and Values

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

Class Requirements

Text and class materials

M. Ruffolo, B. Perron, & E. HarbeckVoshel (2016) *Direct Social Work Practice: Theories and Skills for Becoming an Evidence-Based Practitioner*. CA: Sage Publications.

Stevenson, Bryan (2014) *Just Mercy: A Story of Justice and Redemption*. New York :Spiegel & Grau.

Class schedule

Date	Live Zoom Meeting Agenda	Assignments Due
Class 1 September 1, 2020	Introductions and expectations. <ul style="list-style-type: none"> - Intro to IP work: Core Theoretical perspectives - Intro to Simmersion 	/
<p>Read:</p> <p>Direct Social Work Practice – Chapter 2, p. 11-34 Online Learning Strategies for Success (found in Canvas)</p> <p>Watch:</p> <p>Kimberle Crenshaw: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare</p> <p>WILD GEESE: https://youtu.be/1IiyIWR2orE</p>		
Class 2 September 15, 2020	Engagement and Relationship Building Skills <ul style="list-style-type: none"> - Stages of Change - Transference and Countertransference in Practice 	/
<p>Read: Chapter 5, p.77-96</p> <p>National Alliance on Mental Illness</p> <p>One of the many practice areas of social work is mental health. The National Alliance on Mental Illness (NAMI) advocates for individuals and families to obtain the support and education needed for people with mental illness.</p> <ul style="list-style-type: none"> • Go to the NAMI News link on the left navigation bar. Review current topics related to mental illness. Are there recurring themes to these articles? How can you as a social worker advocate for this population? • Go to the Press & Media link on the left navigation bar. Do you know the 		

symptoms of mental illness? How can you educate and refer clients that may be experiencing some of these symptoms?

- Read [Linea's Story in Personal Stories](#). How did Linea accept living with mental illness and complete her personal goals?

Class 3
September 22, 2020

Professional Values, Ethics
and Professional Use of Self

- NASW Code of Ethics
- Ethical Decision Making

Read:

- Chapter 4, p. 55-76

[Pause Before Posting: Using Social Media Responsibly](#)

Social workers using social media such as blogs, Facebook, message boards, or Twitter must think carefully about how their postings could affect their clients and their careers (Matthew Robb, MSW, LCSW-C, February 2011).

- When can a social worker share client information without identifiers? Are there limits to confidentiality when using the internet?
- What does the NASW Code of Ethics say about using social media? Has the NASW General Counsel offered guidance in this emerging use of technology?
- What are potential consequences and sanctions for posting client information?

Watch:

[Monica Lewinsky: The Price of Shame](#)

Personal self-assessment can motivate healthy change. Although this speaker is not a social worker, she does demonstrate social work's value of critical self-reflection. Given Ms. Lewinsky's public exposure of a very personal situation, she chose to reveal her motivations and openly discuss her change process. Ultimately, her willingness to have this difficult conversation can contribute to the development of self and assist in changing future social policy.

- How important is critical self-reflection while in the change process? How can an individual recover from an experience like this? How would a social worker today assess this period of her life? How did Ms. Lewinsky address a major life decision that left her stigmatized, marginalized, and publically humiliated?
- What role did technology and media play in her experience? Would you consider

<p>these experiences a form of cyber-bullying? • What can social workers do to address cyber-bullying targeting young adults? What does "shame can't survive empathy" mean?</p>		
<p>Class 4 September 29, 2020</p>	<p>Assessment in Social Work with Individuals and Families</p> <ul style="list-style-type: none"> - Adverse Childhood Events - Attachment Theory 	<p>First Simulation CBT; Introduction Assignment Due</p>
<p>Read: Chapter 3, p. 35-54 Chapter 6, p. 99-126</p> <p>Listen to: Bio-psychosocial-Spiritual (BPSS) Assessment and Mental Status Exam (MSE) The Social Work Podcast with Jonathan Singer: The Bio-psychosocial-spiritual (BPSS) assessment is the means for providing context for the client's presenting problems. The purpose of each of the four life domains is discussed, as well as how the information is used in social work practice. Emphasis is placed on solution-focused approaches to assessment.</p> <ul style="list-style-type: none"> • How does each of the four domains contribute to holistically understanding the client? How do these domains contribute to a diagnosis? • Children and adolescents communicate differently than adults. What is the role of the parent in the family counseling session? • Why are your observations of the mental status of the client important? Do observations change over time? What is the significance of these changes for the assessment process? • Identify specific strategies or techniques used to assess mental status. 		
<p>Class 5 October 6, 2020</p>	<p>Role-Play for Bio-Psycho- Social-Spiritual Interviews.</p> <p>Social Justice, Racism and Social Work Practice</p>	
<p>Watch:</p>		

[Social Justice Ted Talk: Chimamanda Adichie: The Danger of a Single Story](#)

Social justice is part of the social work legacy. We learn from others in order to better serve our clients. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding. Our lives, our cultures, are composed of many overlapping stories.

- How do stories impact children's worldview of others that are different than themselves?
- Why is diversity an important dimension of learning and teaching? How do "single stories" of an individual or a community influence one's perception of "the other"?
- What role does critical reflection have in understanding one's personal values?
- How does a social worker promote social justice in practice and with colleagues?

October 13, 2020 FALL STUDY BREAK - NO CLASS

Class 6 October 20, 2020	Core Intervention Skills (CBT) - Cognitive Restructuring ABC	
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Read: Chapter 8 p. 148-178

Cognitive and behavioral approaches are primary social work interventions. The following website links describe CBT.

[Beck Institute for Cognitive Behavioral Therapy](#)

- What is unique about cognitive behavioral therapy (CBT)? How applicable or transferrable is CBT in various practice settings?
- Is CBT appropriate for culturally diverse populations? What does the social worker need to be aware of when using CBT as an intervention for an immigrant family?

[Guide to Cognitive Behavioral Therapy \(CBT\)](#)

- What is the focus of CBT? Are there particular behaviors that benefit from CBT?
- Describe the CBT process used for an individual with a fear of germs. Can a person "reclaim" his life with ongoing use of CBT?

<p>Class 7 October 27, 2020</p>	<p>Change Planning</p> <ul style="list-style-type: none"> - Core Intervention Planning - Change Goals - Goal Selection - SMART Goals - Intervention Selection 	<p>CBT- Functional Assessment Simulation #2 Assignment Due by 5pm</p>
<p>Read: Chapter 7 p. 127-148</p> <p>Watch: What Is a Treatment Plan?</p> <p>"Most therapists will ask you at the beginning 'what brought you here today' and try to work out what your main goal for therapy is. This helps us better create a plan. From there we begin the assessment process. This could be diagnosis, figuring out what you have worked on before, your school and family history, etc. While doing this, we will also be giving you homework and trying out new tools to see what works for you and what doesn't."</p> <ul style="list-style-type: none"> • Describe the purpose of a treatment plan and how the assessment process contributes to the plan. • How does the social worker prepare for working with the client using the assessment findings? • How does the client participate in the assessment and change processes? • Why does a social worker need a "road map" for client assessment and change plans? 		
<p>Class 8 November 3, 2020</p>	<p>Intervention Skills</p> <ul style="list-style-type: none"> - Problem Solving - Psychoeducation - Case/Care Management 	<p>Chapter 9 p. 179-202</p> <p>Bio-Psycho-Social-Spiritual Assessment assignment due by 5pm.</p>
<p>Class 9 November 10, 2020</p>	<p>Working with Families and Groups</p> <ul style="list-style-type: none"> - Social Work Mission - Models of Family Work - Working w/Couples <p><i>Guest Speaker:</i></p>	<p>Chapter 10, p. 203-216</p>

Class 10 November 17, 2020	Evaluation and Outcome Monitoring - Intervention Planning Exercises	Chapter 11, p. 217-236 CBT: Discussing Change Simulation #3 Assignment Due by 5pm.
Class 11 December 1, 2020	Lifelong Learning and Professional Development Over the Life Course - Professional Identity - Supervision Mentorship - Continuing Education	Chapter 12, p. 237 - 252
November 24, 2020	No Class	School Closed
Class 12 December 8, 2020	Discussion of Professional Dilemmas Panel of Social Work Professionals for Q & A	Just Mercy Book Review Due by 5pm. (Submit through Canvas)

a. Assignments

Assignment	Due date	Percent of overall grade
Attendance and Participation	On-Going	30%
Simulation #1	September 29, 2020 by 5pm	10%
Simulation #2	October 27, 2020 by 5pm	10%
Simulation #3	November 17, 2020 by 5pm	10%

Bio-Psycho-Social-Spiritual Assessment	November 3, 2020 by 5pm (submit through Canvas)	20%
Just Mercy Book Review	December 8, 2020 by 5pm (submit through Canvas)	20%
Total Possible Points		100

Attendance and Class participation

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is requested. If more than two absences occur, the student will not receive 50 % of the credit for points earned throughout the course of the semester.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner.

Students are allowed to utilize electronic devices during sessions if utilized to support their work and success in the course. As professionals, it is understood that students will remain engaged in the session

Grading

A+ = 99 - 100	B+ = 87 - 89	C+ = 77 - 79
A = 94 - 98	B = 84 - 86	C = 74 - 76
A- = 90 - 93	B- = 80 - 83	C - = 70 - 73

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.]

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.

Mental health and well being:

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)
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The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Accommodations for students with disabilities:

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#)

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities

G-664 Haven Hall

505 South State St.

Phone: (734) 763-3000

Email: ssdoffice@umich.edu

Religious/spiritual observances:

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. [Please click here to find out more](#)

[about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.](#)

Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance

Career Services (Room 1696)

1080 S University Ave.

Phone: (734) 763-6259

Email: ssw-cso@umich.edu

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)