



Course title:	Interpersonal Practice with Individuals, Families, and Small Groups	
Course #/term:	SW 521-011 Fall 2020	
Time and place:	Wednesday, 5:00-8:00 PM, Zoom and B780 (In-person 9/9, 9/30, 10/21, 11/11)	
Credit hours:	3	
Prerequisites:	None or permission of instructor	
Instructor:	Ben Moe, LMSW	
Pronouns:	He/Him/His	
Contact info:	Email: benmoe@umich.edu	Phone: 269-716-8097
	You may expect a response within 24-48 hours	
Office:	NA	
Office hours:	By appointment	

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 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)

Note: Course Objectives are connection to School of Social Work/Council on Social Work Education: Competencies and Practice Behaviors

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, etc.

d. Course Relationship to PODS

This course will introduce students to PODS (privilege, oppression, diversity and social justice) as the framework through which social work education and practice can be viewed. Students will explore how these concepts manifest in social work practice.

This course integrates PODS content and skills with emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate injustices and

are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students' exploration of social justices, recognition of mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

Direct Social Work Practice: Theories and Skills for Becoming and Evidence-Based Practitioner, Ruffolo, M. C., Perron, B. E., & Harbeck Voshel, E. (2016)

Rent through redshelf: link in Canvas

My Grandmother's Hands

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the pathway to mending our hearts and bodies*

The Deepest Well

Burke-Harris, N. (2018). *The Deepest Well; Healing the Long-Term Effects of Childhood Adversity*

Other readings, videos and podcasts may be assigned and will be made available through Canvas or The UMich Library.

b. Class schedule (Subject to change (with notice) at instructor's discretion. Additional readings may be made available via Canvas and will be posted 2 weeks in advance of due date).

Week 1: 9/2/2020 (Zoom)

Activities

- Welcome/review syllabus/written & unwritten rules
- Introductions
- [Watch: Brene Brown Ted Talk: The Power of Vulnerability](#) (during class session)
- Small Group Discussion: Vulnerability in Social Work

Lectures:

- Course Intro/Integrative Themes that Guide Social Work Practice

Assignments

- none

Readings

- Ruffolo et al: Chapter 1-3

Week 2: 9/9/2020 (In-person and Zoom)

Activities

- Watch: Power of Questions
- In-class discussion & practice: Engagement & Relationship Skills

Lectures

- Why Learn Therapy as a Macro Student?
- Motivational Interviewing

Assignments

- Ethics Exercise steps 1 & 2

Readings

- Ruffolo et al: Chapter 5
- [NASW Code of Ethics](#)
- Menakem: Chapter 7

Week 3: 9/16/2020 (Zoom)

Activities

- Small Group Discussion (Ethics exercise step 3)

Lectures

- Informed Consent/Duty to Warn

Assignments

- Simmersion: Motivational Intervention: Gabe

Readings

- Ruffolo et al: Chapter 4
- Burke-Harris: Chapter 1-3
- DSM

Week 4: 9/23/2020 (Zoom)

Activities

- [Ted Talk: Nadine Burke-Harris: How Childhood Trauma Effects Health Across a Lifetime](#)
- In Class Discussion/Activity: ACEs

Lectures

- Bio-Psychosocial Assessment
- Diagnosing (Bi-Polar/Depression/Anxiety/ADHD/Trauma)

Assignments

- Character Development

Readings

- Ruffolo et al: Chapter 6
- Burke-Harris: Chapter 4-6

Week 5: 9/30/2020 (In-person and Zoom)

Activities

- Small Groups: Spirituality Assessment
- In-class Practice: Assessment

Lectures

- [Ted Talk: Eleanor Longden: The Voices in My Head](#)
- Watch: Spirituality Assessment

Assignments

- Simmersion: Risk Assessment (Taye)

Readings

- Articles on Spirituality Assessment (in Canvas)

Week 6: 10/7/2020 (Zoom)

Activities

- Team Meetings
- Large Group Report

Lectures

- Harm Reduction/Risk Prevention

Assignments

- Assessment Write-up & Reflection
- Assessment Feedback: Stars and Wishes

Readings

- Burke-Harris: Chapter 5
- Menakem: Chapter 8

Week 7: 10/14/2020 (Zoom)

Activities

- In class practice: Change/Treatment Planning
- View "Change Planning" in Canvas

Lectures

- Change/Treatment Planning

Assignments

- Treatment Plan

Readings

- Ruffolo et al: Chapter 7
- Burke-Harris: Chapter 7-10
- Menakem: Chapter 10

Week 8: 10/21/2020 (In-Person & Zoom)

Activities

- Small Group Discussion

Lectures

- Clients in a Cultural Context
- Polyvagal Theory in Therapy

Assignments

- TBA

Readings

- Ruffolo et al: Chapter 9
- Burke-Harris: Chapter 11-13

Week 9: 10/28/2020 (Zoom)

Activities

- Mid-Semester Check-in (Small Groups)
- Large Group Report out

Lectures

- CBT for Depression/Anxiety: Individual and Group
- TF-CBT

Assignments

- Simmersion: CBT- Tanisha

Readings

- CBT Manual (See Canvas for Manual Options)
- Ruffolo et al: Chapter 8
- Menakem: Chapter 12

Week 10: 11/4/2020 (Zoom)

Activities

- In-class discussion TBA

Lectures

- DBT

Assignments

- Simmersion: CBT- Tanisha

Readings

- Expert on Mental Illness Reveals Her Own Fight: NY Times Linehan
- View: <https://borderlinehtefilm.com>
 - DO NOT RENT THE MOVIE: Navigate to “Borderliner Notes”
 - Watch at least 3 vignettes

Week 11: 11/11/2020 (Zoom)

Activities

- In-session practice: Therapy Session

Lectures

- Family Therapy

Assignments

- Therapy Session Write-up/Reflection

Readings

- Ruffolo et al: Chapter 10
- Menakem: Chapter 3

Week 12: 11/18/2020 (Zoom)

Activities

- Small Group: Oliver Sipple Discussion
- Large Group Report Out

Lectures

- Listen to Oliver Sipple Podcast
- SUDC Ind/Group Therapy

Assignments

- None

Readings

- TBA

Week 13: 11/25/2020 THANKSGIVING BREAK

Week 14: 12/2/2020 (Zoom)

Activities

- Small Group Discussion: Applying Micro to Macro
- Large Group Report Out

Lectures

- Termination

Assignments

- None

Readings

- Ruffolo et al: Chapter 11-12

c. Assignments

Assignment	Due Date	Points
Ethics Exercise: Steps 1 & 2	9/16/2020	5
Simmersion: Motivational Interviewing (Gabe)	9/23/2020	5
Character Development	9/30/2020	15
Simmersion: Risk Assessment (Taye)	10/7/2020	5
Assessment Write-up & Reflection	10/14/2020	15
Assessment Feedback: Stars and Wishes	10/21/2020	5
Treatment Plan	11/4/2020	15
Simmersion: CBT (Tanisha)	11/11/2020	5
Therapy Session Write-up	11/18/2020	10
Final Paper	12/2/2020	10
Participation	Semester Long	10
TOTAL POSSIBLE POINTS		100

d. Attendance and class participation

This class involves real time class participation. It is traditionally expected that you will attend every class. That being said, COVID-19 has changed everything. Every class will be available via Zoom (including scheduled in-person classes). If you are unable, or prefer not to attend class in-person, then you may join the in-person classes via Zoom.

Attendance will be taken at every class (in-person and zoom). If for some reason you are unable to make any class session, contact me as soon as possible.

Recordings: All class sessions will be recorded via Zoom and made available in Canvas. Recordings will be deleted at the end of the semester. Break out sessions will not be recorded through Zoom.

Policy on Class Attendance (<https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance>)

e. Grading

[Grades in Academic Courses and in Field Instruction](#)
[Student Grievance procedures](#)
[Policy for grading in special circumstances.](#)

Grading Scale:

98-100	A+
93-97	A
91-92	A-
90	B+
88-89	B
86-87	B-
86	C+
83-85	C
80-82	C-
Below 80	Not Passing

Late Assignments will be deducted 10%. Assignments should be uploaded in Canvas using MS Word. If you do not have Word, or experience problems, you may copy/paste into the text box. If you are having Pandemic or other related delays for completely coursework, attending class, or participating, please contact me as soon as possible.

f. Class Recording and Course Materials

[Recording and Privacy Concerns FAQ:](#)

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.]

g. 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](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*

- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*