



| | | |
|------------------------|---|------------------------------------|
| Course title: | Interpersonal Practice with Individuals, Families, and Groups | |
| Course #/term: | SW 521-12, Fall 2020 | |
| Time and place: | Wednesday, 5pm-8pm, Room B760 SSWB – Hybrid Group B | |
| Credit hours: | 3 | |
| Prerequisites: | None | |
| Instructor: | Jennifer Towns, PhD, LMSW | |
| Pronouns: | She, her, hers | |
| Contact info: | Email: jktown@umich.edu | Phone: (231)758-2439 (cell) |
| | You may expect a response within 24 hours | |
| Office: | 3798 SSWB | |
| 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.

Curricular Themes

“Multiculturalism & Diversity” is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

“Social Justice” is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and 3 conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

“Promotion, Prevention, Treatment & Rehabilitation” is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

“Behavioral and Social Science Research” will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

“Social Work Ethics and Values” – The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

“Intensive Focus on PODS” - This course integrates PODS content and skills with a special emphasis on the identification of practice, theories 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 developing a vision of social justice, learn to recognize and reduce 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.

Relationship to Social Work 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 Structure and Requirements

Each class will be 3 hours long (virtual classes may be shorter to promote active engagement and avoid burn-out). For Face-to-Face meetings, we will have a brief check in and review of the material before breaking into small groups. These small group discussions will be to promote relationship development and mutual respect for other’s experience while in the process of dismantling and analyzing hard material. We will then come together for large group or class-wide discussions and large-scale concept critical analysis.

I will also be integrating podcasts, websites, videos, books, articles, etc as a means of expanding beyond the typical textbook format. While there is a textbook for this course, we will not rely entirely on it. This is purposeful, as peer-reviewed traditional academic texts can at times be counterproductive to social justice thinking and impede our work to dismantle historically oppressive spaces and places. We will use many different sources for our learning.

- Textbook: Ruffolo, M. (2016). Direct Social Work Practice.
- Readings, podcasts, videos, etc will be posted in Canvas under the corresponding Week of class. *It is expected that you come to class already having read/watched **all** listed requirements.*

Assignments/Assessment

1. Attendance and participation

This course provides material on an on-going and scaffolded format. Each week builds on the week before, and the knowledge/discussion/critical analysis will be carried from one week to the next.

Because of this, it is imperative that you attend class. Should something known prevent you from attending, please notify me at least 24 hours in advance of expected absence, or within 24 hours of unexpected absence, and we will discuss options for making up that time.

While "attendance" is rather obvious, there are additional expectations for participation. Participation requirements extend beyond "showing up" and encompass the aforementioned vulnerability, self-reflection, bravery. Participation mandates critical analysis and application of the material within the classroom, which contributes to the overall discussions and class atmosphere.

2. Character Development Assignment – Due: Sept. 9

In preparation for simulated client/partner interviews and for subsequent assignments you are to review the **Bio-psycho-social assessment** questions below and begin to think about developing a client. The **bio-psycho-social assessment** is a document you can use to think about questions you would ask a client during assessment, but in this instance you will be using it to help develop your simulated client's background story. A 2-3 page Character Development paper is due on Sept. 9th and will be uploaded to Canvas. This character will be used in your simulated interviews with your class partner.

3. Genogram & Timeline - Due: Sept. 30th

As a part of an effort to enhance your understanding of self and learn a valuable assessment tool, prepare a genogram of three generations of your own family. You may draw the genogram or use a software program to create the graphic. Several word processing packages allow for creation of square, circles, triangles, and ways to draw lines to link them. You could also use one of the "family genogram" programs that are available commercially or as shareware. Genopro offers a FREE 180-day trial. <http://www.genopro.com> but you may not be able to download on school computers - only home computers.

In addition to the genogram, please include a timeline that includes your significant life events and a reflection. Genograms are described in Chapter 6 on pages 113-114 in the Ruffolo et al text. More details for this assignment are available in the course room on Canvas.

Interviewing Exercise - Due: Nov. 18th

You will partner with a classmate to conduct three 10-20-minute videotaped (Zoom recorded) interviews with them using a character that each class member will research and develop for this class (in your week 2 assignment). Only one of these videos will be shared only with the instructor as a part of the assignment. Three are required to assist you in processing and reflecting on your

interviewing experience, even though only one will be turned in. Please see supplemental directions in the course room on Canvas.

Completion of SIMmersion CBT Modules

For each of the three modules, students will complete four attempts and write a one-page reflection paper on the process of completing the simulations and valuable lessons learned in the process.

1. Introduction 10% - **Due November 4th**
2. Cognitive Behavioral Therapy: Functional Analysis 10% - **Due November 11th**

Biopsychosocial Spiritual Assessment and Intervention Plan – **Due: December 9th**

In this component of the assignment, you will write up an assessment plan following your three simulated interviews with your class partner. For this assignment, as you are learning to distill what you have heard, you may write up to 6 single-spaced pages. This assignment will include the BPSS Assessment and a 1-2 page reflection of experience. You will also present this to class in a case consultation format on the last day of class.

| Assignment | Due date | Percent of overall grade |
|-----------------------------------|----------------------------------|---------------------------------|
| Attendance / Participation | Always | 20% |
| Character Development | September 9th | 10% |
| Genogram | September 30th | 10% |
| SIMMersion 1 | November 4th | 10% |
| SIMMersion 2 | November 11th | 10% |
| Interviewing Exercise | November 18th | 15% |
| Bio-Psycho-Social Paper | December 9th | 25% |

Grading

The goal of this class is personal reflection, self-awareness, and growth – which cannot be quantified through grade allocation. However, you will have assignments due throughout the course that have specific expectation related to critical analysis and reflection, and that – versus information regurgitation – will be what you are graded on. For those specific assignments, letter grades will be allocated as follows:

| Assessment Classification | Range | Grade |
|---|--------|-------|
| Far exceeds expectations for critical analysis, depth, and reflection | 95-100 | A |
| | 91-94 | A - |
| Meets expectations for critical analysis, depth, and reflection | 88-90 | B+ |
| | 84-87 | B |
| | 81-83 | B- |
| Minimally meets expectations for critical analysis, depth, and reflection | 78-80 | C + |
| | 74-77 | C |
| | 71-73 | C - |
| Significant Improvement needed | 61-70 | D |
| Does not meet expectations for critical analysis, depth, and reflection | 60-0 | F |

Course Policies

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.

ELECTRONIC DEVICES: This semester is unique in its need to rely so heavily on electronic for the delivery and receipt of material and experience. We will use electronic devices as needed to enhance the learning environment. To promote a learning environment that is conducive to active class participation and engagement, the use of electronic devices such as cell phones, headphones and computers (laptop, iPads etc.) are not permitted in the classroom unless specifically required for class. If brought to class, all such devices must be turned OFF and stored (out of sight) during the class period. No text messaging is allowed during class time. These expectations will be enforced, and anyone found using electronic devices during class time will be asked to leave and noted as absent for that class day.

COURSE CHANGES: Course topics, assigned readings and/or assignments may change at the professor's discretion. Students will be notified of course changes through Blackboard and updates will be reviewed in class as applicable.

DISABILITIES/LEARNING ENVIRONMENT/OTHER CONCERNS: According to university policy, we will provide, on a flexible and individualized basis, reasonable accommodations to students who have on-going disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester to discuss their individual needs for accommodations. You also must be registered with Academic Services so that official documentation can be obtained to ensure appropriate accommodations.

There are times where an individual or "one-time" accommodation may be needed for more acute issues. It is imperative that you discuss this with your professor immediately, especially if it will impede your ability to participate in the classroom or complete necessary class requirements. At that time, it is up to your professor's discretion on whether accommodations can be made related to undocumented acute concerns. If it is determined that it may be a long-term or on-going concern, your professor may refer you to Academic Services for guidance and/or documentation for the accommodation required. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Academic Services to arrange a confidential discussion regarding equitable access and reasonable accommodations.

ACADEMIC HONESTY & INTEGRITY: Students are expected to adhere to the University of Michigan Student Code of Conduct and the Academic Integrity Policy. Plagiarism will not be accepted in any form in the class or in assignments. When presenting any information from any source, whether directly quoted or paraphrased, citations are required. Violations of any of the above will result in a grade of zero for assignments affected and a referral to the college judicial system.

Social work majors are also bound by the **NASW Code of Ethics** (see Social Work Student Handbook.) Violation of the **Code of Ethics** is grounds for dismissal from the Social Work Program.

TIMELINESS OF ASSIGNMENT SUBMISSION: Assignment due dates are listed on the course schedule. Failure to turn in an assignment as outlined will result in a reduced grade. 10% will automatically be deducted if the assignment is late, with 50% reduction after 2 days late, and no credit if 3 or more days late.

ATTENDANCE AND PARTICIPATION: The nature of the learning experience is such that regular attendance and engaged participation is essential. Students are expected to attend class as well as arrive on time and not leave early. As mentioned, participation in class is not limited to attendance. Participation includes attending class, arriving on time and staying the entire class, being prepared for classroom discussion through reading and analysis of assigned readings and/or activities, remaining focused on course content and linking questions and comments to assigned readings as well as to contributions of other students. Sharing and debating ideas and offering solutions are important components. Respect for everyone is expected at all times. You may disagree with the opinions of other students and faculty, but you must respect their contributions to class. Critical thinking, analysis and application of the material to real life situations is a vital part of the social work learning experience.. As always, ongoing communication with your instructor is expected.

PROFESSIONALISM: Social work majors are preparing to be professionals and are expected to behave as such in the classroom. Additionally, students from other major disciplines are expected to adhere to these behavioral guidelines:

- a. Participation.** Students are expected to attend class and come prepared to actively engage in the learning process. Self-awareness is crucial so that you know how best to contribute. Learning to be assertive is important to participation.
- b. Respect.** There will be different ideas about the material presented in class. You can argue and disagree but you must do so with respect for your peers and for the instructor.
- c. Responsibility.** Professional behavior includes coming to class on time, turning in assignments when they are due, and following through on commitments.
- d. Confidentiality.** Classes often demand participation and sharing of information or experiences which are personal in nature. It is important that students feel comfortable and safe in class. Students are expected to adhere to the NASW Code of Ethics and to respect the confidence of their peers.

ELECTRONIC COMMUNICATION WITH PROFESSOR: Student email will be answered within 24 hours. It is your responsibility to communicate with me at any point in time. If you are struggling, please reach out so that assistance can be given.

***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*

Course Schedule

*** This may change based on a variety of factors. Any changes will be communicated to students ASAP. Please refer to Canvas for weekly announcements as well as any schedule changes, additions to resources, etc.

| <i>Date</i> | <i>Topic</i> | <i>Reading/Media</i> |
|--|---|---|
| Week 1: Sept. 2 nd | Intro/expectations/syllabus/assignments | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 1 ❖ Chu and Tsui: Nature of Practice... |
| Week 2: Sept. 9 th | Relationship building, rapport, engagement, listening skills - creating an anti-racist rapport | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 5 ❖ Hepworth Chapter 5, 6 ❖ Lukas: Chapter 1 ❖ Taking race, ethnicity, and culture into account when building rapport and the therapeutic relationship |
| Week 3: Sept. 16 th | Understanding the person, cultural intersectionality, social justice | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 2 ❖ Hodge, Limb, Cross: Moving from Colonization... ❖ Mattsson: Intersectionality as a Useful Tool... ❖ Goldberg: Conflicting Principles... ❖ Appiah: Should Patients be Allowed to Choose... ❖ Lan, Yin, Wong: Rethinking Self-Awareness in Cultural Competence |
| Week 4: Sept. 23 rd | Helping process, values, ethics, suicide | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 4 ❖ Reed: Foundations of Interpersonal Social Work ❖ Cardemil and Battle: Guess Who's Coming to Therapy? ❖ Lukas: Chapter 8, 9 ❖ NASW Code of Ethics: www.socialworkers.org/pubs/code.code.asp |
| Week 5: Sept. 30 th | Trauma and Trauma informed care, attachment, neurobiology | <ul style="list-style-type: none"> ❖ Read: Van Der Kolk: TBD ❖ Purnell: Childhood Trauma and Adult Attachment ❖ Barbash: Big "T" vs Little "t" |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> ❖ Davies and Troy: Attachment as Context for Development ❖ Anda and Felitti: The enduring effects of abuse ❖ Teicher: Scars that Won't Heal ❖ Fowler et al: Exposure to Interpersonal Trauma, Attachment Insecurity, and Depression Severity ❖ Pill, Day, & Mildred: Trauma Responses to IPV ❖ Hardy: Healing the Hidden Wounds of Racial Trauma ❖ Watch: Nadine Burke Harris: https://youtu.be/95ovIJ3dsNk |
| Week 6: Oct. 7 th | Assessment (multidimensional)/ Risk Assessment/SUD Assessment | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 6 ❖ Snowden: Bias in Mental Health Assessment ❖ Goddard: Against Evidence-Based Oppression ❖ Lukas: Chapter 2 |
| Week 7: Oct. 14 th | Intervention Models - "Top-Down" (CBT, TFCBT, DBT, IFS, MI) | <ul style="list-style-type: none"> ❖ Watch: ❖ Read: Ruffolo Chapter 8 ❖ Pedigo: Richard Schwartz: IFS ❖ Beck: Introduction to CBT ❖ Hinton & Jalal: Guidelines for the Implementation of Culturally Sensitive CBT ❖ Bass, Nevel, & Swart: A Comparison between DBT, MDT, CBT, and ACT |
| Week 8: Oct. 21 st | Intervention Models - "Bottom-Up" (Brain Spotting, Brain Paint, SE, SP, EMDR, polyvagal) | <ul style="list-style-type: none"> ❖ Watch: EMDRIA: What is EMDR: https://youtu.be/Pkfln-ZtWeY ❖ Read: Dana: Polyvagal Theory ❖ Listen: https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/the-body-keeps-score-integration-of-mind-brain-and-body-in-the-treatment-of-trauma |
| Week 9: Oct. 28 th | Goal Planning | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 7 ❖ Gasker: Chapter 7 ❖ Drapeau: When the Goals of the Therapists and Patients Clash |

| | | |
|--|---|---|
| Week 10: Nov. 4 th | Practice with Individuals | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 9 ❖ Alegria et. Al: One Size Does Not Fit All... ❖ Dessel: LGBTQ Topics and Christianity ❖ Shelton: Sexual Orientation Microaggressions |
| Week 11: Nov. 11 th | Practice with Families | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 10 ❖ Trepper: Solution-Focused Therapy with Families ❖ Akyil: Being a Family Therapist in the US ❖ Maiter: Using an Anti-Racist Framework ❖ Lukas: Chapter 4 |
| Week 12: Nov. 18 th | Practice with Groups | <ul style="list-style-type: none"> ❖ Kivlighan, Miles, & Paquin: Therapeutic Factors in Group Counseling ❖ Schiller: Not For Women Only ❖ Holmes and Kivlighan: Comparison of Therapeutic Factors ❖ French and Simpson: The "Work Group" ❖ Kivlighan and Kivlighan: Group Climate Research – Where Do We Go From Here? |
| Week 13: Nov. 25 th | Thanksgiving Break | <ul style="list-style-type: none"> ❖ No readings |
| Week 14: Dec. 2 nd | Evaluation/Outcomes/Termination/ Micro-Macro | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 11 ❖ Gelman et al. : Challenging Endings ❖ Gasker: Chapter 9 |
| Week 15: Dec. 9 th | Self-Care and Professional Development | <ul style="list-style-type: none"> ❖ Ruffolo Chapter 12 ❖ Hepworth Chapter 14 |