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| Course title: | Interpersonal Practice with Individuals, Families, and Small Groups | |
| Course #/term: | 521-014 Fall 2020 | |
| Time and place: | Tuesdays 9am – 12pm Zoom and B780 In-Person: 9/15/2020; 10/6/2020; 10/27/2020; 11/17/2020 | |
| Credit hours: | 3 | |
| Prerequisites: | None or permission of instructor | |
| Instructor: | Liz Haas, LMSW ACSW CST | |
| Pronouns: | She, her, hers | |
| Contact info: | Email: lizhaas@umich.edu | Cell Phone: See Canvas |
| | You may expect a response: Varies by day. My clinical days (W,Th,F) at the VA prevent me from responding immediately. | |
| 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)

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom.
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation
- 6.2 Use research evidence to inform practice.
- 7.1 Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- 10b.4 Select appropriate intervention strategies.

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)

- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
- 5.1 Understand the forms and mechanisms of oppression and discrimination.

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)

- 1.1 Advocate for client access to the services of social work.
- 1.3 Attend to professional roles and boundaries.
- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.4 View themselves as learners and engage those with whom they work as informants.
- 5.2 Advocate for human rights and social and economic justice.
- 10c.2 Implement prevention interventions that enhance client capacities.
- 10c.3 Help clients resolve problems.
- 10c.4 Negotiate, mediate, and advocate for clients

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)

- 1.4 Demonstrate professional demeanor in behavior, appearance, and communication
- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
- 10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- 10a.2 Use empathy and other interpersonal skills.
- 10a.3 Develop a mutually agreed-on focus of work and desired outcomes.

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)

- 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 2008) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (IFSW, 2004).
- 2.3 Tolerate ambiguity in resolving ethical conflicts.

Note: Course objectives are connected 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 P.O.D.S.

This course will introduce students to P.O.D.S. (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 P.O.D.S. content and skills with a special 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 justice, 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 P.O.D.S. learning.

2. Class Requirements

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Readings will be discussed in class and used in activities and assignments. To get the most out of class discussion and assignments, readings/listenings/viewings for the class period should be completed prior to class.

a. Text and class materials (Purchase or Rent)

Direct Social Work Practice 10th Edition

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*.

- Rent etextbook through Cengage. Instructions on Canvas

My Grandmother's Hands

Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*.

Additional readings, podcasts, and videos are embedded in the weekly agenda/canvas modules and are either available through the Umich Library or Canvas.

b. Class Schedule and Assignments

Class location information (zoom link and in-person/room number) is found on Canvas and at the top of this Syllabus.. In person classes are subject to change based on the status of the pandemic. Changes will be posted to Canvas.

Lectures will either be live online interactive, in class, or self-paced prerecorded content that you can watch at your leisure prior to the next class. A lecture from one class may be the topic of discussion for the next class. All lectures and classes will be recorded; break out sessions will not be recorded.

Assignment details and due dates are subject to change. Changes can be found on Canvas.

| Assignment | Due Date | Points |
|-----------------------------------------------------------------------------------------|-----------------|---------------|
| Simmersion: MI (Gabe) | 9/15/2020 | 5 |
| Ethics Exercise: Steps 1 & 2 | 9/15/2020 | 5 |
| Character Development | 9/22/2020 | 15 |
| Assessment Write Up | 10/6/2020 | 15 |
| Assessment Feedback: Stars and Wishes | 10/13/2020 | 5 |
| Treatment Plan | 10/20/2020 | 10 |
| Simmersion: CBT (Tanisha) | 11/3/2020 | 5 |
| The Scarcity Trap | 11/10/2020 | 1 |
| Session 3 Note Write Up | 11/17/2020 | 10 |
| The Nancy: Oliver Sipple | 11/17/2020 | 1 |
| Final Paper | 12/15/2020 | 20 |
| Participation | Semester Long | 8 |
| <i>Assignments and due dates are subject to change. Changes can be found on Canvas.</i> | | |

Weekly Overviews:

Week 1

9/1/2020

Activities

- Welcome Activities/Discussions
 - Review Syllabus
 - Written/Unwritten Rules

Lectures

- Grief
- Self-Care

Readings

- Hepworth Chapters 1, 2, 3
- Menakem Ch 7

Week 2

9/8/2020

Lectures

- Why learn therapy as a Macro SW student
- Motivational Interviewing/Validation Strategies

Assignments

- Ethics Exercise: Steps 1 and 2
- Simmersion: MI
- Character Development

Readings

- Hepworth Chapters 4, 5, 6
- Code of Ethics

Week 3

9/15/2020

Activities

- Small groups Discussion: Ethics Step 3
- Lectures
 - Informed Consent/Duty to warn
 - Brief Assessment
 - Intro to Diagnosing
 - Assessment tools

Assignments

- Character Development

Readings:

- Hepworth Chapters 7, 8
- DSM

Week 4

9/22/2020

Lectures

- Psychosocial Spiritual Assessment
- Diagnosing

Readings

- Hepworth Chapter 9
- Relational Spirituality as Scaffolding for CBT: Correa & Sandage 2018

- Religion Spirituality and Therapy: Elkonin et al 2014
- View: [TedTalk: The Voices in My Head](#)

Week 5

9/29/2020

Activities

- Small groups discuss: Spirituality Assessment
- In class practice: Assessment

Week 6

10/6/2020

Activities

- Team meetings
- Large Group Report Out:

Lectures

- Treatment Planning

Readings

- Hepworth Ch 12, 13

Week 7

10/13/2020

Activities

- In class practice: Treatment Planning

Lectures

- Risk Prevention

Readings

- Hepworth 9-5d, 9-6a
- Menakem Ch 8

Week 8

10/20/2020

Lectures

- Clients in a cultural context
- Polyvagal Theory in Therapy

Activities

- Small groups discussion

Readings

- Hepworth 10, 11-7, 14-6
- Menakem Ch 10
- Dana Ch 1

Week 9

10/27/2020

Activities

- Midsemester check in: Small Groups
- Large Group Report Out

Lectures

- CBT for Depression and Anxiety: Individual and Group

Readings

- Hepworth Chapters 11, 17
- CBT Manual (See Canvas for Manual Options)

Week 10

11/3/2020

Lectures

- DBT

Readings

- Menakem Ch 12
- Read: [Expert on Mental Illness Reveals Her Own Fight: NY Times Linehan](#)
- View: <https://borderlinethefilm.com>
 - Watch at least 3 vignettes
 - Do not rent the movie: navigate to Borderliner notes

Week 11

11/10/2020

Activity

- In session practice: Therapy Session

Lecture

- Family Therapy

Readings

- Menakem Ch 3
- Internal Family Systems Therapy Ch 16 and pages 29-39
- Hepworth 10, 15, 18

Week 12

11/17/2020

Activities

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

Lectures

- SUDC Group and Individual Therapy

Readings

- Addiction as an Attachment disorder Ch 6
- Addiction as an Attachment disorder Ch 7

Week 13

11/24/2020

Week of Thanksgiving: No Class

Week 14

12/1/2020

Lectures

- Sex and Gender in Therapy
- Out of Control Sexual Behaviors

Activities

- Small Groups Discussion: Recentering
- Large Group Report Out

Readings

- Brief Psychosexual Therapy 2017
- Braun Harvey Ch 3
- Hepworth Ch 14
- Kendi Ch 17, 18
- Hepworth 18

Week 15 **12/8/2020**

Lectures

- Termination

Activities

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

Readings

- Hepworth 19

c. Attendance and class participation

This class involves real time class participation. It is traditionally expected that you will attend every class. That being said, the Covid19 Pandemic has changed everything. There will be a zoom link available for each class session, including in-person class sessions. If you are unable, or prefer not, to attend in person classes, then you may join the in-person classes via Zoom.

Attendance and participation are factored into your grade. See Canvas for grading.

- Taking Attendance:
 - Attendance will be taken at every class: online and in person.

- Recordings:
 - All classes (in person and online) will be recorded and made available. The zoom sessions will be deleted after the semester ends.
 - Break-out sessions (i.e., small group discussions) will not be recorded through zoom.

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

d. Grading

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

Late assignments will be deducted 10%

- If the assignment is due, for example, at 11:59pm and you turn the assignment in at 12am it will count as a late assignment.
- Assignments should be uploaded using Word. If you do not have Word or if the upload process is giving you trouble, you may copy and paste your submission into the text box.
- If you are having Pandemic related delays for completing coursework, attending class, or participating, please contact me (see participation assignment on Canvas for more information).

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

e. 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.

f. 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.

g. 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*