Course title:	Essentials of Interpersonal Practice
Course #/term:	506, Section 001, Fall 2021
Times and Place:	Mondays 1:00-5:00, 2752 SSWB
Credit hours:	4
Prerequisites:	N/A
Instructor:	Candace Ziglor, LMSW
Pronouns:	She, her, hers
Contact info:	**Email:** cziglor@umich.edu **Phone:** 248-636-2839
Office:	3798 SSWB
Office hours:	By appointment

Course Statement

a. Course Description

This course presents knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. Students learn how to perform various social work roles (i.e. counselor, group facilitator, mediator, broker, and advocate), recognizing that these roles must be based on the adherence to social work values and ethics. All phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation,and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Using an evidence informed approach, students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability and spirituality) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. 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, problem-solving, critical and creative thinking in practice. Students learn how to apply various evidence-informed strategies in order to demonstrate the effectiveness of change efforts based on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

b. Course Objectives and Competencies

- Apply inclusive engagement, assessment, and intervention strategies with diverse clients with empathy and cultural humility, based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings (Essential 11, 13, 14, 15; EPAS 2, 6, 7, 8).
- Articulate social work values and ethics in all interpersonal practice strategies to address client issues. (Essential 9, 40, 44; EPAS 1, 5, 6)
- Assess client needs using a biopsychosocial spiritual and ecological frameworks to effectively identify and address client and environmental change strategies including in high risk situations such as suicide, interpersonal violence, substance abuse and trauma. (Essential 2, 4, 7, 16; EPAS 4, 7, 8, 9)
- Develop intervention plans that incorporate evidence informed practice with diverse clients based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings that can target environmental as well as intra and interpersonal levels of change. (Essential 18, 20, 21, 27; EPAS 4, 7, 8)
- Practice engaging, assessing, intervening and evaluating with client systems using evidence informed strategies in each phase of intervention. (Essential 22, 23, 27; EPAS 4, 6, 7, 8, 9)
- Demonstrate effective communication to document services and intervention and facilitate interprofessional collaborative practice. (Essential 12, 17; EPAS 6, 8)
- Apply anti-racist frameworks to social work practice and utilize skills to intervene, disrupt, and undo racism. (Essential 1, 11, 14, 22, 44, 45; EPAS 2, 3, 6, 7, 8, 9)

c. Course Design

This course will incorporate mini-lectures, role plays, simulations, and applied case examples to demonstrate the core objectives. Using a flipped class approach, class sessions will emphasize skill development and applied learning activities related to all aspects of the change process when working with individuals, families, and small groups.

d. Rigorous focus on 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 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 every aspect of professional interpersonal practice.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

1. **Multiculturalism and 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.

2. **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. These 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.

3. **Promotion, Prevention, Treatment, and 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.

4. **Behavioral and Social Science Research** 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 OF THE COURSE TO 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.

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Class Requirements

    a. **Text and Class materials**

Required Texts:

- Hepworth, D. H., Rooney, R., Rooney, G. and Strom-Gottfried, K. (2017). Direct social work practice: Theory and skills (10th ed.). Pacific Grove, CA: Brooks/Cole.
- Menakem, R. (2017). My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies. Central Recovery Press.

All other readings and resources are available on CANVAS or through other electronic access. Students are expected to complete all assigned readings before the class period for which they are assigned. Most classes will depend on prior reading rather than repeating material that is in the reading during the class session.

Course Structure

a. **Synchronous**

b. **Asynchronous materials**

c. **Zoom guidelines**

Please plan to use your video (at least most of the time) during the live zoom sessions. Our live zoom sessions are tailored to minimize Zoom fatigue. Most of our Zoom activities will be in smaller groups and/or activity centered, just like our in-person meetings. You are welcome to turn off your video anytime as needed. If there are circumstances that prevent intermittent use of video during the few designated "zoom" sessions, please notify me as soon as possible.

d. **Ongoing student feedback**

Class Schedule, Assignments, and Grading

Date MONDAYS	Topic	Weekly Content		Activities and Assignments
		Lectures	**Readings**	
			Syllabus	**Class Agenda**
		Watch before class:	**Read before class:**	Welcome to class
Week 1 8/30	**Understanding the Client's Ecosystems and Integrative Themes**	**Integrative Themes that Guide Social Work Practice** [13:16]	**Hepworth Chapter 1** The Challenges of Social Work	Introduction Exercise
			Hepworth Chapter 2 Direct Practice: Domain, Philosophy, and Roles	Overview of syllabus and course structure
		Ecosystems and ecomaps lecture - Tolman [17:00]	**Hepworth Chapter 3** Overview of the helping process	Small group breakouts
		SUPPLEMENTAL BECAUSE COVERED IN 590	**Hepworth Chapter 4** Operationalizing the Cardinal Social Work Values	Learning Community Guidelines
		Ethical Decision-Making: Leading with Integrity and Empathy to Guide Social Work Practice [7:04]	Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128.	
		Informal Discussion of Professional Ethics [40:28]	supplemental	
			National Association of Social Work (2013). *Code of Ethics - 2021 Updates Highlighted.* URL: **https://www.socialworkers.org/About/Ethics/Code-of-Ethics**	
9/7	**LABOR DAY**			
		Watch before class:	**Read before class:**	**Class Agenda**
		Active Listening and Empathic	**Hepworth Chapter 5** Building Blocks of Communication: Conveying Empathy and Authenticity	Welcome and Announcements

Week 2 9/13	**Engagement, Empathic Responses, Active Listening and Reflective Thinking**	**Responding - Ruffolo** [7:22] **Engagement and Self Awareness** [14:28] **Demonstration: The Power of Questions Example: Kathryn Irish & Julie Ribaudo** [31:44]	**Hepworth Chapter 6** Verbal Following, Exploring, and Focusing Skills **Hepworth Chapter 7** Eliminating Counterproductive Communication Patterns Total pages 89-170=81 Drustrup, David. (2019). White therapists addressing racism in psychotherapy: an ethical and clinical model for practice. *Ethics & Behavior,* Volume 30, Issue 3, Pages 181-196. **https://doi.org/10.1080/10508422.2019.1588732** "An Unspoken Level of Comfort": Black Therapists' Experiences Working With Black Clients	Learning Community Guidelines Break out groups -- discuss readings and videos Mini-lecture on engagement and empathy Class exercise on engagement and empathy
Week 3 9/20	**Biopsycho-social Assessments**	**Watch before class:** **Assessment with Lexi: Part I** [30:28] **Assessment with Lexi: Part II** [32:26] **Brief Overview of Attachment Theory - Ribaudo** [16:45] **Julie Ribaudo Explains How to Use AAI/LifeScript to Develop a Character** [12:59] *Zoom recording; Login via umich account to view video* *Brydon: Human Development Across the Lifespan* [24:30] *https://www.youtube.com/watch?v=Pjaee6-F4go*	**Read before class:** **Hepworth Chapter 8** Exploring and Understanding Problems and Strengths **Hepworth Chapter 9** Assessment: Intrapersonal, Interpersonal and Environmental Factors Volkow, N., Gordon, J., & Koob, G. (2021). Choosing appropriate language to reduce the stigma around mental illness and substance use disorders. *American College of Neuropsychopharmacology.* **https://doi.org/10.1038/s41386-021-01069-4** American Psychiatric Association. (2013). **Cultural Formulation Interview (CFI)**	**To Do's Before Class:** **Gender Affirmative Therapy: Intake with Jemma Due At least one attempt and read the background materials** **Class Agenda** *Preparation for Character Development Paper

		Spirituality Assessment - Liz Haas and Leonard Noel [1:04:16]		
Week 4 9/27	**High Risk Assessment: Suicide, Interpersonal Violence, Substance Use**	**Watch before class:** **Daphne Brydon – Assessing for Safety** [25:23] **Substance Use Disorders as a Social Justice Issue – Kathryn** [00:00-37:00] **Neurobiology of Addiction - Irish** [37:00-57:26] **Substance Use Assessment Skills - Irish** [57:26-end] **Tolman&Larance - Domestic Violence Assessment and Intervention w/survivors** **Suicide Prevention Video with Blurring** [1:27:45]	**Read before class:** **Review**: Brown Stanley Safety Plan Template & Columbia Suicide Severity Rating Scale ADD IN VIGOR materials for IPV ASSESSMENT AND SAFETY PLANNING ADD IN-SUICIDE SAFETY PLANNING TEMPLATE	**To Do's Before Class:** **Character Development Paper due 9/28** **Suicide Prevention: Assessing Risk with Taye Due At least one attempt and read the background materials** **Class Agenda**
Week 5 10/4	**Culturally Responsive Care** **&** **Goal setting and planning**	**Watch before class:** **Developing a Change Plan in Social Work Practice** [10:35] **Stages of Change and Solution Focused Work (M. Ruffalo)** [17:47] **Contracting Skills in Work with**	**Read before class:** **Hepworth Chapter 12** Developing Goals and Formulating a Contract Kattari, S. Brittanie Atteberry-Ash, M. Killian Kinney, N. Eugene Walls & Kattari, L. 2019) O*ne size does not fit all: differential transgender health experiences,* Social Work in Health Care, 58:9, 899-917, DOI:	**Class Agenda** Anti-oppressive practice lecture Practice cultural formulation and anti-racist engagement and assessment questions Practice engagement

		Individuals, Families, and Small Groups [5:05] **Addressing White Privilege in a Session** [6:46]	10.1080/00981389.2019.167 7279 ? 'Notice the Rage, Notice the Silence' - Resmaa Menakem ? **Review**: treatment planning worksheet	interviews in class with simulated characters *BPSS template review and preparation for simulation on 10/11
Week 6 10/11	**Engagement and Assessment**	**SIMULATION 1: Engagement and Assessment**		**Record Simulation 1**
10/18	**NO CLASS...Fall Break!**			
Week 7 10/25	**Evidence-Informed and Anti-Oppressive Practices**	**Watch before class:** **Developing a Trauma Informed Approach - Daphne Brydon + Slide Deck** [44:18] **Critical Thinking & Creativity in Social Work Practice** [9:40] Solution focused lecture - Tolman **Using Problem Solving and Psychoeducation Approaches in Social Work Practice** [12:29] & [12:30] **Using Motivational Enhancement and Mindfulness Strategies in Supporting Change Efforts –**	**Read before class:** **Hepworth Chapter 13** Planning and Implementing Change-Oriented Strategies **Hepworth Chapter 18** Managing Barriers to Change **Trepper (2010) Solution Focused Therapy Treatment Manual** Drisko, J. W., & Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. Clinical Social Work Journal, 43(3), 274–282. **https://doi-org.proxy.lib.umich.edu/10.1007/s10615-015-0548-z**	**To Do's Before Class:** **Brief Motivational Intervention with Gabe Due At least one attempt and read the background materials** **Class Agenda**

		Mary Ruffolo [17:47] **Recorded Motivational Interview Assessment with Dr. Miller and Mike** [20:36-1:01:11]		
Week 8 11/1	**Evidence-Informed and Anti-Oppressive Practices 2**	**Watch before class:** **Using CBT – Dan Fisher** [13:45] **DBT Validation Strategies - Haas voiceover** **Emerging Telehealth, Telemedicine, and Telemental Health Practice [10:35]** **Anti-Racism & IP Practice Part I [26:30] and Part 2 [38:19]** Mindfulness practices	**Read before class:** **Supplemental podcast?** Love & Rage: The Path of Liberation Through Anger [59:39] https://irresistible.org/podcast/68	**To Do's Before Class:** *Start working on EMW modules (complete at your own pace? Due?) Menakem Part 2 **Class Agenda** In-Class Exercise
Week 9 11/8	**SIMULATION 2**		Menakem part 2: Link to third wave CBT	**To Do's Before Class:** Complete log for Grandmothers hands part 2 DUE 11/7
Week 10 11/15		**Watch before class:** **Attachment and Human Development - Ribaudo** [45:00] **Child-Parent Psychotherapy -**	**Read before class:** **Hardy - Healing the Hidden Wounds of Racial Trauma** **Konrad - child and family practice - a relational perspective; therapeutic conversations with children ?**	**To Do's Before Class:** **Cognitive Behavioral Therapy: Introducing CBT with Tanisha Due**

	Intervention for Children and Youth	Asynchronous Recorded Lecture.pptx - Ribaudo [roughly 85 min] Introduction to Adverse Childhood Events - Ruffolo [6:52]	Konrad - child-centered assessment ?	<mark>At least one attempt and read the background materials</mark> **Class Agenda**
Week 11 11/22	**Family Interventions**	Watch before class: **Working with Families Overview – Scott Weissman** [13:05] **Family Systems & Substance Use Part I** [31:55] **Family Systems & Substance Use Part II** [30:34] **Advice to New Social Workers Just Beginning to Work with Families** [1:29] **Reflections on Being a Social Worker who Works with Families** [3:06] **Reflections on the Challenges of Doing Family Work** [2:13] **Multisystemic Interventions; Making a Difference with Youth and Families** [6:48]	Read before class: **Hepworth Chapter 10** Assessing Family Functioning in Diverse Family and Cultural Context **Hepworth Chapter 15** Enhancing Family Functioning and Relationship Papero, D. V. (1990). Family Systems Theory. Needham Heights, Massachusetts: Allyn & Bacon. (reading on Family System Theory or IFS) ?? may not be necessary due to depth of videos and chapter readings	To Do's Before Class: **Class Agenda**

		Watch before class:	Read before class:	To Do's Before Class:
Week 12 11/29	**Group Interventions**	**Groups – Part 1 – Rich Tolman & Robert Ortega** [25:33] **Groups – Part 2 – Rich Tolman & Robert Ortega** [23:52]	**Hepworth Chapters 11** Forming and Assessing Social Work Groups **Hepworth Chapters 16** Intervening in Social Work Groups Schiller, L. Y. (2007). **Not for Women Only: Applying the Relational Model of Group Development with Vulnerable Populations.** Social Work with Groups, 30(2), 11-26.	**Biopsychosocial-spiritual Assessment Write-up Due** **Class Agenda**
Week 13 12/6	**Ending Stage, Integration across Levels of Social Work, Professional Development & Self-Care**	**Key Dynamics in SW Practice & Self-Reflection Imperative - Brydon** [21:59] **Integrating Learning and Engaging in Life Long Learning** [4:07] **Self-Care: Part I Liz Haas** [35:12] **Self-Care: Part II Liz Haas** [24:44] **Self-Care: Part III Liz Haas** [32:03] **Student Reflections: Challenges and Life Long Learning** [Part 1 - 00:57] [Part 2 - 00:51] [Part 3 - 1:03] [Part 4 - 0:58]	**Hepworth Chapter 19** The Final Phase: Evaluation and Termination Kawaii-Bouge, B. (2020). Combating Anti-Blackness & white supremacy in organizations: Recommendations for anti-racist actions in mental health care. (June, 2020, PDF).	Menakem part 3 **Class Agenda**

a. Assignments

Assignment	Due Date	How to submit/where
Character Development Paper	**9/28**	Turn in paper as a PDF document in Canvas under the Assignment Tab.
Simulation and Annotations I	**10/24**	Upload simulation video to YouTube, add to VideoAnt platform, and make annotations directly in VideoAnt. Next, paste the VideoAnt url under 'Practitioner Annotation I' in the Assignments Tab.
Simulation I: Observer Annotation I	**10/31**	Paste VideoAnt url in textbox provided in the 'Observer Annotation I' submission section under the Assignments Tab.
Simulation and Annotations II	**11/15**	Upload simulation video to YouTube, add to VideoAnt platform, and make annotations directly in VideoAnt. Next, paste the VideoAnt url under 'Practitioner Annotation II' in the Assignments Tab.
Simulation II: Observer Annotation II	**11/21**	Paste VideoAnt url in textbox provided in the 'Observer Annotation II' submission section under the Assignments Tab.
Biopsychosocial-spiritual Assessment Write-up	**11/29**	Submit completed BPSS as a PDF document in Canvas under the assignments tab.
SIMmersions	**Jemma - 9/20** **Taye - 9/27** **Gabe - 10/25** **Tanisha - 11/15**	At least 3 attempts for each. First attempt due by class where that material is discussed-listed here.. Remaining practice can be spread out. Instructor will see the attempt log, time spent, and scoring. No minimum score is required.
Grandmothers Hands reflection: part 2	**11/7**	Submit 3-5 double-spaced reflection as a PDF document under Reading and Reflection Diary 2 in the Assignments Tab.
Final Reflection	**12/12**	Turn in as PDF document under Final Reflection in the Assignments Tab.
Attendance and Participation	**Ongoing**	Will be assessed each week and graded at the end of the semester (no submission required)

b. Assignment Descriptions

Character profile, research, and reflection

In this initial reflection, consider what you have learned during the actual process of developing your character.

1. Please answer the following questions.
   a. Demographics - age, preferred pronoun, work/education status
   b. Presenting Problem
   c. Possible DSM V diagnosis (use the cross-cutting symptom checklist to work on developing this)
      SW511.521.APA.DSM5.AdultCrossCuttingSymptomIMeasure.pdf
   d. Ways client identifies in terms of key social identities
   e. Important and relevant family information
   f. Important and relevant Life circumstances

Make sure you identify one social justice issue/marginalized positionality that impacts your client. Be intentional and create a character that is similar to your own intersectionalities

2. Detail and discuss the sources that you used to develop your client/character - memoirs, movies, clinical articles, etc Please be specific about this, referencing at least 3 current articles that explore/examine either a DSM diagnosis or set of life circumstances which are relevant to your client/character. Also, please be precise in connecting which examples from your articles, memoirs, etc., influenced and were useful in character development.

3. Consider what you have learned about your character from the classroom exercises and your answers to the questions on the LifeScript/AAI and Gotham forms, paying particular attention to issues of privilege and oppression.
   a. AAI-Life Script written instructions
   b. Video explaining use of Adult Attachment Life Script for Character Development
      explanation of AAI-Life Script for character development
         i. SW521.511.Gotham.CharacterDevelopmentWorksheet.docx

4. Incorporate a discussion of what personal and professional experiences you called upon to develop your client/character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing. We certainly welcome the kind of personal reflection that helps you to integrate how this character exploration impacts you in your personal and professional lives.

5. Fill out this form to share with your "practitioner" and your instructor via email: Intake Form (Simulation).docx

Simulation Assignments, Annotations, & Peer Feedback

Practitioner Annotation I

Interview focus: Engagement and Assessment; Key Skill: Empathic Responding

- Identify a 5-10 minutes block of video that illustrates a positive portion of your work with the client
  - Put a comment at the start that says "High water mark begin"

- ○ Put a comment at the end that says "High water mark end" and summarize how that segment represents effective practice skills.
  - ○ Your annotations throughout the segment should reflect some of those effective skills.
- Identify a 5-10 minute block of video that illustrates a a point of difficulty or less effective practice with the client
  - ○ Put a comment at the start that says "Low water mark begin"
  - ○ Put a comment at the end that says "Low water mark end" and summarize how you might have improved on that segment.
  - ○ Your annotations throughout that segment should reflect what might have been improved throughout the segment.
- Identify a 10 minute segment of the interview that you would like me to watch in depth. It can be your high-water or low-water segments, or another segment of your choosing.
  - ○ Put a comment at the start that says "Please watch this segment." Write a summary of what you would like feedback on in that segment. Why did you choose this segment specifically for me to watch. If you want specific feedback or advice on some aspect, please note that.
  - ○ Specific annotations during the segment can be marked as places you want feedback, alternatives, etc.
- Mark at least 10 examples of interview techniques used (see Folder in Files named Interview Annotation and Reflection Resources for checklists to aid in this).
  - ○ Label the technique you used
  - ○ Discuss how effectively you used it—could be a star or a wish
  - ○ *The best annotations will have many more than 10 examples. That is the bare minimum.*
  - ○ Mark at least 3 times where client difference or similarity or perceived similarity impacted engagement
  - ○ Add *queries for peer review*, and *in-class discussion*.

+OVERALL ENGAGEMENT: Overall, how effectively did you engage your client in the session? Describe the factors that contributed to or detracted from effective engagement. What interviewing techniques did you employ to establish rapport? How did your client respond?

+EMPATHIC RESPONDING: Do you think your client felt understood by you? Why or why not? Describe. Were there any specific strategies or techniques you used to demonstrate empathy and understanding? (e.g. reflective listening, responding to verbal/physical cues, body language, etc.) How were you able to maintain authenticity in your responses? (e.g. responding naturally and organically) How would you describe

the balance between authenticity and deliberate application of techniques in this session? What would you like to do next time to improve this balance?

+ETHICS: Did any ethical issues arise this session? How did you navigate any ethical issues that came up?

+CULTURAL AWARENESS: Did your client identify any specific identities and/or experiences that are relevant to them? (e.g. race, ethnicity, gender, sexuality, relationship status, religion, SES, ability, education level, etc.) Broadly, how have your client's cultural identities and/or experiences impacted their decision to seek help? (It is okay to consider subculture as well.) How do the people in your client's life feel about them seeking support? How does your client feel about their connection to their cultural community? What steps might you take to ensure services are culturally responsive and affirming to the client's important identities? Attending issues of privilege, oppression diversity and social justice (PODS), consider your own identities and positionality in this context. How might your identities intersect with the identities of your client in ways that may influence engagement?

+PRACTITIONER INSIGHTS: How "present" were you as a practitioner? Were you able to attend fully to your client? Why or why not? What was this process like? How did you prepare for the session beforehand – did you try any centering or grounding techniques? How did you "make space" for yourself in order to be able to attend fully to your client? Do you think you will do the same thing next time, or will you try something different?

+PRACTITIONER OBSERVATIONS: What were you most aware of about your client during the session? How would you describe their overall mood? What do you think they hope to hear from you? (e.g. Sometimes clients look for advice – but as we will discuss in class, "advice" is usually not as helpful as it might sound.) Do you think they are comfortable seeking support? Why or why not? Did you notice any verbal or physical cues – were these connected to a feeling? Did your client articulate this? How did you respond? What might you do differently to support engagement next time?

Paste the url for your annotation in the assignment submission box

Observer Annotation I

Add at least 10 meaningful time-stamped comments to your colleague's video

- Stars and Wishes

- Respond to comments that your colleague or instructor has made if you have something to add or challenge.
- Answer queries or questions your colleague has put in the annotation.
- Add additional questions for discussion with your colleague and team

Paste video ant url in the box.

Practitioner Annotation II

Interview Focus: Goal-Setting;   Key Skills: Collaboration and Partnership

- At the start of the annotation, give a summary of the goals you set for your interview, based on your first reflection. Label it: Interviewing Goals.
- Identify a block of video that illustrates a positive portion of your work with the client
    ○ Label the start: "High water mark begin"
    ○ Annotate the segment
    ○ Label the end: "High water mark end" and summarize how that segment represents effective practice skills in the annotation.
- Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the client
    ○ Label the start: "Low water mark begin"
    ○ Annotate throughout the segment
    ○ Label the end: "Low water mark end" and summarize how you might have improved on that segment.
- Identify a 10 minute segment of the interview that you would like me to watch in depth. It can be your high-water or low-water segments, or another segment of your choosing.
    ○ Put a comment at the start that says "Please watch this segment." Write a summary of what you would like feedback on in that segment. Why did you choose this segment specifically for me to watch. If you want specific feedback or advice on some aspect, please note that.
    ○ Specific annotations during the segment can be marked as places you want feedback, alternatives, etc.
- Mark at least 10 examples of intervention techniques used (see folder in Files named Interview Reflection and Annotation Resources for checklists to aid in this)
- BE SURE TO ANNOTATE THROUGHOUT THE WHOLE SESSION-This means you likely will have more than
- Use the following labels to highlight work on your interviewing goals
    ○ "Progress"-to show where you made some progress on your interviewing goals.
    ○ "Needs Improvement" to highlight a place where you see need for some improvement. Give explanations at those annotations.
- Add queries for peer review, and in-class discussion.
- At the end of the annotation, add annotations with the following labels

- ○ Partnership and Collaborations- Did you acknowledge client courage, perseverance, success? Does the Client FEEL this acknowledgment from you?
- ○ Overall engagement--Overall, how effectively did you engage your client in the session?
- ○ Client Goals: Summarize the key goals that the client wants to work on.
- ○ Session Plan: What will be the key focus for the next session? What are your initial ideas about how you will intervene? Name the intervention approaches you will draw from and give some detail about how you think you will implement them during the session.
- ○ Skills insights--What key things did you learn by comparing and contrasting the two interviews?
- ○ Skills Goals for next session--What goals do you have for your interviewing skills in the next session?

Paste the url for your annotation in the assignment submission box

Observer Annotation II

Add at least 10 meaningful time-stamped comments to your colleague's video

- ● Stars and Wishes
- ● Respond to comments that your colleague or instructor has made if you have something to add or challenge.
- ● Answer queries or questions your colleague has put in the annotation.
- ● Add additional questions for discussion with your colleague and team

Paste video ant url in the box.

Biopsychosocial-spiritual (BPSS) Assessment

Upload your document to CANVAS. The assessment should be written in a professional style, attending to grammar, punctuation and use paragraphs and complete sentences. The final document, including the intervention plan will be 8-10 single-spaced pages.

Your BPSS assessment should include the following elements: Refer to master BPSS grid for detailed areas to consider for your assessment. You needn't cover every aspect of every issue listed, but that can serve as a guide for organizing your BPSS report. One general format for the assessment write-up is the following based on this document

1. **Basic Information**
   a. Identifying Information
   b. Referral
   c. Presenting Problem
   d. Sources of Data
   e. General Description of Client

2. **Background and Current Functioning**
   a. Client Strengths, Capacities, and Resources
   b. Family Composition and Background
   c. Developmental history in a trauma-informed context
   d. Educational Background
   e. Employment and Vocational Skills
   f. Religious/Spiritual Involvement
   g. Physical Functioning, Health Conditions, and Medical Background
   h. Psychological and Psychiatric Functioning and Background
   i. Social, Community, and Recreational Activities
   j. Basic Life Necessities
   k. Legal Concerns
   l. Other Environmental or Psychosocial Factors
3. **Impressions, Assessment, and Recommendations**
   a. Clinical Summary, Impressions, and Assessment
   b. Goals and Recommendations for Work with Client (this section will be covered in detail in the intervention plan section)

Additional guidelines for assessment write-up

1. **Brief summary**: In about three to five sentences, summarize what you discovered during your assessment. Your summary should include the *client's reason for seeking services, including exploration of client's background information, presenting concerns, and strengths/resources.*
   a. Summarize the client's level of urgency regarding concerns. Mention any secondary issues or concerns your client shared.
2. **Client experiences**: Summarize client emotional, behavioral, and physiological functioning
   a. Note client interpersonal relationships, social supports, hobbies or other coping mechanisms, strengths, resources, and other factors that influence the client's overall health experience
   b. Incorporate the client's positionalities/intersectionalities from a ethnic/cultural/gender and spiritual perspective
   c. Summarize client's awareness of the problem, interest in treatment, and motivation toward change
3. **Client's appearance**: Describe how your client appeared during the interview, including physical appearance, thought processes, emotional tone or affect, awareness, and cognitive functioning. If you also conducted a mental status exam during your initial meeting with the client, include it in this section.
4. **Impression**: Provide your impression of the client and their current state and identify strengths the client has in addressing presenting concerns. Discuss your assessment of the client's motivation to continue seeking support and motivation to address presenting concerns. It's okay if the client isn't ready. We meet the client where they are.

5. **Diagnosis**: Include your anticipated diagnosis and any prior diagnoses the client had been given in the past by other therapists. Check out the DSM-5 to explore diagnostic possibilities. Provide a brief rationale of your decisions.

Tips to consider when writing a biopsycho-social-spiritual-cultural assessment

1. Create a balance of information, including client strengths and difficulties as well as objective facts and subjective impressions
2. Explicitly differentiate between objective facts and subjective impressions
   a. Objective facts are what the client actually says vs. subjective impressions by the provider, including insights, beliefs, hunches, inferences, or speculations
      i. e.g. "The client smiled when talking about their child" vs. "The client appeared to be happy as they spoke of their child because they were smiling"
3. Present information based on priority, especially in complex cases
   a. It's critical to start where the client is at to prevent them for becoming overwhelmed or discouraged
   b. Explore concerns that are most distressing first and work to resolve additional concerns over time; assess for the potential that one problem may be caused or exacerbated by another
4. Include only the facts when documenting the assessment to protect the client's privacy and that only first-hand information is reflected in the patient's medical record
   a. Keep speculative therapy notes separate from official therapy documentation

Your intervention plan should include the following elements:

1. Goals and recommendations:
   a. Identify overarching strengths-based goals, which include 2 -3 SMART objectives per overarching goal
   b. Identify short-term and long term goals
   c. Note clearly which goals the client explicitly endorses
   d. Note any discrepancies between what you see as the goals for intervention and how the client views those goals
2. Describe the type of intervention you think is best for your client or anything the client has identified might be helpful in achieving their goals
3. What additional services, resources or referrals may be necessary?
4. What is the anticipated length of treatment?
5. How will you evaluate outcomes of the intervention?

Grandmothers Hands reflection

Submit a reflection on your reading and response to the exercises described in the second section of the book. (Length: 3-5 pages but longer is okay. Style can be informal and personal).

● What was new and important that you got from reading this section of the book?

- In what ways did these chapters validate or reinforce your own experience?
- In what ways did you feel most challenged?
- Describe your choice to do (or not do the exercises). List the ones you did do.
- What reflections do you have on doing these exercises? Which were most impactful? Which did you find not relevant or useful?
- **How might this section of the book and the exercises apply to your work with clients (including your simulated client)?**
- What next steps or development tasks do you plan based on what you have read and experienced so far?

Here are two versions of a log form to help you keep track of your practice with the exercises in My Grandmother's Hands

- My Grandmother's Hands Body Practice Log.xlsx
- My Grandmother Hands Exercise Log.docx

*Submit a reflection on your reading and response to the exercises described in the second section of the book.

Final Reflection (3-4 double spaced pages)

Client Role Reflection: What did you learn from the client role?

- From the client life your simulated
- About intervention
- About yourself
- How did social identities/positionalities impact your experience as a client? Consider your social identities and the practitioners reflect on the impact.
- Please be sure to share any concerns or difficulties you experienced in carrying out the simulation as a client.

Practitioner role reflection

- In what ways did the simulated client work in specific, contribute to your development as a social worker this semester?
- What issues arose for you as a practitioner that contributed to how you managed your relationship with this client?
- How did social identities/positionalities impact your work with this client? Consider both your social identities and your client's and reflect on the impact.

Anti-racist/Anti-oppressive practice reflection (do not have to repeat all you wrote in your reading reflections. Just emphasize new insights and/or major takeaways)

- What most impacted your growth as an anti-racist practitioner this semester? What barriers did you encounter?
- What areas will you continue to work on?

- What is one message you would pass on to other social workers about doing this work?

Class overall

- In what ways did the lab overall contribute to your development as a social worker this semester?
- Looking back on the entire semester, what are your stars and wishes for the 521/511 methods lab experience:
- Focus on what you did and what you could have done to make it a good learning experience for yourself
- Focus also on what your peers and your instructor did and could have done to make it a good learning experience for you.
- How did this class integrate with your other class work for the semester?
- Any other final reflections

Time estimates for course elements

Activity	Time estimate details	Total
Synchronous class sessions	3 hrs. X 13	39
Text	(600 pages x 600 words per page= 3 min/page=1800 min.	30
Additional articles-limit to 1 hour per week (not including menakem)	Limit to 1 hour per week	15
Asychronous viewing of lecs and videos	Limit to 2 hours per week	30
Character development assignment		4
Simmersions	4x3 hours each	12
Entertain me well	5 hours	5
Annotation assignment	2 x 2.5hours	5
Peer feedback	2 x 1.5	3
Menakem reading, exercises and reflection log (part 2)	reading=4 exercises=4 log=2	10
BPSS	10 hours	10
Engagement -- incorporated into annotation assignment session 1	----	
Final reflection		2
		165

In the spirit of a lab experience that encourages you to stretch and develop, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. If you complete the assignment at an acceptable level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level.

- I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not returned, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment and 3 points for the 3rd unacceptable assignment and so on. You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.
- You will lose 1 point if you miss a scheduled client interview or do not post your video in a timely manner for your colleagues to comment on it. Missed interviews must be rescheduled.
- Points for all assignments total to 95 (an A). Remaining 5 points reserved for exceptional performance.

Final Letter Grades: *These are based on points. See "ungrading" instructions. These do not correspond to typical course percentage grades.

A+	98-100
A	93-97
A-	91-92
B+	89-90
B	87-88
B-	85-86
C+	83-84
C	81-83
C-	80
D-E	Below 80

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. Additional information on class recordings can be found the Recording and Privacy Concerns FAQ

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to http://www.umich.edu/~sswd/ Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! 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*