1. 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 how 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 clients’ social functioning. Students will learn to understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will 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. Intensive 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.

### 2. Class Requirements

a. Text and class materials


ISBN: 978-1-305-63380-3

- All other readings, articles and resources will be posted on CANVAS
- Readings must be completed prior to the week/class indicated.
- Additional readings might be added as the semester unfolds. You will be notified via CANVAS message when this occurs. I will also announce it in class.
- My expectation is that students complete all readings. To engage fully in course topics, and become a competent and skilled social work practitioner, students must complete the readings and come to class prepared. This will maximize students’ learning experiences.
- Readings will be integrated into class discussions, small group breakout rooms, practice exercises and unscheduled reading quizzes.
### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings (read before class!)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| **Week 1** 8/30/21 | Intro to Interpersonal Practice  
Client Ecosystem and Integrated themes | Hepworth Ch 2: Direct Practice: Domain, Philosophy, and Roles  
Hepworth Ch 3: Overview of the helping process  
Hepworth Ch 4: Operationalizing the Cardinal Social Work Values |                                       |
| **Week 2** 9/6/21 | Enjoy Labor Day! |                                                                                                           |                                      |
| **Week 3** 9/13/21 | Engagement: Active Listening and Empathic Responding  
How to Build a Therapeutic Relationship | Hepworth Ch 5: Building Blocks of Communication: Conveying Empathy and Authenticity  
Hepworth Ch 6: Verbal Following, Exploring, and Focusing Skills  
Hepworth Ch 7: Eliminating Counterproductive Communication Patterns |                                      |
| **Week 4** 9/21/20 | Intake and Assessment: The first meeting and Biopsychosocial Assessments | Cooper and Lesser, Chapter 3 (on Canvas)  
Hepworth Ch 8: Assessment: Exploring and Understanding Problems and Strengths | Client Character Development Paper Due by beginning of class |
| **Week 5** 9/27/21 | Interviewing Skills and High Risk Assessment: Suicide and Substance Use | Hepworth Ch 9: Assessment: Intrapersonal, Interpersonal and Environmental Factors  
| **Week 6** 10/4/21 | Goal Setting & Planning  
Motivation | Ruffolo et.al. Chapter 7 “Change Planning” from Direct Social Work Practice  
Cooper, M. & Lesser, J.G. Chapter 4 “The Psychosocial Study” from Clinical Social Work Practice, 5th ed. | Simmersion #2: Taye |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Simulation</th>
<th>Reading Material</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>10/18/21</td>
<td></td>
<td>Simulation 1 Video and Annotations due by 11:59 on Wednesday, 10/13</td>
<td></td>
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| Week 9 | 10/25/21   | Evidence Informed Practices and Anti-Oppressive practices:  
- Solution Focused  
- Problem Solving and Psychoeducation  
| Week 10| 11/1/21    | Evidence Informed Practices and Anti-Oppressive practices Continued  
- Cognitive Behavioral therapy  
Hepworth Ch 10: Assessing Family Functioning in Diverse Family and Cultural Conflict  
Hepworth Ch 15: Enhancing Family Functioning and Relationships | Biopsychosocial Assessment Paper Due |
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<td>11/22/21</td>
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| **Week 14** | Group Intervention | Ruffolo Ch 10: Additional Skills for Working with Families and Groups  
Hepworth Ch 11: Forming and Assessing Social Work Groups  
Hepworth Ch 16: Intervening in Social Work Groups |  |
| 11/29/21 | **(Please note that class will meet via Zoom this week.)** |  |
| **Week 15** | Termination  
Integrating Learning and Engaging in Life Self-Care | Hepworth Ch 19: The Final Phase: Evaluation and Termination  
| 12/6/21 |  |  |  |

This schedule is subject to change. You will be notified in class, in a CANVAS message, and the updated version will appear on CANVAS.
a. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Client Character Paper</td>
<td>Week 4: September 21</td>
<td>10 points</td>
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<tr>
<td>Simulation #1: Engagement and Assessment</td>
<td>Week 7: October 11 recorded Reflection due Oct 13 by midnight</td>
<td>20 points</td>
</tr>
<tr>
<td>Simulation #2: Goal Setting and Collaboration</td>
<td>Week 11: October 8 Reflection due Oct 10 by midnight</td>
<td>20 points</td>
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<tr>
<td>4 Simmersion Practice Exercises</td>
<td>Jemma - 9/27</td>
<td>10 points</td>
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<td>Taye – 10/4</td>
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<td>Gabe - 10/25</td>
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<td>Tanisha - 11/15</td>
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<tr>
<td>Biopsychosocial Assessment Paper</td>
<td>Week 13: November 22</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>Week 15: December 6</td>
<td>10 points</td>
</tr>
<tr>
<td>Class participation demonstrates consistent completion of reading assignments (attendance and preparedness, weekly engagement, etc)</td>
<td>Ongoing</td>
<td>10 points</td>
</tr>
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b. Attendance and class participation

Your attendance and participation are integral to the overall richness of this course. The more prepared you are for each class, the more you bring your own questions, ideas and experiences into our discussion, the more enriching this class will be for us all. Further, this course is a skill-building one; there will be many skill-building activities in class, and if you miss, you will be curtailing your own practice experience. If you know in advance that you will miss a class, please email me in advance at egumbis@umich.edu. If you miss two consecutive classes, I am bound to notify the Associate Dean for Educational Programs so that you can get the assistance you need. If you miss a class in which an assignment is due, you must email me that paper within 24 hours of the class missed. If you miss one class for a personal reason, and you notify me beforehand, this absence will not affect your grade. For each class missed after that one, however, your participation grade will drop. Just as your presence is needed for successful outcome in the Interpersonal Practice work, so too is it needed in our classes! Here is a link to the MSW Student Guide policy on Class Attendance. For Covid-19 related absences, please see below.
c. Grading

Please review the Assignment schedule and point/percentage breakdown chart above. I will accept late work only under extreme circumstances that are communicated to me in advance of the due date. Please find the MSW Student Guide policy on Grades in Academic Courses and in Field Instruction here: https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-education. Also in the MSW student guide, you can find information on the school’s Student Grievance Procedures and policy for Grading in Special Circumstances. Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The MSW Student Guide criteria will be used to make a final determination.

Grading Scale:

- **A** = 94-100%
- **A-** = 90-93%
- **B+** = 89-88
- **B** = 87-83
- **B-** = 82-80
- **C+** = 79-78
- **C** = 77-73
- **C-** = 72-70
- **D+** = 69-68
- **D** = 67-63
- **D-** = 62-60

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d. 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 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.

e. 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.

f. 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
- CAPS: UM’s Counseling and Psychological Services
  Embedded Counselor for SSW is Alejandro Rojas, LMSW
  School of SW Building Room #2628
  734-763-7894
  aroja@umich.edu
- Wolverine Support Network
- Spectrum Center provides programs, educational opportunities, and resources for lesbian, gay, bisexual and transgender students, faculty, staff and friends.
- Black, Indigenous, and People of Color (BIPOC) Mental Health Resource Guide
  This guide was created with a focus on BIPOC mental health to be utilized by clinicians, patients/clients, and allies. This resource guide is comprehensive, not exhaustive.
- University Health Service offers health care and individual wellness coaching to support student’s well-being and can be provided in-person or virtually. Stress Management Resources is a collection of local and national stress management, health, and depression resources.
- 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