Learning to stand in somebody else's shoes, to see through their eyes, that's how peace begins. And it's up to you to make that happen. Empathy is a quality of character that can change the world.

~Barak Obama, 2009

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 impact 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-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

I hold the belief that learning happens best in a supportive, engaged environment. To that end, we will use various methods such as individual exercises, class discussion,
and small group work to examine the material presented. We will use PowerPoint, videos, movie clips and song clips to illustrate topics.

My hope is that you will glean basic techniques even within the classroom experience. I will try to highlight basic techniques of reflective listening, attunement and asking questions. Because we will be exploring topics that can raise strong feelings, it is important that you practice listening to and respecting others, especially when strong and/or opposing opinions are offered. Your contributions to a supportive learning environment will be much appreciated. All students will be expected to contribute visually (attending to others) and verbally (talking and listening).

**Two major themes will underlie most of our discussions, though they will not often be reflected in the readings.** The first major theme will be: *what makes humans who we are?* Attachment theory will be presented to help us consider this question. The second major theme will be: *what helps people change?* Your preconceived ideas about both these arenas will impact how you perceive information in this class. Together, we will explore our ideas and thoughts about “what makes us tick.” *This course will be most useful to you if you are willing and able to reflect on your own thoughts, feelings, and ideas.*

Finally, the role of body-based recovery from trauma and stress is gaining increasing scientific attention. So that you have techniques to teach clients, as well as ways to help with your self-regulation, I will begin each class with a “mindful self-regulation” technique to help settle our bodies/spirit. My hope is that you will practice these so that when you have evocative moments in the class, with clients or in your life more broadly, you have ways to mindfully attend to your present-moment experience. I will try to offer a variety in hopes that one “speaks” to you but knowing not every exercise is right for every person. You are free to participate or not, but please stay quite (or mute yourself if we are on Zoom) so that others who want to can engage.

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.
Class Requirements

a. Required Text:

All other readings and resources are available on CANVAS modules. Students are expected to complete all assigned readings/viewing material before the class period for which they are assigned.

**BE SURE TO LOOK AT MODULES REGULARLY.** That is where you will find all assigned readings, activities, and the link to assignments. It functions as a living syllabus, thus it should become your new best friend for staying on top of requirements for this class.

Course Structure

a. Residential
   We will meet weekly in person at least 50% of the time. I will hold class, either in person or synchronously through Zoom from 10:15 to 1:00. Class will include some lecture, but will also be interactive, using exercises, small group discussions and other methods.

b. Asynchronous materials
   Each week we will have online materials to watch and read, ahead of class time to be prepared for the class sessions. The “pre-class required reading” (which will sometimes also incorporate video clips, tiktok, etc.) is what would be assigned in traditional times, and the “pre-class required viewing” is to account for the 4th hour of class.

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. You are welcome to turn off your video anytime as needed but our class learning environment is enhanced by increased interaction. If there are circumstances that prevent or make use of video during our “zoom” sessions, please notify me as soon as possible.
d. Simulation Pedagogy

A core pedagogy for the class will be creation of simulated client characters, who will then be the clients in two full-length recorded sessions. Your creation of a client character will be the basis of the assignment labeled “Character Development paper.”

- Each student will conduct two sessions as a practitioner (with a client character created by another student) and be a client for two sessions with another student portraying the practitioner.
- These sessions will be held on Zoom, during scheduled class time.
- We will create pairs of students from different sections of the class. So, your client will be a student in another section, and you will be a client for a student in another section.
- The recordings of these sessions will be used for detailed annotations and reflections on your use of practice frameworks and skills. These are called “practitioner annotations 1&2” in the assignment section.
- You will also watch the recorded sessions of another classmate and give them feedback on their practice skills. These are called “observer annotations 1&2” in the assignment section.
- Your simulated sessions as a practitioner will provide the basis for writing a bio-psycho-social-spiritual assessment and intervention plan, based on what you learn about your simulated client.

e. Ongoing student feedback

I will send out a mid-semester survey to get your feedback about how class is going for you. However, I welcome ongoing feedback! Our learning environment is enhanced when everyone takes responsibility for helping to shape it and sustain it. I welcome feedback about any aspect of the class. I strive to receive critical feedback openly and appreciatively, and to incorporate it in my role as instructor.
COVID 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.

a. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>How to submit/where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Skills Worksheet</td>
<td>9/12</td>
<td>Turn in a jpg, png. Etc. of your notes in Canvas under the Assignment Tab</td>
</tr>
<tr>
<td>Character Development Paper</td>
<td>9/19</td>
<td>Turn in paper as a Word document in Canvas under the Assignment Tab.</td>
</tr>
<tr>
<td>Practitioner Annotations 1</td>
<td>10/10</td>
<td>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.</td>
</tr>
<tr>
<td>Peer Feedback Annotation 1</td>
<td>10/17</td>
<td>Paste VideoAnt url in textbox provided in the Peer Annotation1 submission section under the Assignments Tab.</td>
</tr>
<tr>
<td>Practitioner Annotation 2</td>
<td>11/7</td>
<td>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.</td>
</tr>
<tr>
<td>Observer Annotation 2</td>
<td>11/14</td>
<td>Paste VideoAnt url in textbox provided in the ‘Peer Feedback Annotation 2’ submission section under the Assignments Tab.</td>
</tr>
<tr>
<td>Biopsychosocial-spiritual Assessment and intervention plan</td>
<td>11/21</td>
<td>Submit completed BPSS as a Word document in Canvas under assignments tab.</td>
</tr>
</tbody>
</table>
SIMmersion  | Jemma - 9/14  
Taye - 9/21  
Gabe - 10/19  
Tanisha - 11/9  | At least 2 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.

Attendance and Participation  | Ongoing  | Will be assessed each week and graded at the end of the semester. If you miss more than one class, I will ask you to make up the material. Participation is inclusive of listening well to others, participating in small and large group discussions, and being prepared for class. It also is evidenced by asking questions or making comments that are salient and further our collective understanding of the course material (no submission required).

**Grading**

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of key issues - the process of working with others, who you are in the work (i.e., what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* If I help you deepen your understanding of something that is helpful for me to know too.

- The “set point” in the courses is a B, which by UM grading definition means that you are mastering concepts. *That is all that is expected of you.* Unlike content that is more “factual”, learning to be a social worker is complex…dealing with humans is complex! My definition of excelling (A or A-) would be that you are already thinking and responding at a more complex, seasoned, nuanced level. I do not expect that of you but do acknowledge it when I see it.

- At the end of the course, if you are within .50 points for the next highest grade (i.e., 89.5, 94.5), I will round up in order to account for the subjectiveness of grading.

- Overall, I will be assessing the following:

  - Meeting parameters of assignment
  - Clarity of thought
  - Effort/ability to self-reflect, including issues of privilege and power
  - Demonstration of social work values related to empathy, strengths-based thinking, client dignity, and cultural humility
  - Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate papers that earn extra points from others)
  - Integration of reading materials into paper (this is where a lot of students lose points – you will do best if you link your comments/reflections to skills, theories, and techniques discussed in class)
  - The ability to discern which aspects of use of self would be important in assessment or intervention

- Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong
Final Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>95-98</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>85-87</td>
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<tr>
<td>B-</td>
<td>80-84</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
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<tr>
<td>C</td>
<td>75-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-74</td>
</tr>
<tr>
<td>D-E</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

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

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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