Course title: Essentials for Interpersonal Practice
Course #/term: SW 506 – 011 / Fall 2021
Time and place: Tuesdays, 9:00AM – 1:00PM*, East Hall Room 4096
NOTE: This class meets at the Psychology Department (EH), not the Social Work Building. EH is one block northeast of SSWB. Link to Campus Map

*In person classes will typically meet from 9AM – 12PM. Please refer to the course schedule below for important information regarding dates of in-person meetings.

Credit hours: 4
Prerequisites: none
Instructor: Kathryn K. Irish, L.M.S.W., C.A.A.D.C.
Pronouns: she/her
Contact info: Email: kairish@umich.edu Phone: 248.245.1771
You may expect a response within 24 hours
Office: 2764 SSWB
Office hours: before/after class or by appointment

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 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. 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.

2. Class Requirements

a. Text and class materials

There is no required textbook. Readings and async lectures and videos will be posted on Canvas, along with other course materials. Please ensure readings and other asynchronous unit materials are completed prior to the weekly class meeting.

Example: Readings & lectures for week 1 should be completed prior to the first in person class meeting.

Course Structure

This course contains a combination of asynchronous content (pre-recorded mini-lectures, readings) and in-person, on campus meetings. There are also some pre-specified weeks where course activities will be carried out via Zoom, such as recording the simulations, etc. Please review the course schedule carefully for these and other important dates regarding the format of the course.
A portion of course materials (lectures, videos, readings) will be provided via an asynchronous format (approximately 1 hour); then, we will meet in person, on campus for approximately 3 hours. It is critical that students review weekly asynchronous content prior to our in-person meetings, so they can be prepared to participate in class.

Asynchronous materials are posted on Canvas. On the homepage you will see a link for each week – “Week 1, Week 2, etc.” These pages act as a kind of “checklist” for the week and contain all the content you will need to review to prepare for the upcoming class session that week.

Each unit contains different materials to read, watch or review. Pre-recorded lectures, videos and readings are a part of the asynchronous materials and should be reviewed prior to class.

Lectures are close-captioned by Kaltura through a machine-based process. If you see any transcription errors that impede comprehension, please feel welcome to let me know, and I will do my best to correct them.

There will also be some weeks when we will be meeting via zoom, instead of on campus. These dates are described in detail in the course schedule below.

**IMPORTANT**

We will meet in person each week from 9:00AM-12:00PM – **EXCEPT** on the following days: 9/14, 10/5, 11/2, 11/30 & 12/7.

**Week 3** - 9/14/21
There will be no in person meeting or Zoom meeting this week. All content is pre-recorded for this week. Students have individual reflective and self-care activities, as described in the pre-recorded mini lectures for this week.

**Week 6** - 10/5/2021
Simulation I – Meet with your assigned partners on Zoom to record Simulation I.

**Week 9** - 11/2/2021
Simulation II – Meet with your assigned partners on Zoom to record Simulation II.

**Week 13 & 14** - 11/30 & 12/7
FINAL TWO CLASSES WILL BE HELD VIA ZOOM – LINK BELOW

[https://umich.zoom.us/j/92011587656](https://umich.zoom.us/j/92011587656)
Passcode: SW506
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.

Ongoing Student Feedback

Students are encouraged to engage as active co-creators of their learning experience in this course by providing regular professional, constructive feedback. There is a standing link on the Canvas Homepage, titled “Ongoing Student Feedback.” This URL will redirect students to a Qualtrics survey where they may provide anonymous feedback throughout the semester, as often as they would like. This is a great opportunity to check in and take an active role in your learning experience this semester.

Anonymous responses are pushed to my email weekly in a generic report. If you have urgent and/or individual concerns, or if your inquiry/feedback requires a response from me, please reach out via email instead. As the survey is anonymous, I am unable to follow up on individual questions posed within the survey, and the responses are only forwarded once a week. Email is best if you would like a direct, timely response.

b. Class schedule
   Any changes will be discussed in class and/or via a Canvas announcement.

ICON KEY

CALENDAR [calendar] = assignment due

SUNRISE [sunrise] = holiday break

PERSON AT COMPUTER [person at computer] = remote activities only; no on-campus meeting this week
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Weekly Content: Review Before Class</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| Week 1 | Intro to Social Work Practice | Lectures  
- Course Introduction [20:40]  
- Social Work Values & Ethics [18:32]  
- Foundational Concepts [43:42]  
- An interview with the Founders of Black Lives Matter [16:00]  
- Julie Ribaudo Explains How to Use AAI/LifeScript to Develop a Character [12:59] *Zoom recording; Login via umich account to view video  
Readings  
- Syllabus  
Materials  
- Goals & Guidelines  
- 3 Fictional Characters  
- Character Development | In Class Activities  
- Introductions & Course Overview  
- Create Practice Skills Groups  
- Goals & Guidelines  
- Character Development Packets  
- 3 Fictional Characters |
| 8/31 |  |  |  |
| Week 2 | Social Work Roles, Ethics & Values | Lectures  
- Confidentiality [4:38]  
- Mandated Reporting [17:20]  
- Risk Assessment & Crisis Response [42:23]  
Materials |  |
| 9/7 |  |  |  |

*Course Navigation Quiz Due 9/3*
### Engagement & Rapport

**Week 3**

9/14

**ASYNC ONLY THIS WEEK!!**

All content for this week has been pre-recorded. We will not meet as a class this week and instead students will review the following pre-recorded lectures, while engaging in individual pre-session practice skills (described in the recorded lectures and materials.)

- Engagement & Rapport [32:24]
- Pre-Session Skills [15:42]
- First Session Guide [27:17]
- **Demonstration: The Power of Questions Example: Kathryn Irish & Julie Ribaudo** [31:44]
- **Daphne Brydon – Assessing for Safety** [25:23]
- Assessment in Social Work Practice [15:23]
- Culturally Responsive Services [29:23]
- Simulation Uploading Walk through [10:18]

### Readings


### Materials

- Diaphragmatic Breathing
- Basic Mindfulness Skills
- Autogenics
- Interviewing Skills Checklist
- First Session Guide
- Simulation FAQ & Instructions

### Engaged Safety Plan

- CSSRS
- Risk & Ethics Case Scenarios


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Taye Banks
SIMmersion Due Friday, 9/10
<table>
<thead>
<tr>
<th>Week</th>
<th>Assessment Skills</th>
<th>Lectures</th>
<th>Readings</th>
<th>In Class Activities</th>
</tr>
</thead>
</table>
| 5 9/28 | Assessment Skills - Integrated Health Care | **Lectures**  
*Substance Use Disorders as a Social Justice Issue – Kathryn [1:12:20]*  
**Materials**  
- Meet the Characters  
- Waiting Room Packets  
<p>| 6 10/5 | Simulation I: Engagement &amp; Assessment | <strong>RECORD SIMmersion Due Friday 10/1</strong> | | |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>10/12</th>
<th>Social Workers as Agents of Change</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>• <strong>How to overcome our biases? Walk boldly toward them</strong> – Vernã Myers TED Talk [17:54]</td>
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<tr>
<td>• <strong>Anti-racism in Interpersonal Practice – Part I</strong> (Kathryn) [26:30]</td>
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<tr>
<td>• <strong>Anti-racism in Interpersonal Practice – Part II</strong> (Kathryn) [38:19]</td>
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<tr>
<td>Materials</td>
<td></td>
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<tr>
<td>• Simulation Processing Discussion Guide</td>
<td></td>
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<tr>
<td>• Clinical Narrative Documentation Tips</td>
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<tr>
<td>Readings</td>
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<tr>
<td>In Class Activities</td>
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<tr>
<td>Processing Simulation I in Practice Skills Groups</td>
<td></td>
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<tr>
<td>Writing a Clinical Narrative Template</td>
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| Week 8 | 10/19 | FALL BREAK - NO CLASS |

<table>
<thead>
<tr>
<th>Week 8</th>
<th>10/26</th>
<th>Establishing Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
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<tr>
<td>• Stages of Change &amp; Solution Focused Work [14:22]</td>
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<tr>
<td>• Developing a Change Plan in Social Work Practice [10:35]</td>
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<tr>
<td>• Motivational Interviewing [35:08]</td>
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<tr>
<td>Readings</td>
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<tr>
<td>In Class Activities</td>
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<tr>
<td>Antiracism in IP Wellness Wheel Writing Goals</td>
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<tr>
<td>Week 9 11/2</td>
<td>Simulation II: Establishing Goals</td>
<td>RECORD SIMULATION II</td>
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</tbody>
</table>
| **Materials** | • Wellness Wheel  
• Treatment Plan Template |  


Gabe SIMmersion Due Friday, 10/29 |

<table>
<thead>
<tr>
<th>Week 10 11/9</th>
<th>Evidence Based Practices</th>
<th>In Class Activities</th>
</tr>
</thead>
</table>
| **Lectures** | • Dr. Spack – Helping Transgender Teens [16:40]  
• Emerging Telehealth, Telemedicine & Telemental Health Practice [10:35]  
• Using CBT – Dan Fisher [13:44]  
• Motivational Interviewing / DBT – Mary Ruffolo [17:47]  
• Critical Thinking & Creativity in Social Work Practice [9:40] | Processing Simulation II  
CBT Worksheet |
| **Materials** | • Simulation II Processing Guide  
• CBT Worksheet | Simulation II Annotations Due 11/12  
Post & submit Peer Feedback Logs by 11/14 |

<table>
<thead>
<tr>
<th>Week 11 11/16</th>
<th>Group Based Interventions</th>
<th>In Class Activities</th>
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</thead>
</table>
Group Topics & Sign-Up  
“Character Self Portrait” |
| **Materials** | • Sign Up Sheets  
• Crayons & Paper | BPSS Assessment Due 11/16 |


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<thead>
<tr>
<th>Week 12</th>
<th>Family Based Interventions</th>
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</thead>
<tbody>
<tr>
<td>11/23</td>
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</tbody>
</table>

**Lectures**
- **Working with Families Overview** – Scott Weissman [13:04]
- Family Systems & Substance Use Part I [31:55]
- Family Systems & Substance Use Part II [30:34]

**Readings**

**In Class Activities**
- Group Simulations & Fishbowl Processing
- Tenisha SIMmersion Due 11/23

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Development &amp; Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30</td>
<td></td>
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</tbody>
</table>

**Lectures**
- **Trauma & Health Across Lifespan** – Dr. Nadine Burke Harris [15:50]
- **Attachment & Human Development Lecture** – Julie Ribaudo [1:46:00]

**Readings**

**Class Meets via ZOOM**
- 9:00-11:00
- Join Zoom Meeting [https://umich.zoom.us/j/92011587656](https://umich.zoom.us/j/92011587656)
- Passcode: SW506

**Activity:** Defining Social Justice – Complex Social Issues

**Materials**
- Articles for in class discussion
- Discussion Prompts

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Self-Care &amp; Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/7</td>
<td></td>
</tr>
</tbody>
</table>

**Lectures**
- **Self-Care: Part I Liz Haas** [35:12]
- **Self-Care: Part II Liz Haas** [24:44]
- **Self-Care: Part III Liz Haas** [32:03]

**Readings**

**Final Reflection Due**
- 12/7

**Class Meets Via ZOOM**
- 9:00-11:00
- Join Zoom Meeting [https://umich.zoom.us/j/92011587656](https://umich.zoom.us/j/92011587656)
- Passcode: SW506

**Activity:** Termination Case Scenarios

**Materials**
- Termination Case Scenarios
c. Assignments

Assignments are described in depth below and on Canvas, under assignments. All assignments (except participation) are submitted via Canvas. Details regarding submission requirements are included in the assignment descriptions below, and on Canvas.

SW 506 content is sequential. **Timely submission of all assignments is required.** Many of the assignments are graded on a credit/no credit basis, and many are "process-based," meaning, the focal point of the work itself, is going through a reflective process. Some assignments involve peer-to-peer collaboration, similar to an actual practice setting. **Late assignments impact both you and your peers who are depending on timely completion of assignments.** (e.g. If your assignment is late, then your peers may not have adequate time to complete their portion of the assignment.) Late work may result in a reduction in your grade on the assignment and will also impact your participation grade.

Under some circumstances, late assignments may still be accepted without affecting your grade (such as emergency circumstances, serious illness, etc.) **Please notify me as early as possible so I can work with you to make arrangements and accommodate your needs.**

The percentage/points for each assignment are described in more detail in the below section on “Grades.” All assignments, class activities, readings and group work correspond with the [CSWE Core Practice Competencies](#).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>What &amp; Where to Turn In?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Navigation Quiz</td>
<td>Friday 9/3/21</td>
<td>Complete the quiz on Canvas &lt;br&gt;Canvas &gt; Quizzes &gt; Course Navigation Quiz</td>
</tr>
<tr>
<td>Character Profile</td>
<td>Friday 9/24/21</td>
<td>Upload your assignment as a Word Doc via Canvas under &quot;Assignments&quot; &gt; “Character Profile”</td>
</tr>
<tr>
<td>Simulation Annotations I</td>
<td>Friday 10/15/21</td>
<td>Post your video to VideoAnt (instructions located on Canvas); input reflective annotations directly in VideoAnt.  &lt;br&gt;Submit a link to VideoAnt on Canvas under “Assignments” &gt; Simulation I</td>
</tr>
<tr>
<td>Assignment</td>
<td>Date</td>
<td>Instructions</td>
</tr>
<tr>
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</tr>
<tr>
<td>Sim I: Peer Feedback</td>
<td>Sunday 10/17/21</td>
<td>Watch your peer’s simulation 1 videos. Post responses to “peer inquiries” on Video Ant for all members of your peer group; copy feedback into log.</td>
</tr>
<tr>
<td>Simulation Annotations II</td>
<td>Friday 11/12/21</td>
<td>Post your video to VideoAnt (instructions located on Canvas); input reflective annotations directly in VideoAnt.</td>
</tr>
<tr>
<td>Sim II: Peer Feedback &amp; Peer Feedback Logs</td>
<td>Sunday 11/14/21</td>
<td>Watch your peer’s simulation 2 videos. Post responses to “peer inquiries” on Video Ant for all members of your peer group; copy feedback into log. Turn in Completed Peer Feedback Log on Canvas &gt; “Assignments” &gt; “Peer Feedback Log”</td>
</tr>
<tr>
<td>Biopsychosocial-spiritual Assessment</td>
<td>Friday 11/16/21</td>
<td>Submit your completed BPSS template on Canvas &gt; Assignments &gt; BPSS Assessment</td>
</tr>
<tr>
<td>SIMmersions</td>
<td></td>
<td>Turn in PDF of your transcripts for all 4 SIMmersions as PDFs on Canvas &gt; Assignments &gt; SIMmersions &gt; Name of Character (e.g. Tenisha, Taye, etc.)</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>12/7/21</td>
<td>Turn in as a document on Canvas &gt; Assignments &gt; Final Reflection</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**ASSIGNMENT DESCRIPTIONS**

**COURSE NAVIGATION QUIZ**
There is a brief quiz on Canvas to ensure students are informed about how to navigate this course effectively, including how to access materials, how to prepare for the in-person meetings, and which dates are scheduled for remote sessions.
This quiz will be graded credit/no credit basis, and 100% is required to receive credit. The quiz may be taken as many times as is necessary to obtain this score.

Due Friday, September 3, 2021

CHARACTER PROFILE, RESEARCH & REFLECTION

You will be creating a character to portray as during the two simulations this semester based on your interests and experiences. Please develop a character that is realistic – and one you can portray comfortably. (e.g. same age, race/ethnicity, gender, etc.) We will discuss the parameters of character development more specifically during class.

A. PART A – Basic Information (1 page)

“Part A” of the character profile can be completed as an outline or ‘bullet point’ format. It is a general description of your character, their current relationships and circumstances, and how and why they are seeking help.

- **Demographics:** Name, Age and any other relevant identities/information
- **Presenting Problem:** Why is your character seeking help today?
- **Possible DSM V diagnosis and/or symptoms:** appetite, mood, sleep, etc.
- **Key intersectional identities**
- **Spiritual/Self-Actualization:** What activities bring your client peace and fulfillment? What do they value and/or feel passionate about? What activities make them feel connected with themselves, re-charged or centered/grounded?
- **Relational:** family and social information including relationships (e.g. relationship with family of origin, any relevant social circumstances, supports and/or strains)
- **Social Determinants of Health:** including employment, housing, community involvement, education, income, medical status, access to opportunity for advancement, neighborhood safety, etc.
- **How does your client plan to pay for treatment?** Are they insured? (Private pay, Block Grant, Medicaid, HMO, PPO) Do they have any out-of-pocket cost for treatment? Is this affordable?
- **Goals/Hopes/Expectations:** What does your character hope these services will do to help?

B. **Part B: Research & Reflection (2-3 pages)**

*Part B is written as a reflection paper; please use APA format for citations.* The paper does not need to be in fully formal APA format – you may use the first-person.
However, any citations/references should be written in APA format, for both in text citations and at the end of your paper. Please exercise your own best judgement when it comes to other relevant aspects of formatting (font, size, margins, etc.) A cover page is not necessary.

Please address the following topics in your paper:

- Identify a DSM-V diagnosis or another social circumstance of interest to you that will inform your character’s circumstances and experiences (mental health and/or substance use condition, interpersonal violence, parent of special needs child, poverty, etc.)

- Identify at least 3 written sources of information used to develop your character (e.g. current clinical/academic articles, memoirs, books.) You can also use music, film and/or art as ancillary references, if they relate to specific nuances of your character’s experience; this is encouraged. Still, please ensure you also have referenced at least 3 written sources of information in developing your character. Also, please be precise in connecting which examples from your articles, memoirs, etc. influenced and how they were useful in character development. Please cite all sources using APA Format.

- Incorporate a discussion of what personal and professional experiences you called upon to develop your character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing.

- With particular attention to privilege and oppression (remembering the fluidity of both concepts – e.g. a single identity can be both a source of privilege and oppression, depending on context and other intersectional variables) describe what you have learned about your character so far – consider the classroom exercises, LifeScript/AAI and Gotham forms. (Also posted on Canvas → “Character Development”)

- What observations do you have about your character? What do you feel are their strengths and/or barriers? What do you like about your character? What concerns do you have for them? Feel free to process and reflect on the development of your character and/or any other aspects of this process.

Please upload your paper as a document via Canvas. Character profiles are due Friday, September 24, 2021.
SIMULATION ASSIGNMENTS

Simulations are role-play scenarios that will use improvisational skills to replicate a “practitioner/client” experience. Simulations allow students to practice being in the role of practitioner, as well as gaining perspective and insight through acting as their “characters” in the role of a client. We will dedicate time in class to preparing a well-rounded, realistic character for you to portray as a “client” and to developing the skills necessary to responding in the moment.

For both simulations, each student will act as both the “client” (your character) and as “practitioner.” In other words, you will portray both a “client” (the character you develop) twice, and a “practitioner” twice times. You will be matched with a student who will portray a “practitioner” (for your character) and another student who will portray their character (as “client”) for you to engage with in the role of practitioner. You will have the same partners throughout the semester for these simulations. We will go over this in class, too.

Simulations will be conducted remotely via Zoom during dedicated class times. You will be provided with contact information for your assigned “practitioner” and your assigned “client.” There are dedicated class times set aside for you to use to conduct these simulations. We will not meet as a group for in person class sessions on these days, and instead, you will meet with your partners on Zoom to record your simulated sessions.

The simulations in which you are in the practitioner role will be recorded via Zoom and uploaded into VideoAnt. Detailed instructions are available to support your navigation through this process. There are also several instructional handouts posted on Canvas, including a walk through video and supplemental power-point that will guide you through each step. VideoAnt is a platform that will allow you to designate which portion of your simulation you would like to have feedback/review; it also allows you to insert written comments that correspond with segments of video. VideoAnt will be used as an interactive means for you to reflect on your own experience as “practitioner” and to request and provide peer feedback interactively.

Each simulation has a different focus, and there are different reflection questions for each simulation. The prompts for each individual simulation are below; some are repeated for each simulation – others are specific. Please ensure you read through the
annotation sections for each simulation. **You will respond to these prompts as comments directly within VideoAnt.** Plan to practice using these technologies early.

**Grading Simulation Annotations**

You will **not** be graded on how well your simulation goes, or your “efficacy” as practitioner; this is a process-based assignment, meaning you will be given credit for putting forth sincere effort, demonstrating meaningful consideration of the prompts and the extent to which you engage in authentic and productive reflection. We will discuss reflective functioning in greater depth during class.

**Simulation Annotation assignments will be graded on a credit/no credit basis.** Timely completion of your annotations and posting responses to your peer group members’ requests for feedback is critical. **Late completion of simulation assignments will result in partial or reduced credit.** Assignments in this class are scaffolded and mutually interdependent. One person’s late assignment will impact the entire peer group’s ability to meet the deadlines for peer feedback. (e.g. If your annotations are late, every person in your peer group will have a late response to your request for feedback, which will ultimately also affect their peer-feedback grade, as well.) Similar to real clinical practice settings, your peer group must function collectively and support each other to ensure deadlines are met.

Each simulation has an identified focus; however, true-to-form, the natural progression of the ‘session’ may lead elsewhere or carry over from one simulation to the next. This is completely normal. Variability is anticipated and each session will more than likely find its own flow and address a broad range of content; this is exactly what makes the simulation experience so realistic – and subsequently, so helpful for new social work practitioners! Through this process, you will have a chance to try out new social work skills, and more broadly, you will begin to find your own practice style, and develop your own practitioner cadence – it’s very exciting!

Each simulation has its own set of reflection prompts; these prompts are listed below. **In order to receive full credit, please ensure that you respond to each prompt completely, for each of the simulations.**

**Prompts and descriptions for each simulation are below:**  
**Note:** “+” indicates “add annotation.”

**SIMULATION I: ENGAGEMENT & ASSESSMENT**
Key Practice Skills: Engagement, being fully present/attending fully, active listening, empathy, rapport-building, listening to understand (not to fix or change), gathering relevant information, assessing risk and safety, attending to verbal and physical cues, developing an alliance with your client.

Identify a 5-10 minute segment of video you would like me to review. This can be a full 5-10 min clip; or you can call out a few shorter (1-3 min) segments at different points in the session. Please ensure the total length of ALL clips is 5-10 minutes.

+ADD ANNOTATION: START
+ADD ANNOTATION: STOP
START/STOP Annotations let me know where to start and stop the video.

Note: Summary annotations are longer than the above annotations; they should be more in-depth and reflective. Please note each heading within your summary reflection.

ADD SUMMARYANNOTATIONS

+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?

**ADD ANNOTATION FOR PEER INQUIRIES**
Use this space to request specific feedback from your peers. **Identify at least three questions you have or would like peer-based feedback on.** You can pinpoint a short clip in the session that you would like to receive peer-based feedback on, or you can ask a more general question.

**IMPORTANT! Remember to respond to your peer’s inquiries and copy this into your Peer Feedback Log before the next class session.** Refer to “Peer Inquiries & Feedback” under assignments for details.

**Simulation I Annotations are due Friday, 10/15/21.**
Please submit a link to your annotated simulation video (VideoAnt) on Canvas.

**Peer Feedback for Simulation I should be posted by Sunday, 10/17/21.**
Remember to copy and paste your comments into the peer feedback logs.

**SIMULATION II: ESTABLISHING GOALS**
**Key Skills:** Recognizing change-talk, validation, support and empathy, helping client verbalize what changes they like to see, offering validation, while gently re-focusing on your client and aspects within their control (e.g. not focusing on trying to change other people, or hoping other people will change), understanding what your client’s goals might look like – and identifying how the “change process” might look for your individual client

**Identify a 5-10 minute segment of video you would like me to review.** This can be a full 5-10 min clip; or you can call out a few shorter (1-3 min) segments at different points in the session. **Please ensure the total length of ALL clips is 5-10 minutes.**

**+ADD ANNOTATION: START**
**+ADD ANNOTATION: STOP**

*START/STOP Annotations let me know where to start and stop the video.*

**ADD SUMMARY ANNOTATIONS**

*Note: Summary annotations are longer than the above annotations; they should be more in-depth and reflective. Please note each heading within your summary reflection.*

**+ PARTNERSHIP & COLLABORATION:** Did you acknowledge client’s courage, perseverance, and successes? Do you feel you were able to develop a working alliance this session? How did you do this? Did you face any barriers to developing a collaborative relationship with your client? Describe. How might you approach these issues in the future?

**+ RECOGNIZING CHANGE TALK:** How would you describe your client’s “readiness to change”? How were you able to honor this during the session? Did your client identify any overarching goals or changes they would like to make? Describe. Were there any instances where you expressed your support and belief that the client can achieve the goals they identified? Or alternatively, are you struggling to view goals established as realistic? How might you work through this?

**+ CULTURAL AWARENESS:** How did your understanding of your client and their identities deepen this session? Any new insights into how cultural and/or other intersectional social identities are expressed in their lives? Does your client view these identities and their intersectional relationships as privileges or sources of oppression, or both?

**+ ETHICS:** Did any ethical issues arise this session? How did you navigate any ethical issues that came up?
OVERALL ENGAGEMENT: Overall, how effectively did you engage your client in the session? Describe the factors that contributed to and/or detracted from effective 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? Was this the same or different than the previous session? 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?

ADD ANNOTATION FOR PEER INQUIRIES
Use this space to request specific feedback from your peers. Identify at least three questions you have or would like peer-based feedback on. You can pinpoint a short clip in the session that you would like to receive peer-based feedback on, or you can ask a more general question.

IMPORTANT! Remember to respond to your peer’s inquiries and copy this into your Peer Feedback Log before the next class session. Refer to “Peer Inquiries & Feedback” under assignments for details.

Simulation II Annotations are due Friday, 11/12/21.
Please submit a link to your annotated simulation video (VideoAnt) on Canvas.

Peer Feedback for Simulation II should be posted by Sunday, 11/14/21.
Remember to copy and paste your comments into the peer feedback logs.
Please also turn in your completed log for both simulations at this time. (Details below.)

PEER INQUIRIES & FEEDBACK
Social workers are an integral component of many multidisciplinary teams. Social work practitioners often hold clinical expertise, similar to many related professions such as psychology or counseling; however, social work is distinct in that in addition to this clinical expertise, practitioners also concern themselves with a larger picture – and as such can identify barriers and innovate systems to mitigate issues. Social work practitioners also bring awareness of social justice issues and have diplomatic skills that allow them to facilitate communication amongst diverse stakeholders, maintaining an awareness of both the individual dynamics, team dynamics and the institutional dynamics, concurrently. This multi-level awareness is a vantage point that makes social work a unique profession. As such, providing clinical insight, systems expertise and pragmatic diplomacy are often a portion of many social work roles; this is especially true in health care settings. **The peer group experience this semester is designed with this in mind.**

Early in the semester, we will develop groups of 3-4 students for “Practice Skills Groups.” You will work within your Practice Group throughout the semester, to practice skills, discuss course content, and to process the simulation experiences. Members of your practitioner group, much like a team of clinical practitioners, will be a valuable resource for feedback and support, as you work with your “client” throughout the simulations this semester.

**Each of the two simulation videos you make and annotate will be shared with all members of your team for feedback and support.** As described above, each simulation annotation has a “Peer Inquiry” component, where you will be posing questions and requesting feedback from your peers.

**Similarly, you will be reviewing the simulation videos for your peers and responding to their peer inquiries.** You will be responsible for providing a minimum of one comment per peer, per simulation. This means for each simulation you will also be posting to 3-4 comments in response to peer requests for feedback. (The exact number will depend on how many peers are in your group.)

**Peer feedback is due following each simulation.** We will be discussing feedback the in class during “team meetings.” **See due dates for providing peer feedback, for each of the simulations, below.**

Each dated and time-stamped comment will be copied from VideoAnt, and pasted in the “Peer Feedback” Log, which is a MS word document. (A blank log is located on Canvas under “Files” → under “Simulation Resources.” It will also be posted as an attachment within the assignment “Peer Inquiries & Feedback” as well.)
Below are the due dates for posting your peer feedback on VideoAnt for discussion the following class:

Post Peer Feedback for Simulation I by Sunday 10/10/2021
Post Peer Feedback for Simulation II by Sunday 11/14/2021

You will only be turning in your log after the second simulation. Your completed log will have between 6-12 total comments, depending on how many people are in your group.

Completed Peer Feedback Logs are due 11/14/21.

Please upload completed logs on Canvas (a blank MS template to log your comments can be found in Canvas, under “Files” → “Simulation Resources” → “Peer Feedback Log”)

BIOPSYCHOSOCIAL-SPIRITUAL (BPSS) ASSESSMENT

During the two simulations, you met with your client, practiced active listening skills, developed rapport, and engaged in a preliminary assessment process in the role of “practitioner.” Based on the information you gathered from your “client” partner during the simulation role plays, you will complete a bio-psycho-social-spiritual template. A blank copy of the template will be provided in Canvas under Assignments > BPSS Assignment.

We will discuss the assessment and documentation skills necessary to complete this information in greater depth throughout the course.

You will submit your completed BPSS via Canvas > Assignments > BPSS Assessment. Due Friday 11/16/21

SIMMERSIONS

In addition to practicing clinical intervention skills through in-class role-play, students also have the opportunity to practice step-by-step intervention skills using the SIMmersion platform, linked here: SIMmersion Login.
Many of you may already be familiar with SIMmersion and may even have completed one of the simulations for another course. There are login instructions located within the assignment description on Canvas.

For this course, you will be doing four SIMmersion:
- Suicide Prevention: Assessing Risk with Taye Banks – Due 9/10
- Gender Affirming Intake with Jemma – Due 10/1
- Brief Motivational Intervention with Gabe Turner – Due 10/29
- Cognitive Behavioral Therapy: Introducing CBT with Tenisha – Due 11/23

The SIMmersion site will walk you through step-by-step how to engage in the simulation. You are encouraged to carefully read through the instructions and steps involved in each intervention, prior to engaging in the simulation. The system assigns a score at the end. This will not correspond to your grade on the assignment; you will be graded on a credit/no credit basis. That said, if you are not pleased with your score, you are encouraged to try the SIMmersion again until you reach a score that feels reasonable to you.

At the end of the SIMmersion, you will be able to download a PDF of your transcript. This is what you will be submitting on Canvas to receive credit.

Due dates are described above.
For each SIMmersion, you will submit a PDF of your transcript in Canvas → Assignments → SIMmersion → Title of SIMmersion.

FINAL REFLECTION

This is a reflection assignment, graded on the level of reflective functioning and authentic consideration you give to your experiences engaging with the materials, and in class. In other words, the exam acts as a final processing opportunity, and serves as a summary of your learning and growth in class this semester. So – take your time as you review your challenges and celebrate your accomplishments. I hope you will enjoy the process!

Estimated length ~3-4 pages.

Client Role Reflection:
- What did you learn from being in the client role?
- What did you learn from the character you simulated?
- What stood out most to you about being “a client”?
- What did your practitioner do that was most helpful?
- What do you wish your practitioner would have done differently?
What did you learn about yourself through this process?
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 simulations contribute to your development as a social worker this semester?
- How did you change in the role of practitioner from the first simulation to the last simulation?
- How would you like to continue to grow and to change as a social work practitioner? What will you continue to work on as “practitioner”?
- Did any issues come up in this role that you had not anticipated? How did you navigate these challenges?
- What did you learn about yourself, being in the role of a social work practitioner?
- How did social identities impact – both yours, and your clients – interface in your work together? How did you become aware of such dynamics?
- What do you feel is your biggest triumph this semester – or a major accomplishment – or something else you feel good about, in the role of practitioner?

Student role reflection:
- In what ways did this course contribute to your development as a social worker this semester?
- Looking back on the entire semester, what are your “stars” and “wishes” for this class experience?
- How did you make the most of the learning opportunities offered in this class? Is there anything you would have done differently?
- How did your instructor support your learning? Is there anything they could have done differently?
- Any other final reflections’

Due Tuesday, 12/7/21

ATTENDANCE & PARTICIPATION

The University of Michigan provides a detailed policy on class attendance in the MSW Student Guide. This policy is linked here: Policy on Class Attendance
Predictability, reliability and consistency are core aspects of the client-practitioner relationship. “Being present” means both being prepared and attending fully during class time. Over the semester, we will be co-creating a productive and safe learning environment. It is imperative that everyone shows up on time, ready to engage, and remains fully present the entire class. **Attendance and participation are graded. The rubric below describes how grades for participation will be defined.**
| Exceptional Attendance & Participation | Consistent attendance, on time & prepared  
• Frequent engagement, demonstrating mastery of supportive  
• Completes assignments and readings on time  
• Exceeds participation expectations through exceptional analysis/creativity in assignments, stretching outside one’s comfort zone/sustaining dialogue on complex, heated, or difficult topics in a balanced, compassionate way  
• consistent inclusive and respectful consideration of peers, sharing in class discussions, providing meaningful feedback to peers, and accepting/integrating feedback from peers, supporting and encouraging peers to contribute equally |
|---|---|
| Strong Attendance & Participation | Consistent attendance; rarely late  
• Participates regularly and meaningfully in class discussions  
• Always completes readings and turns in all assignments on time  
• Participates in class activities, initiates/engages in group discussions on difficult topics in ways that demonstrate authentic engagement; regularly volunteers for in-class exercises  
• Demonstrates respect to peers |
| Moderate-to-Marginal Attendance & Participation | Attends most classes but has unexcused and/or multiple absences (Any more than 2 absences, including excused absences, will impact attendance grade.)  
• Sometimes late to class, or leaves class early  
• Readings and assignments are timely; demonstrates understanding of basic content, but little effort to analyze or explore ideas (e.g. hastily completes assignments; minimal effort)  
• Participates occasionally in class discussions/exercises  
• Routinely appears to be “tuned out” or working on something non-class related |
| Problematic Attendance & Participation | Multiple absences (Multiple absences may require the notification of the Dean of Educational Programs and/or Office of Student Services for assistance, support and/or coordination.)  
• Shows up late and/or leaves early  
• Is generally not prepared for class – readings not completed, late assignments  
• Work is unacceptable (unacceptable = unable to read/understand due to significant lack of editing, or formatting interferes with readability; unfinished assignment ‘outlines’; unexcused late assignments, poorly/hastily completed assignments, etc.)  
• Routinely appears “checked out” during discussions  
• Routinely speaks over others, or engages in un-related side conversations |
a. **Grading**

Each assignment is worth a percentage of your overall grade, in correspondence with the table below.

*CR/NC = Credit/No Credit*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Navigation Quiz</td>
<td>5 (CR/NC)</td>
<td>5%</td>
</tr>
<tr>
<td>SIMmersions (All 4)</td>
<td>10 (CR/NC)</td>
<td>10%</td>
</tr>
<tr>
<td>Character Profile</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Simulation Annotations I</td>
<td>10 (CR/NC)</td>
<td>10%</td>
</tr>
<tr>
<td>Simulation Annotations II</td>
<td>10 (CR/NC)</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Feedback Log</td>
<td>10 (CR/NC)</td>
<td>10%</td>
</tr>
<tr>
<td>BPSS</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>10 (CR/NC)</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Late assignments may impact both the late assignment and participation grade.*

**Final Letter Grades are as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 % *</td>
</tr>
<tr>
<td>A</td>
<td>100 – 95 %</td>
</tr>
<tr>
<td>A-</td>
<td>94 – 90 %</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 88 %</td>
</tr>
<tr>
<td>B</td>
<td>87 – 85 %</td>
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<tr>
<td>B-</td>
<td>84 – 80 %</td>
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<tr>
<td>C+</td>
<td>79 – 75 %</td>
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<td>C</td>
<td>74 – 72 %</td>
</tr>
<tr>
<td>C-</td>
<td>71 – 70 %</td>
</tr>
<tr>
<td>D-E</td>
<td>Below 69 %</td>
</tr>
</tbody>
</table>
*A+ grades are rare.* They indicate **both** a grade of A (100%) overall in the class and represent a special form of distinction. Not all students with 100% will receive an A+, as the “+” reflects an extraordinary level of effort and exceptionally high-quality work that is delivered consistently throughout the semester. Because so many assignments are graded on a credit/no credit basis, the “A+” distinction is specifically to call out the work of students that exceeds expectations on a consistent basis.

Here are links to the MSW Student Guide policies regarding Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

b. 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.

c. 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 [Wolverine Access](https://wolverineaccess.umich.edu). I also encourage you to review the [Statement of Student Rights and Responsibilities](https://ssw.umich.edu/standard-policies-information-resources) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](https://ssw.umich.edu/standard-policies-information-resources).

d. 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](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**