



<b>Course title</b>	<b>Essentials of Interpersonal Practice</b>	
<b>Course #/term</b>	SW506-01, Winter 2022	
<b>Time/Location</b>	Thursday, 9am-1pm, B770 SSWB	
<b>Credit hours</b>	4	
<b>Prerequisites</b>	None	
<b>Instructor</b>	Dr. Mieko Yoshihama	
<b>Pronouns</b>	She her	
<b>Contact info</b>	<b>Email:</b> miekoy@umich.edu	<b>Phone:</b> 734-647-6255
<b>Office</b>	TBA	
<b>Office hours</b>	By appointment, send an email requesting an 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, and advocate), recognizing that these roles must be based on the adherence to social work values and ethics. All phases of the interpersonal practice (e.g., 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/challenges in clients' lives, paying attention to the impact of their social positionalities (e.g. age, race, ethnicity, gender, sexual orientation, immigration status, ability and spirituality) as well as situational, environmental, and structural factors. Students will understand the client's difficulties and challenges in their sociocultural, historical and political context, assess strengths and limitations, and 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 assess the nature of "evidence" and apply various evidence-informed strategies while critically analyzing their disparate impact and effectiveness of across contexts and populations.

### b. Course Objectives and Competencies

1. 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).
2. Articulate social work values and ethics in all interpersonal practice strategies to address client issues. (Essential 9, 40, 44; EPAS 1, 5, 6)
3. 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)
4. 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)

5. 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)
6. Demonstrate effective communication to document services and intervention and facilitate interprofessional collaborative practice. (Essential 12, 17; EPAS 6, 8)
7. 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 lectures, role plays, simulations, videos/films, and experiential exercises. . Class sessions will emphasize skill development and applied learning activities related to all aspects of the change process when working with individuals, families, and small groups.

### **d. Rigorous Focus on Privilege, Oppression, Diversity and Social Justice (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 critical intersectionality frameworks, and strengthen critical consciousness to facilitate every aspect of interpersonal practice.

### **Relationship 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 and similarities 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 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

#### Required Texts:

- Hepworth, D. H., Rooney, R., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10<sup>th</sup> ed.). Brooks/Cole. ISBN 9781305633803; ebook 9780357689974

You can order this text through the following link to the online bookstore the University supports [https://bncvirtual.com/vb\\_buy2.php?FVCUSNO=2348](https://bncvirtual.com/vb_buy2.php?FVCUSNO=2348) (Course ID: SW 506 001) or any other outlet you prefer.

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

### b. Class Schedule

This course meets in-person with some asynchronous materials and activities.

		Topic	Readings and <Assignments>
1	1/6	Introduction to the Course and Social Work Interpersonal Practice  Ecosystems; Strength-based, Socioculturally Relevant, Multi-Level Practice	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 1. Challenges of social work.</li> <li>• Hepworth et al. Chap. 2. Direct practice: Domain, philosophy, and roles.</li> <li>• Hepworth et al. Chap. 4. Cardinal social work values (pp. 58-63).</li> <li>• International Federation of Social Workers &amp; International Association of Schools of Social Work (2014, July). Global Definition of Social Work. <a href="https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/">https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</a></li> <li>• Global Social Work Statement of Ethical Principles (2018). <a href="https://www.ifsw.org/global-social-work-statement-of-ethical-principles/">https://www.ifsw.org/global-social-work-statement-of-ethical-principles/</a></li> <li>• National Association of Social Work (2013). Code of Ethics - 2021 Updates Highlighted. <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics">https://www.socialworkers.org/About/Ethics/Code-of-Ethics</a></li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Frieden, T. R. (2010). A framework for public health action: The Health Impact Pyramid. <i>American Journal of Public Health</i>, 100(4), 590-595.</li> <li>• United Nations Inter-Agency Standing Committee (IASC). (2007). <i>IASC guidelines of mental health and psychosocial support in emergency settings</i>. <a href="http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf">http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf</a> &lt;see pp. 9-13&gt;</li> <li>• Bailey, Z. D., Krieger, N., Agénor, M., Graves, J., Linos, N., &amp; Bassett, M. T. (2017). Structural racism and health inequities in the USA: Evidence and interventions. <i>Lancet</i>, 389(10077), 1453-1463.</li> <li>• Chu, W. C. K., &amp; Tsui, M.-S. (2008). The nature of practice wisdom in social work revisited. <i>International Social Work</i>, 51(1), 47-54.</li> <li>• Klein, W. C., &amp; Bloom, M. (1995). Practice wisdom. <i>Social Work</i>, 40(6), 799-807.</li> <li>• Ahmed, S. R., Amer, M. M., &amp; Killawi, A. (2017). The ecosystems perspective in social work: Implications for culturally competent practice with American Muslims. <i>Journal of Religion &amp; Spirituality in Social Work: Social Thought</i>, 36(1-2), 48-72.</li> </ul>
2	1/13	Helping Processes  Critical Consciousness, Critical Intersectionality, and Social	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Reed, B. G., Newman, P. A., Suarez, Z. E., &amp; Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice. In Seabury, B. A., Seabury, B. H., &amp; Garvin, C. D. (eds.), <i>Foundations of interpersonal practice in social work: Promoting competence in generalist practice</i> (Chap. 4, 60-98). Sage. → <b>Complete Exercise 4.1 on p.79</b></li> <li>• Cardemil, E.V., &amp; Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. <i>Professional Psychology: Research and Practice</i>, 34(3), 278-286.</li> <li>• Halevy, J. (1998). A genogram with an attitude. <i>Journal of Marital and Family Therapy</i>, 24(2),</li> </ul>

		Justice	233-242. → <b>Start developing a genogram</b> <b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b> <ul style="list-style-type: none"> <li>• Goode-Cross, D. T., &amp; Grim, K. A. (2014). "An unspoken level of comfort": Black therapists' experiences working with black clients. <i>Journal of Black Psychology</i>, 42(1), 29-53.</li> <li>• Drustrup, D. (2020). White therapists addressing racism in psychotherapy: an ethical and clinical model for practice. <i>Ethics &amp; Behavior</i>, 30(3), 181-196.</li> <li>• Suárez, Z. E., Newman, P. A., &amp; Reed, B. G. (2008). Critical consciousness and cross-cultural/intersectional social work practice: A case analysis. <i>Families in Society</i>, 89(3), 407-417.</li> <li>• McIntosh, P. (1989). White privilege: Unpacking the invisible backpack.</li> <li>• McGoldrick, M., Gerson, R., &amp; Petry, S. (2008). Creating genograms. In <i>Genograms: Assessment and intervention</i> (Chap. 2, pp. 20-60). W. W. Norton &amp; Company.</li> </ul>
3	1/20	Engagement: Relationship-Building and Empathic Responding	< <b>Social Positionality Paper Due</b> > <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 5. Building blocks of communication: Conveying empathy and authenticity.</li> <li>• Hepworth et al. Chap. 6. Verbal following, exploring, and focusing skills.</li> </ul> <b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 7. Eliminating counterproductive communication patterns.</li> </ul>
4	1/27	Engagement: Relationship-Sustaining and Enhancing  First Interview	< <b>SIMmersion 1 Gender Affirmative therapy: Intake with Jemma</b> > <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 3 Overview of the helping process, especially Subsection, The interviewing process: Structure and skills (pp. 46-55).</li> <li>• Sue, D. W. (2013). Race talk: The psychology of racial dialogues. <i>American Psychologist</i>, 68(8), 663-672.</li> <li>• Lukas, S. (1993). How to conduct the first interview with an adult. In S. Lukas. <i>Where to start and what to ask</i> (Chap. 1, pp. 1-12). Norton &amp; Co.</li> </ul> <b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b> <ul style="list-style-type: none"> <li>• Lambert, M. J. (2013). The efficacy and effectiveness of psychotherapy. In M. J. Lambert (Ed.), <i>Bergin and Garfield's handbook of psychotherapy and behavior change</i> (6th ed.) (Chap. 6, pp. 169-218). John Wiley &amp; Sons.</li> </ul>
5	2/3	Multidimensional Biopsychosocial Spiritual Assessment (BPSS)	<b>Required Readings:</b> <ul style="list-style-type: none"> <li>• Hepworth et al., Chap. 8. Exploring and understanding problems and strengths.</li> <li>• Hansen, H., Braslow, J., &amp; Rohrbaugh, R. M. (2018). From cultural to structural competency—Training psychiatry residents to act on social determinants of health and institutional racism. <i>JAMA Psychiatry</i>, 75(2), 117-118.</li> <li>• Suzuki, L. A., &amp; Wilton, L. (2016). Assessment with racial/ethnic minorities and special populations. In J. C. Norcross, G. R. VandenBos, D. K. Freedheim, &amp; R. Krishnamurthy (Eds.), <i>APA handbook of clinical psychology</i> (pp. 251-266). American Psychological Association.</li> </ul> <b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b> <ul style="list-style-type: none"> <li>• Lukas, S. (1993). Looking, listening, and feeling: The mental status examination. In S. Lukas. <i>Where to start and what to ask</i> (Chap. 2, pp. 13-31). Norton &amp; Co.</li> <li>• BPSS handout &amp; others TBA</li> </ul>
6	2/10	Risk Assessment  Intervention Goals, Plans & Contract	< <b>SIMmersion 2 Suicide Prevention: Assessing Risk with Taye</b> > <b>Required Readings:</b> <ul style="list-style-type: none"> <li>• Hepworth et al., Chap. 9. Assessment: Intrapersonal, interpersonal and environmental factors.</li> <li>• Hepworth et al., Chap. 12. Developing goals and formulating a contract.</li> <li>• Volkow, N. D., Gordon, J. A., &amp; Koob, G. F. (2021). Choosing appropriate language to reduce the stigma around mental illness and substance use disorders. <i>Neuropsychopharmacology</i>.</li> </ul> <b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b> <ul style="list-style-type: none"> <li>• National Suicide Prevention <i>Lifeline Suicide Risk Assessment Standards</i>. <a href="https://suicidepreventionlifeline.org/best-practices/">https://suicidepreventionlifeline.org/best-practices/</a></li> <li>• Haas, A. P., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D'Augelli, A. R., . . . Clayton, P. J. (2010). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. <i>Journal of Homosexuality</i>, 58(1), 10-51.</li> <li>• Columbia Suicide Severity Rating Scale <a href="https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_Pediatric-SLC_11.14.16.pdf">https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_Pediatric-SLC_11.14.16.pdf</a></li> <li>• Suicidal Behaviors Questionnaire-Revised in Osman, A., Bagge, C. L., Gutierrez, P. M., Konick, L.</li> </ul>

			<p>C., Kopper, B. A., &amp; Barrios, F. X. (2001). The Suicidal Behaviors Questionnaire-Revised (SBQ-R): Validation with Clinical and Nonclinical Samples. <i>Assessment</i>, 8(4), 443-454.</p> <ul style="list-style-type: none"> <li>• Brown Stanley Safety Plan Template.pdf</li> <li>• VIGOR: A safety planning tool to help survivors of violence assess their risk and decide how to cope.</li> </ul>
7	2/17	Evidence-Informed Practice for Social Justice I	<p>&lt;SIMmersion 3 CBT-Introduction with Tanisha Mosley&gt;</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Drisko, J. W., &amp; Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. <i>Clinical Social Work Journal</i>, 43(3), 274-282.</li> <li>• Hepworth et al., Chap. 13. Planning and implementing change-oriented strategies.</li> <li>• Hinton, D.E., &amp; Jalal, B. (2014). Guidelines for the implementation of culturally sensitive cognitive behavioural therapy among refugees and in global contexts. <i>Intervention</i>, 12, 78-93.</li> <li>• O’Neill, M. (2015). Applying critical consciousness and evidence-based practice decision-making: A framework for clinical social work practice. <i>Journal of Social Work Education</i>, 51(4), 624-637.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Dotolo, D., Lindhorst, T., Kemp, S. P., &amp; Engelberg, R. A. (2018). Expanding conceptualizations of social justice across all levels of social work practice: Recognition theory and its contributions. <i>Social Service Review</i>, 92(2), 143-170. 1</li> <li>• Comas-Díaz, L. (2016). Racial trauma recovery: A race-informed therapeutic approach to racial wounds. In A. N.Alvarez, C. T. H.Liang, &amp; H. A.Neville (Eds.), <i>The cost of racism for people of color: Contextualizing experiences of discrimination</i> (pp. 249–272).</li> </ul>
8	2/24	Evidence-Informed Practice for Social Justice II	<p>&lt;SIMmersion 4 Brief Motivational Intervention with Gabe&gt;</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Chavez-Dueñas, N. Y., Adames, H. Y., Perez-Chavez, J. G., &amp; Salas, S. P. (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. <i>American Psychologist</i>, 74(1), 49-62.</li> <li>• Hartmann, W. E., Wendt, D. C., Burrage, R. L., Pomerville, A., &amp; Gone, J. P. (2019). American Indian historical trauma: Anticolonial prescriptions for healing, resilience, and survivance. <i>American Psychologist</i>, 74(1), 6-19.</li> <li>• Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., &amp; Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist</i>, 74(1), 128-142.</li> <li>• Ellis, J. M., Powell, C. S., Demetriou, C. P., Huerta-Bapat, C., &amp; Panter, A. T. (2019). Examining first-generation college student lived experiences with microaggressions and microaffirmations at a predominately White public research university. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 25(2), 266-279.</li> <li>• Kinias, Z., &amp; Sim, J. (2016). Facilitating women’s success in business: Interrupting the process of stereotype threat through affirmation of personal values. <i>Journal of Applied Psychology</i>, 101(11), 1585-1597.</li> <li>• Goodman, R. D. (2015). A liberatory approach to trauma counseling: Decolonizing our trauma-informed practices. In R. D. G. Goodman, Paul C. (Ed.), <i>Decolonizing “multicultural” counseling through social justice</i> (1st ed. ed., pp. 55-72). Springer.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Spencer-Rodgers, J., Major, B., Forster, D. E., &amp; Peng, K. (2016). The power of affirming group values: Group affirmation buffers the self-esteem of women exposed to blatant sexism. <i>Self and Identity</i>, 15(4), 413-431.</li> <li>• Hepworth et al. Chap. 14 Developing Resources, Organizing, Planning, and Advocacy as Intervention Strategies.</li> </ul>
	2/28		<Simulated Interview: Video Annotation Due>
	3/3	Spring break	No class
9	3/10	Working with Groups	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Toseland, R. W. (2017). Group dynamics. In C. D. Garvin, L. M. Gutiérrez, &amp; M. J. Galinsky (Eds.), <i>Handbook of social work with groups</i> (Second ed., pp. 9-27). Guilford. <a href="http://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4844818">http://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4844818</a></li> <li>• Hepworth et al. Chap. 11. Forming and assessing social work groups.</li> <li>• Hepworth et al. Chap. 16. Intervening in social work group.</li> </ul>

			<ul style="list-style-type: none"> <li>• Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. <i>Social Work with Groups</i>, 30(2), 11-26.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Shulman, L. (2017). Addressing internalized biases and stereotypes of the group leader: A life-long professional task. <i>Social Work with Groups</i>, 40(1-2), 10-16. 3</li> <li>• Yalom, I. D. (2005). Therapeutic factors. In I. D. Yalom with M. Leszcz (Eds.), <i>The theory and practice of group psychotherapy</i> (pp. 1-18). Basic Books.</li> </ul>
10	3/17	Working with Groups+	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 17. Additive empathy, interpretation, and confrontation</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 18. Managing barriers to change.</li> <li>• Nosko, A. (2003). Adventures in co-leadership in social group work practice. <i>Social Work with Groups</i>, 25(1-2), 175-183.</li> <li>• Ratts, M. J., Anthony, L., &amp; Santos, K. N. T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. <i>The Journal for Specialists in Group Work</i>, 35(2), 160-168.</li> </ul>
11	3/24	Working with Families, Children & Youth	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 10. Assessing family functioning in diverse family and cultural contexts.</li> <li>• Watson, W. H. (2012). Family systems. In V. S. Ramachandran (Ed.), <i>Encyclopedia of human behavior</i> (2nd ed., pp. 184-193). San Diego: Academic Press.</li> <li>• Akyil, Y (2011) Being a family therapist in the United States: Multicultural competency through the lenses of an immigrant therapist. <i>Journal of Family Psychotherapy</i>, 22, 157-171</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Hepworth et al. Chap. 15. Enhancing family functioning and relationship.</li> <li>• Hernández, P., Almeida, R., &amp; Dolan-Del Vecchio, K. (2005). Critical consciousness, accountability, and empowerment: Key processes for helping families heal. <i>Family Process</i>, 44(1), 105-119.</li> <li>• D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., &amp; Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. <i>Family Process</i>, 56(3), 574-588.</li> <li>• Kissil, K., Niño, A. &amp; Davey, M. (2013) Doing therapy in a foreign land: When the therapist is “not from here”, <i>American Journal of Family Therapy</i>, 41(2), 134-147.</li> <li>• Sprenkle, D. H. &amp; Blow, A. J. (2004). Common factors and our sacred models. <i>Journal of Marital and Family Therapy</i>, 30(1) 113-129.</li> </ul>
12	3/31	Working with Families, Children & Youth+	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Anderson, R. E., McKenny, M. C., &amp; Stevenson, H. C. (2019). EMBRace: Developing a racial socialization intervention to reduce racial stress and enhance racial coping among black parents and adolescents. <i>Family Process</i>, 58(1), 53-67.</li> <li>• Gunn, W. B., Jr., Haley, J., Prouty, A. M., &amp; Robertson, J. (2015). Systemic approaches: Family therapy. In H. T. Prout &amp; A. L. Fedewa (Eds.), <i>Counseling and psychotherapy with children and adolescents : Theory and practice for school and clinical settings</i> (pp. 317–355). John Wiley &amp; Sons.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p> <ul style="list-style-type: none"> <li>• Falicov, C. J. (2007). Working with transnational immigrants: Expanding meanings of family, community, and culture. <i>Family Process</i>, 46(2), 157-171. -5300.2007.00201.x</li> <li>• Seaton, E. K., Sellers, R. M., &amp; Scottham, K. M. (2006). The status model of racial identity development in African American adolescents: Evidence of structure, trajectories, and well-being. <i>Child Development</i>, 77(5), 1416-1426.</li> </ul>
13	4/7	Multidimensional Biopsychosocial Spiritual Assessment II	<p>&lt;Observation &amp; Learning Paper - Self, Family &amp; Group Due&gt; &lt;Group Project in-class&gt;</p>
14	4/14	Integration, Termination, & Transition	<p>&lt;Group Project in-class&gt;</p> <p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Hepworth et al. (2013). Chap. 19 The final phase: Evaluation and termination.</li> </ul> <p><b>Resources (Referenced in Class &amp; Recommended for Further Reading):</b></p>

		<ul style="list-style-type: none"> <li>• Kawaii-Bouge, B. (2020). <i>Combating anti-blackness &amp; white supremacy in organizations: Recommendations for anti-racist actions in mental health care.</i>  <a href="https://caps.sonoma.edu/sites/caps/files/combating_anti-blackness_and_white_supremacy_in_organizations_-_recommendations_for_anti-racist_actions_in_mental_healthcare.pdf">https://caps.sonoma.edu/sites/caps/files/combating_anti-blackness_and_white_supremacy_in_organizations_-_recommendations_for_anti-racist_actions_in_mental_healthcare.pdf</a></li> <li>• Dominelli, L., &amp; Ioakimidis, V. (2016). The challenges of realising social justice in 21st century social work. <i>International Social Work</i> 59(6), 693-696.</li> </ul>
	4/16	<Group Project: Assessment & Intervention Plan due>

### C. Assignments

Assignment	Due Date	How to submit/where	%
<b>1. Social Positionality Paper</b>	1/20	Turn in paper as a Word document in Canvas under the Assignment Tab.	15
<b>2. SIMmersions</b> 1) Gender Affirmative Therapy: Intake with Jemma 2) Suicide Prevention: Assessing Risk with Taye 3) CBT-Introduction with Tanisha Mosley 4) Brief Motivational Intervention with Gabe	1) 1/27 2) 2/10 3) 2/17 4) 2/24	Read the background materials and make at least 3 attempts for each module. First attempt is due by class where that material is discussed (listed in the left column). Remaining attempts can be spread out.  Instructor will see the attempt log, time spent, and scoring. No minimum score is required.	15
<b>3. Simulated Interview: Video Recording and Annotation</b>	2/28	Upload simulation video to YouTube, add to VideoAnt platform, and make annotations directly in VideoAnt. Next, paste the VideoAnt URL under 'Practitioner Annotation in the Assignments Tab.	25
<b>4. Observation &amp; Learning - Self, Family &amp; Group</b>	4/7	See below for detail; Submit via CANVAS.	10
<b>5. Group Project: Assessment and Intervention Plan</b>	1) 4/7 2) 4/14 3) 4/16	1) Watch a video in-class; work in a group to develop a BPSS 2) Present/discuss BPSS & intervention plan in class 3) Submit a completed BPSS and an intervention plan as a Word document in Canvas under the assignments tab.	25
<b>6. Attendance &amp; Participation</b>	Ongoing	Various forms of participation (e.g., physical presence, verbal participation in-class, reflection/1-minute papers) will be considered.	10

### INSTRUCTIONS FOR ASSIGNMENTS

The following are descriptions of each assignment. Please note that some changes and tweaks might be made in response to the flow of the class and learning processes and needs (e.g., SIMmersion due dates are linked to when specific topics are discussed in-class). When changes are necessary, I will alert you as soon as possible in-class and/or via Canvas announcement and, when necessary, we will have a discussion about the impact of the change.

#### 1. Social Positionality Paper - 4-5 typed pages

First, based on the Social Identity Group/Positionality Grid (Exercise 4.1 Reed et al., 2011, p. 79) and in-

class discussions, you explore what type(s) of client(s) might pose great challenge for you and imagine how you would work with them. They may be individuals who are very different from or similar to you.

Then, you write a paper about working with this imaginary client who would present particular challenges given your positionalities. In this paper, you will:

- 1) identify and reflect on how you would feel about working with this imaginary client prior to the first encounter, what feelings and thoughts you may experience while you are interacting with the client, and what difficulty, if any, you may experience;
- 2) discuss how you might deal with the above inside and outside the session;
- 3) examine what strengths you bring to working with this client;
- 4) explore what reactions your client may have toward you, and how you might address them; and
- 5) discuss what new insight, if any, have you developed about your positionalities as you worked on this assignment.

Some helpful tips:

- Focus on yourself. Provide only a VERY BRIEF description of your imaginary client. You do not need to develop the character or back-story of this client. Remember, this paper is about you, not about the “difficult” client.
- Applying the PIE (person-in-environment) perspective and locate yourself in the environment. Your positionalities interact with those of your imaginary client in the specific socio-cultural, -political, and –historical context.
- You are strongly encouraged to explore many dimensions of your positionalities, especially those that you have not been given much attention or thought before. Some of your positionalities are familiar to you, and others, not so. It is probably worthwhile for you to explore why this is the case. Some give you varying degrees of privilege, and others are associated with experiences of oppression and discrimination. Importantly, you do have feelings about many of these positionalities, which may get triggered in various social work practice contexts whether you are aware or not.
- Listen to yourself, and reflect on your thoughts and feelings, and be candid about what you feel (what you think would feel) in working with your imaginary client.
- Refrain from intellectualizing your feelings although it is tempting. You are encouraged and expected to write about your feelings and thoughts in the first person account.
- You are encouraged to refer to the readings and class discussions when/where you can.

## 2. SIMmersions

In accordance with the school-wide requirement that “all SW506 courses need to include 4 simulations,” you will complete the following four simulation modules in SIMmersion\*:

- 1) Gender Affirmative Therapy: Intake with Jemma
- 2) Suicide Prevention: Assessing Risk with Taye
- 3) CBT-Introduction with Tanisha Mosley
- 4) Brief Motivational Intervention with Gabe

**First attempt is due by class where that material is discussed (see above for specific dates).** Remaining attempts can be spread out.

SIMmersion will give you a performance score (e.g., 60%, 80%) each time you try a module, but do NOT focus on getting a higher score. Instead focus on learning about and practicing skills in specific intervention models/approaches. No minimum score is required.

Each simulation module contains a set of reading resources about the intervention modes/approach. It

is important, and highly recommended, that you read them before you launch the simulation.

\* The SIMmersion are virtual practice sessions with a ‘character’ (portrayed by an actor) with whom you can engage by asking them questions or making statements. You will attempt to utilize specific intervention models and skills to engage with these virtual clients. Through these simulations, you will learn about a specific intervention approach while strengthening skills in engagement, collaboration, empathic communication, assessment, planning, and contracting. For more detail, you can refer to **SIMmersion 2 Pager** at <https://docs.google.com/document/d/1yu4FjISSoZBPR42eZns4Esk0do3loFDmL-VMlycLyCg/edit>. If you need technical assistance with SIMmersion, please contact [simmersion@umich.edu](mailto:simmersion@umich.edu).

Each round lasts for 15-20 minutes. You will try each module at least 3 times (of course you can attempt as many times as you like). Research has shown that the more students try, better and more they learn.

FYI, as the course instructor, I will see the number of attempts, time spent, and scoring, so that I know how everyone is progressing.

**3. Simulated Interview: Video Recording and Annotation:** Details will be provided in class.

#### **4. Observation & Learning – Self, Family & Group**

First, using course materials and exercises as a springboard, reflect on “yourself” in your roles in your family/families and groups to which you have belonged.

Then, summarize your reflections, learning, and directions for further learning. This can take the form of a (conventional or unconventional) written paper, video, (video-recorded) performance, (video-recorded) demonstration, or other format. Creativity is highly encouraged.

#### **5. Group Project - Assessment & Intervention Plan**

This project involves watching a video-taped interview and developing a biopsychosocial & spiritual (BPSS) assessment and an intervention plan. It consists of individual and group-based work, and the final product is a written paper. Detailed guidelines and instructions will be provided in class.

#### **6. Class Attendance & Participation**

You need to come to class well-prepared, which means doing all the assigned readings and learning activities before the class. You are expected to actively participate in discussions and various in-class exercises (e.g., role-plays).

Occasionally, you will write and submit a short reflection of your learning at the end of the class. Some of the reflections will be shared anonymously in the class to aid mutual learning.

#### **Guidelines for Assignments**

All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed, single- or double-spaced, and saved as a Word document, unless otherwise indicated.
- Page number on each page.
- Be submitted via CANVAS unless otherwise indicated.
- Be submitted on/before the due date/time; late papers will result in the deduction of 1/2 a letter grade.
- Follow APA formatting, an established academic convention for organization, pagination, footnoting, and bibliographic references. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#) Papers that do not comply with an established convention will be returned, and a penalty for late submission will apply.

- Make sure you are citing others' work appropriately and not committing plagiarism. [More information on academic integrity policies can be found in the MSW Student Guide.](#)
- Contact SSW Writing Assistance, if/as needed: <https://sites.google.com/umich.edu/sswwritinghelp/home>

#### d. Grading

We will be using a mastery-based, not a competitive, grading system. In other words, the grade you get will not depend on how well others in the class have done but on how well you have mastered the materials.

Letter grades ranging from "A" to "E" are earned, with "+" or "-" distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

**Incompletes:** 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 student must formally request an incomplete from the instructor prior to the final week of classes. Please review the MSW Student Guide for policies on grades and grievance procedures.

#### e. Accommodations

If you are in need of any accommodations for a disability or condition that may interfere with your participation in this course, please let me know as soon as possible. Any information you provide about a disability and/or accommodation is private and confidential and will be treated as such. For more information and resources, please contact the Office of Services for Students with Disabilities (OSSD), <http://ssd.umich.edu/> at (734) 763-3000 / [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu).

#### f. Attendance and Class Participation

This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which will require submitting a written report at the end of the class.

If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as is practically possible. Please review [Policy on Class Attendance](#) found in the MSW Student Guide.

**Use of electronic devices:** You are expected to be engaged and participating in class activities. Students are asked to turn off cell phones during class sessions. If you are utilizing an electronic device (e.g., a laptop computer), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student not use a laptop during class.

**A note on scholarly discourse:** What we will discuss in class involves controversial issues, such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

#### g. 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.

#### **h. COVID-19 Pandemic**

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. Please review the [Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

#### **i. 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 to the extent possible. Please notify me by email about your absence as soon as practical, so that I can make accommodations.

#### **j. Academic Integrity**

We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at <http://guides.lib.umich.edu/swintegrity>. Plagiarism is prohibited in any academic writing at the University of Michigan. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

#### **k. Self and Group Care**

The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions - in other words, do not deny them, but explore and develop ways to process them. We as a group will acknowledge and address our reactions through class discussions, reflective activities, and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

Additional School and University policies, information and resources are available at: <https://sww.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*