



Course title: Essentials of Interpersonal Practice

Course #/term: SW506 002

Times and Place: Mondays 2-5, online

(synchronous sessions will not use this entire time--check CANVAS each week for actual starting and ending times. Zoom reminders will be sent.)

Credit hours: 4

Prerequisites: None

Instructor: Rich Tolman

Pronouns: he/his

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Office: TBA

Office hours: By appointment, just send an email requesting an appointment

Course Statement

a. Course Description

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



active listening, empathic responding, contracting, problem-solving, critical and creative thinking in practice. Students learn how to apply various evidence-informed strategies in order to demonstrate the effectiveness of change efforts based on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

b. Course Objectives and Competencies

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

c. Course Design

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

d. Rigorous focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice,



learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate every aspect of professional interpersonal practice.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

1. **Multiculturalism and Diversity** will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between children and their broader systems, children/client and interventionist and between client and agency will also be explored.
2. **Social Justice and Social Change** will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.
3. **Promotion, Prevention, Treatment, and Rehabilitation** will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.
4. **Behavioral and Social Science Research** will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

RELATIONSHIP OF THE COURSE TO ETHICS AND VALUES

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.



Class Requirements

a. Text and Class materials

Required Texts:

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

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

Course Structure

a. Synchronous

We will meet weekly in live, synchronous online sessions. Generally, these will be for 3 hours, rather than 4, and will be interactive, using exercises, small group discussions and other methods, rather than being primarily lectures.

b. Asynchronous materials

Each week we will have online materials to watch and read, ahead of class time to be prepared for the class sessions.

c. Zoom guidelines

Please plan to use your video (at least most of the time) during the live zoom sessions. Our live zoom sessions are tailored to minimize Zoom fatigue. Most of our Zoom activities will be in smaller groups and/or activity centered.. You are welcome to turn off your video anytime as needed but our class learning environment is enhanced by increased interaction.. If there are circumstances that prevent or make use of video during our “zoom” sessions, please notify me as soon as possible.

d. Simulation Pedagogy

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

e. Ongoing student feedback

I will be sending out regular post-class surveys to get your feedback about how class is going for you. Our learning environment is enhanced when everyone takes responsibility for helping to shape it and sustain it. I welcome feedback about any aspect of the class. I strive to receive critical feedback openly and appreciatively, and to incorporate it in my role as instructor.

Class Schedule, Assignments, and Grading

Date MONDAYS	Topic	
Week 1 8/29	Understanding the Client’s Ecosystems and Integrative Themes	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK

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9/5	Labor Day NO Class	
Week 2 9/12	Engagement, Empathic Responses, Active Listening and Reflective Thinking	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
Week 3 9/19	Biopsychosocial Assessments	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
Week 4 9/26	High Risk Assessment: Suicide, Interpersonal Violence, Substance Use NO SYNCHRONOUS CLASS THIS WEEK	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
Week 5 10/4	Goal Setting and Planning, Motivation and More on Cultural Formulation	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
Week 6 10/11	Goal-setting, planning, motivational interviewing cont. First practice simulation in class with your client character	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
10/17	NO CLASS...Fall Break!	
Week 7 10/24	Evidence-Informed and Anti-Oppressive Practices Simulation 1A Will start at 1PM	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
Week 8 10/31	Evidence-Informed and Anti-Oppressive Practices 2 Simulation 1b Simulations will start at 1PM	SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK
Week 9 11/7	Evidence-Informed and Anti-Oppressive Practices 2 Simulation 2A Simulations will start at 1PM	

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Week 10 11/14	Intervention for Children and Youth Simulation 2B Simulations will start at 1PM	<u>SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK</u>
Week 11 11/21	Family Interventions	<u>SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK</u>
Week 12 11/28	Group Interventions	<u>SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK</u>
Week 13 12/5	Ending Stage, Integration across Levels of Social Work, Professional Development & Self-Care	<u>SEE CANVAS FOR READINGS AND ASYNCHRONOUS MATERIALS AND FOR EACH WEEK</u>

a. Assignments

DETAILED INSTRUCTIONS FOR EACH ASSIGNMENT AND POINTS FOR CREDIT FOR EACH ARE LISTED ON CANVAS. DUE DATES MAY BE CHANGED BUT I WILL NEVER MAKE IT EARLIER THAN IS LISTED HERE ON THE SYLLABUS.

Assignment	Due Date	Information
Character Development Paper	Oct 9	See canvas for description and instructions
Practitioner Annotations I	Oct 30	See canvas for description and instructions Students in group b will have a due date one week later
Observer Annotation I	Nov 6	See canvas for description and instructions Students in group b will have a due date one week later
Practitioner Annotation II	Nov 20	See canvas for description and instructions Students in group b will have a due date one week later
Observer Annotation II	Nov 30	See canvas for description and instructions Students in group b will have a due date one week later

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Biopsychosocial-spiritual Assessment and intervention plan	Dec 4	See canvas for description and instructions
SIMmersions Gender Affirmative Therapy: Intake with Jemma Suicide Prevention: Assessing Risk with Taye Banks Suicide Prevention: Safety Planning with Henry Douglas Brief Motivational Intervention with Gabe Turner Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley	Jemma- 9/19 Taye - 9/27 Henry-9/27 Gabe - 10/25 Tanisha - 11/15	<ul style="list-style-type: none"> • At least 3 attempts for each. • First attempt due by class where that material is discussed • Remaining practice can be spread out. Instructor will see the attempt log, time spent, and scoring. • No minimum score is required.
Grandmothers Hands reflection: part 2	11/7	Submit 3-5 double-spaced reflection as a PDF document under Reading and Reflection Diary 2 in the Assignments Tab.
Final Reflection	12/8	Turn in as PDF document under Final Reflection in the Assignments Tab.
Attendance and Participation	<u>Ongoing</u>	Will be assessed each week and graded at the end of the semester partially based on a reflection paper

GRADING

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

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

- I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not returned, you will

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get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment and 3 points for the 3rd unacceptable assignment and so on. You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.

- You will lose 1 point if you miss a scheduled client interview or do not post your video in a timely manner for your colleagues to comment on it. Missed interviews must be rescheduled.
- Points for all assignments total to 95 (an A). Remaining 5 points reserved for exceptional performance.

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

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

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

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Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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](#)

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*