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

**Note:** Course objectives are intentionally connected to School of Social Work/Council on Social Work Education Competencies and Practice Behaviors so that the School can measure/assess student outcomes at both the course and curriculum/program levels.

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

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate every aspect of professional interpersonal practice.

RELATIONSHIP OF THE COURSE TO 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


- SIMmersion:
  - Jemma
  - Taye
  - Gabe
  - Tanisha
- SCREENING, BRIEF INTERVENTION & REFERRAL TO TREATMENT (S-BIRT)
- Mental Health First Aid
- Suicide Prevention
  - All articles can be accessed through the UM Library with uniqname kerborized password. Additional content that is needed will be posted to Canvas.
  - To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all
required readings and independent assignments to demonstrate integration into practice.

- Readings will not be discussed during class unless questions arise. Content should be integrated into practice skills and students will be assessed by level of ability to incorporate theory and content into practice.
- Additional readings may be assigned as environmental shifts occur and will be posted to Canvas.
- Readings and assignments will be posted at least one week prior to the due date.

b. Class schedule

Course schedule available in Canvas Modules

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introduction to Interpersonal Practice</td>
</tr>
<tr>
<td>Module 2</td>
<td>Engagement</td>
</tr>
<tr>
<td>Module 3</td>
<td>Mental Health Continuum</td>
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<tr>
<td>Module 4</td>
<td>Crisis Intervention</td>
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<tr>
<td>Module 5</td>
<td>Assessment</td>
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<td>Module 6</td>
<td>Individual Plans of Service</td>
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<tr>
<td>Module 7</td>
<td>Interventions</td>
</tr>
<tr>
<td>Module 9</td>
<td>Interpersonal Practice Skills in Various Settings</td>
</tr>
<tr>
<td>Module 10</td>
<td>Working with Families</td>
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<tr>
<td>Module 11</td>
<td>Working with Groups</td>
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<tr>
<td>Module 12</td>
<td>Evaluation, Termination &amp; Supervision</td>
</tr>
</tbody>
</table>
c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Mental Health Professional Training</td>
<td>15%</td>
</tr>
<tr>
<td>Character Development</td>
<td>25%</td>
</tr>
<tr>
<td>Integrated biopsychosocial-spiritual assessment</td>
<td>50%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
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d. Attendance and class participation [ ]

Regular class attendance and participation is an expectation of this course. Please communicate any classes that you may miss to this Instructor via email (daiciars@umich.edu) using the requested communication format. Failure to communicate more than two absences to this Instructor will result in a 25% point reduction for the course. Policy on Class Attendance can be found in the MSW Student Guide.

e. Grading

- This course will focus on active listening, engagement, participation, and skill development. Grading will be based on individual student progress and ability to demonstrate mastery of the course objectives.

   A= All assignments are completed with a demonstration of expected competency
   B= Some assignments are completed with support to demonstrate basic competency
   C= Assignments demonstrate limited competency
   D= Assignments demonstrate no progress toward competency

f. 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 if 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.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- 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