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:


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 in-person 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 lecture.

b. Asynchronous materials
Each week we will have online materials to watch, read, and/or listen to 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 live zoom sessions. Our live zoom sessions are tailored to minimize Zoom fatigue. Most of our Zoom activities will be in smaller groups and/or activity centered., You are welcome to turn off your video anytime as needed but our class learning environment is enhanced by increased interaction. If there are circumstances that prevent or make use of video during our zoom sessions, please notify me as soon as possible.

d. Simulation Pedagogy
- A core pedagogy for the class will be creation of simulated client characters, who will then be the clients in a full-length recorded intake session. Your creation of a client character will be the basis of the assignment labeled “Character Development paper.”
- Each student will conduct a session as a practitioner (with a client character created by another student) and be a client for a session with another student portraying the practitioner.
These sessions will be held on Zoom, during scheduled class time. 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 Annotation” 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” in the assignment section.

e. Ongoing student feedback

Our learning environment is enhanced when everyone takes responsibility for helping to shape it and sustain it. I welcome feedback about any aspect of the class. I strive to receive critical feedback openly and appreciatively, and to incorporate it in my role as instructor.

Class Schedule, Assignments, and Grading

a. Schedule

***this schedule is subject to change with adequate notice given to students. In most cases, adequate notice means at least two weeks in advance for readings or other activities. Please refer to class modules in Canvas for the most up-to-date class schedule.***

<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Readings, Activities &amp; Assignments</th>
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</table>
| Week 1: 8/29 Course Intro & Guiding Principles of Social Work Practice | Read:  
Hepworth Chapter 1, 2, & 4  
Listen:  
1A: What does it take to really treat ourselves with care? |
| 9/5 | Labor Day- NO CLASS |
| Week 2: 9/12 Engagement, Empathetic Responses, Active Listening and Reflective Thinking | Read:  
Hepworth Chapter 5-6  
Due:  
Social Positionality Paper |
| Week 3: 9/19 | Read: |
| Biopsychosocial Assessments | • Hepworth Chapter 3, 8, & 9  
  • Volkow, N., Gordon, J., & Koob, G. (2021). Choosing appropriate language to reduce the stigma around mental illness and substance use disorders. *American College of Neuropsychopharmacology*.  
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<tr>
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<tbody>
<tr>
<td>Due:</td>
<td>• <strong>SIMmersion: Jemma</strong></td>
</tr>
</tbody>
</table>

| Week 4: 9/26 Assessment Skills Culturally Responsive Care & Goal Setting and Planning | Read:  
  • Hepworth Chapter 12  
|---|---|
| Listen: | • ‘Notice the Rage, Notice the Silence’ - Resmaa Menakem  
  • 1A: Without a biological basis, how reliably can we diagnose and treat mental illness? |
| Due: | • **Character Development Paper** |

| Week 5: 10/3 ASYNCHRONOUS NO CLASS THIS WEEK Evidence-Informed and Anti-Oppressive Practices | Read:  
  • Menakem Chapter 10-12  
|---|---|
| Watch: | • DBT Validation Strategies – Haas  
| Listen: | • Love & Rage: The Path of Liberation Through Anger [59:39]  
  [https://irresistible.org/podcast/68](https://irresistible.org/podcast/68) |
| Due: | • **SIMmersion: Taye** |

| Week 6: 10/10 VIRTUAL Record Intake Assessment | • Session 1: 1:15-2:00  
  • Session 2: 2:15-3:00  
  • Session 3: 3:15-4:00 |
<table>
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<tbody>
<tr>
<td>Students will be scheduled as practitioner and client for 2 of 3 sessions. Sessions to be conducted via zoom and recorded (see Practitioner Annotation in Assignments).</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10/17</th>
<th>Fall Break: NO CLASS</th>
</tr>
</thead>
</table>
| Week 7: 10/24 Evidence-Informed and | Read:  
  • Hepworth Chapter 13 & 18 |
| Anti-Oppressive Practices-2 | • Trepper: Solution Focused Therapy Treatment Manual  
Due:  
• Practitioner Annotation |
| --- | --- |
| Week 8: 10/31 | Due:  
• Observer Annotation  
• SIMmersion Gabe |
| WEEK WILL START AT 1:30 PM | Evidence-Informed and Anti-Oppressive Practices-3 |
| Due: |  
• Observer Annotation  
• SIMmersion Gabe |
| Week 9: 11/7 | Intervention for Children & Youth |
| Read: |  
• Hardy: Healing the Hidden Wounds of Racial Trauma  
• Konrad: Child and Family Practice- A Relational Perspective  
• Menakem Chapter 13-14  
| Due: |  
• SIMmersion: Tanisha |
| Week 10: 11/14 | Catch-Up Week |
| Week 11: 11/21 | VIRTUAL  
Family Interventions |
| Read: |  
• Hepworth Chapter 10  

Menakem Chapter 15-17

Biopsychosocial Assessment and Intervention Plan

Week 12: 11/28

Group Interventions

Read:
- Hepworth Chapter 11 & 16
- Social Work with Groups, 30(2), 11-26

Due:

Week 13: 12/5

Ending Stage, Integration across Levels of Social Work, Professional Development & Self-Care

Read:
- Hepworth Chapter 19

Due:
- My Grandmother’s Hands Reflection
- Final Reflection 12/12

*Additional readings/materials may be provided via canvas and will be available at least one week prior to class

b. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Pts.</th>
<th>How to submit/where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positionality Paper</td>
<td>9/12</td>
<td>10</td>
<td>Upload to Canvas</td>
</tr>
<tr>
<td>Character Development Activity</td>
<td>9/26</td>
<td>10</td>
<td>Upload to Canvas</td>
</tr>
<tr>
<td>Practitioner Annotation</td>
<td>10/24</td>
<td>15</td>
<td>Upload simulation video to YouTube, add to VideoAnt platform, and make annotations directly in VideoAnt. Next, paste the VideoAnt url under ‘Practitioner Annotation I’ in the Assignments Tab.</td>
</tr>
<tr>
<td>Observer Annotation</td>
<td>10/31</td>
<td>5</td>
<td>Paste VideoAnt url in textbox provided in the ‘Observer Annotation’ submission section under the Assignments Tab.</td>
</tr>
<tr>
<td>Biopsychosocial-spiritual Assessment and Intervention plan</td>
<td>11/21</td>
<td>15</td>
<td>Upload to Canvas</td>
</tr>
<tr>
<td>SIMmersions</td>
<td>Jemma - 9/19</td>
<td>5</td>
<td>At least 3 attempts for each. First attempt due by class</td>
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</tbody>
</table>
GRADING

Recognizing that traditional grading methods can have inequitable impact across students of differing intersectional identities, while maintaining compliance with the University’s grading requirements, I have adopted the following grading philosophy:

In the spirit of an experience that encourages you to stretch and develop, grading will be on a credit/no credit basis for each assignment. Each assignment is worth a determined number of points (totaling 100 for the course) which will be used to calculate final grades. If you make a strong and timely effort on each assignment, you will do well in this class. 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. Students may also lose points for late or missing work.

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.

Acceptable work means:

- Work meets or exceeds assignment requirements and expectations
- Understanding of the topic is evident
- Work is executed with complete, clear information
- Some revision/expansion may be needed, but feedback/comments are sufficient to address these areas
Unacceptable work means:

- Work needs revision
- Partial understanding is evident, but gaps remain.
- Work needs further development with understanding, communication or completeness
- Understanding is not evident or an incomplete/insubstantial attempt was made to complete work

In most cases, any unacceptable work will be revised and resubmitted with discussion between instructor and student. This resubmission may only be subject to partial credit.

Final Letter Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<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>
</tr>
<tr>
<td>C+</td>
<td>79-75</td>
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<tr>
<td>C</td>
<td>74-72</td>
</tr>
<tr>
<td>C-</td>
<td>71-70</td>
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<tr>
<td>D-E</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the
COVID-19 Statement

As we continue to navigate the Covid-19 Pandemic, we will follow the most up-to-date university guidelines as it relates to classroom safety. Current guidelines can be found at https://healthresponse.umich.edu/

Health-Related Class Absences

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

Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to http://www.umich.edu/~sswd/ Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

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