



Course title:	Essentials of Interpersonal Practice	
Course #/term:	SW 506, Section 012, Fall 2022	
Time and place:	Tuesdays, 9:00am-12:00pm (with asynchronous work 12:00pm-1:00pm) 3629 SSWB	
Credit hours:	4 Credits	
Prerequisites:	None	
Instructor:	Gina Ambrogio, LMSW	
Pronouns:	She, Her, Hers	
Contact info:	Email: ggiinnaa@umich.edu	Phone: 586-322-1714
	You may expect a response to all emails within 24 hours.	
Office:	3738 SSWB (However, I am only on campus Mondays & Tuesdays)	
Office hours:	By Appointment	

1. Course Statement

a. Course Description

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

b. Course Objectives and Competencies

- Apply inclusive engagement, assessment, and intervention strategies with diverse clients with empathy and cultural humility, based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings (Essential 11, 13, 14, 15; EPAS 2, 6, 7, 8).

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

c. Course Design

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

d. Intensive Focus on PODS

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

2. Class Requirements

a. Text and Class Materials

- **Required Text:** Ruffolo, M.C., Perron, B.E., & Voshel, E.H. (2016). *Direct social work practice: Theories and skills for becoming an evidence-based practitioner*. SAGE Publications.

All additional reading materials and other resources will be made available in the associated module within the Canvas site. To fully engage in the course topic and become a competent

and skilled social work practitioner, it is expected that students will complete all assigned readings and engage with module activities prior to class each week. Required reading assignments will be integrated into class sessions in lectures and discussions. Additional resources and helpful tools will also be shared on the Canvas site throughout the semester.

b. Class Schedule

- Synchronous Content
 - Our class will meet synchronously on Tuesdays from 9:00am-12:00pm. Class activities will include a combination of lecture, small group activities, and small-and-large-group discussions.
- Asynchronous Content
 - The remaining scheduled hour of class from 12:00pm-1:00pm will be reserved for students to engage with asynchronous content.
 - It is critical that students have reviewed the weekly asynchronous content prior to our synchronous meetings so that they can be prepared to actively engage in class activities.
- Ongoing Student Feedback
 - Student feedback is highly encouraged and desired. Throughout the semester, multiple efforts will be made to gather student feedback on the course structure and quality of the instructor. Results of student feedback will be carefully reviewed and integrated whenever possible. Students are encouraged to contact me via email to discuss any ideas, concerns, or suggestions for improvement.

The following content is a schedule of the course including weekly topics, required readings, and assignments. Please note that additional content is included within the weekly modules on our course Canvas site for completion. As a reminder, it is expected that the readings and activities for each class meeting are completed before the course meeting date.

If the assigned content is not yet posted on the Canvas site, it will be available in the corresponding Canvas module at a minimum of one week prior to the class session. Any other changes to the course schedule will occur at least one week in advance (when circumstances permit) and will be shared over email and posted onto Canvas. Students are encouraged to regularly monitor the “Announcements” posted on the Canvas site, as this will be used as a method of communication with the class outside of class meetings.

Date & Topic	Readings, Activities, & Assignments
<p>Week 1: August 30th</p> <p>Course Introduction & Guiding Principles of Social Work</p>	<p>Complete Pre-Class Survey found on Canvas by 11:59pm</p> <p>Complete Content Assessment found on Canvas by 11:59pm</p> <p>Alegria, M., Atkins, M., Farmer, E. <i>et al.</i> One Size Does Not Fit All: Taking Diversity, Culture and Context Seriously. <i>Adm Policy Ment Health</i> 37, 48–60 (2010).</p> <p>Kam, P. K. (2014). Back to the ‘social’ of social work: Reviving the social work profession’s contribution to the promotion of social justice. <i>International Social Work</i>, 57(6), 723–740.</p> <p>Watch: Integrative Themes that Guide Social Work Practice (13:16)</p>
<p>September 6th</p>	<p>No Class—Labor Day Holiday (Extended)</p>
<p>Week 2: September 13th</p> <p>Social Work Roles, Ethics, & Values</p>	<p>Ruffolo, Perron, & Voshel (2015), Chapter 4, p. 55-76.</p> <p>National Association of Social Workers. (2017). NASW code of ethics. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Abrams, L. S., & Moio, J. A. (2013). Critical Race Theory and the Cultural Competence Dilemma in Social Work Education. <i>Journal of Social Work Education</i>, 45(2), 245–261.</p> <p>Character Development Paper Due by Sunday 9/18 at 11:59pm</p>
<p>Week 3: September 20th</p> <p>Assessment Skills, Part 1</p>	<p>Ruffolo, Perron, & Voshel (2015), Chapter 5, p. 77-98.</p> <p>Decety, J., & Ickes, W. (Eds.). (2009). What is Empathy?, <i>Social Neuroscience of Empathy</i>. Cambridge, MA, USA: MIT Press.</p> <p>Watch: Engagement and Self Awareness (14:28)</p> <p>Watch: Demonstration: The Power of Questions Example: Kathryn Irish & Julie Ribaudó (31:44)</p> <p>Taye SIMmersion Exercise in Class</p> <p>Taye SIMmersion Reflection Paper due by Sunday 9/25 at 11:59pm</p>
<p>Week 4: September 27th</p> <p>Assessment Skills, Part 2</p>	<p>Ruffolo, Perron, & Voshel (2015), Chapter 6, p. 99-126.</p> <p>Watch: Assessment with Lexi: Part 1 (30:28)</p> <p>Watch: Assessment with Lexi: Part 2 (32:26)</p>

<p>Week 5: October 4th</p> <p>Culturally Responsive Risk Assessments</p>	<p>Kattari, S., Atteberry-Ash, B., Kinney, M., Walls, N. E., & Kattari, L. (2019). One size does not fit all: differential transgender health experiences. <i>Social Work in Health Care</i>, 58(9), 899-917.</p> <p>Keddell, E., Cleaver, K., & Fitzmaurice, L. (2021). The perspectives of community-based practitioners on preventing baby removals: Addressing legitimate and illegitimate factors. <i>Children and Youth Services Review</i>, 127, 106126.</p> <p>Quinnett, P. (2018). The role of clinician fear in interviewing suicidal patients. <i>Crisis: The Journal of Crisis Intervention and Suicide Prevention</i>, 40(5), 355-359.</p> <p>Watch: Daphne Brydon—Assessing for Safety (25:23)</p> <p>Watch: Substance Use Disorders as a Social Justice Issue (00:00-37:00)</p>
<p>Week 6: October 11th</p> <p>Simulation 1: Engagement & Assessment</p>	<p>Midterm Course Evaluation Due by 9:00am</p> <p>Simulation #1 Activity in Class</p> <p>Simulation #1 Assignment Due by Friday 10/14 at 11:59pm</p>
<p>October 18th</p>	<p>No Class—Fall Study Break</p>
<p>Week 7: October 25th</p> <p>Antiracist Social Work Practice</p>	<p>SIMmersion #1 due by 9:00am (Gender Affirmative Therapy: Intake with Jemma)</p> <p>Singh, A. (2019). What does it mean to be antiracist?</p> <p>Choose ONE of the following readings to complete:</p> <p>Appio, L., Chambers, D.A., & Mao, S. (2012). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. <i>Journal of Clinical Psychology</i>, 69(2), 152-161.</p> <p>Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist</i>, 74(1), 128–142.</p> <p>Volkow, N., Gordon, J., & Koob, G. (2021). Choosing appropriate language to reduce the stigma around mental illness and substance use disorders. <i>American College of Neuropsychopharmacology</i>.</p> <p>Watch: Anti-racism in Interpersonal Practice—Part 1 (26:30)</p> <p>Watch: Anti-racism in Interpersonal Practice—Part 2 (38:19)</p> <p>Biopsychosocialspiritual Assessment Due by Sunday 10/30 at 11:59pm</p>

<p>Week 8: November 1st</p> <p>Goal Setting & Treatment Planning</p>	<p>Ruffolo, Perron, & Voshel (2015), Chapter 7, p. 127-148.</p> <p>Watch: Understanding Stages of Change and Building on Solutions (15:33)</p> <p>Watch: Developing a Change Plan in Social Work Practice (10:35)</p>
<p>Week 9: November 8th</p> <p>Simulation 2: Establishing Goals</p>	<p>Simulation #2 Activity in Class</p> <p>Simulation #2 Assignment due by Sunday 11/13 at 11:59pm</p>
<p>Week 10: November 15th</p> <p>Evidence-Based Practices & Interventions</p>	<p>Ruffolo, Perron, & Voshel (2015), Chapter 8, p. 149-178.</p> <p>Ruffolo, Perron, & Voshel (2015), Chapter 9, p. 179-202.</p> <p>Drisko, J. W., & Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. <i>Clinical Social Work Journal</i>, 43(3), 274–282.</p> <p>Watch: Using CBT—Dan Fisher (13:44)</p> <p>Watch: Motivational Interviewing/DBT—Mary Ruffolo (17:47)</p>
<p>Week 11: November 22nd</p> <p>Group & Family- Based Interventions</p>	<p>Asynchronous Class due to Thanksgiving Week—please complete the following tasks independently. Details will be provided regarding an alternative assignment to accompany the completion of these items.</p> <p>SIMmersion #2 due by 9:00am (Brief Motivational Intervention with Gabe Turner)</p> <p>Ruffolo, Perron, & Voshel (2015), Chapter 10, p. 203-216.</p> <p>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.</p> <p>Watch: Groups –Part 1—Rich Tolman & Robert Ortega (25:33)</p> <p>Watch: Groups –Part 2—Rich Tolman & Robert Ortega (23:52)</p> <p>Watch: Working with Families Overview—Scott Weissman (13:05)</p>

<p>Week 12: November 29th</p> <p>Development & Attachment</p>	<p>SIMmersion #3 due by 9:00am (Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley)</p> <p>Watch: Attachment and Human Development with Julie Ribaldo (01:46:00)</p> <p>Watch: Trauma & Health Across the Lifespan—Dr. Nadine Burke Harris (15:50)</p> <p>Levy, K.N. & Johnson, B. N. (2019). Attachment and psychotherapy: Implications from empirical research. <i>Canadian Psychology, 60</i>(3), 178-193.</p>
<p>Week 13: December 6th</p> <p>Termination & Self Care</p>	<p>Cummins, L.K., & Sevel, J.A. (2018). Chapter 13—Termination. In <i>Social Work Skills for Beginning Direct Practice</i>. 4th Ed., pp. 286-294.</p> <p>Watch: Ethical Decision-Making—Leading with Integrity and Empathy to Guide Social Work Practice (7:04)</p> <p>Choose ONE of the following readings to complete:</p> <p>Gray-Stanley, J.A. & Muramatsu, N. (2011). Work stress, burnout, and social and personal resources among direct care workers. <i>Research in Developmental Disabilities, 32</i>, 1065-1074.</p> <p>Travis, D.J., Lizano, E.L., & Mor Barak, M.E. (2016). “I’m so stressed!”: A longitudinal model of stress, burnout, and engagement among social workers in child welfare settings. <i>British Journal of Social Work, 46</i>, 1076-1095.</p> <p>Kim, J.J., Brookman-Frazee, L., Gellatly, R., Stadnick, N., Barnett, M.L., & Lau, A.S. (2018). Predictors of burnout among community therapists in the sustainment phase of a system-driven implementation of multiple evidence-based practices in children’s mental health. <i>Professional Psychology: Research and Practice, 49</i>(2), 132-141.</p>

c. Assignments

A list of assignments for the course is included below. Further information about each assignment is included on the course Canvas site and will be discussed during class. All assignments (with the exception of participation) are submitted via Canvas. Details regarding the submission requirements are included in the assignment descriptions on the Canvas site.

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

Under some circumstances, late assignments may still be accepted without affecting your grade (such as emergency circumstances, serious illness, etc.) **Please notify me as early as possible so I can work with you to make arrangements and accommodate your needs.** All assignments, class activities, readings and group work correspond with the [CSWE Core Practice Competencies](#).

Assignment	Due Date	Points	% of Grade
Character Development Paper	Sunday, September 18 th at 11:59pm	10	10%
Taye SIMmersion Reflection Paper	Sunday, September 25 th at 11:59pm	5	5%
Midterm Course Evaluation	Tuesday, October 11 th at 9:00am	3	3%
Simulation 1: Engagement & Assessment	Friday, October 14 th at 11:59pm	15	15%
SIMmersion 1: Jemma	Tuesday, October 25 th at 9:00am	4	4%
BioPsychoSocialSpiritual Assessment Paper	Sunday, October 30 th at 11:59pm	25	25%
Simulation 2: Goal Setting & Treatment Planning	Sunday, November 13 th at 11:59pm	15	15%
SIMmersion 2: Gabe	Tuesday, November 22 nd at 9:00am	4	4%
SIMmersion 3: Tanisha	Tuesday, November 29 th at 9:00am	4	4%
Attendance & Participation	Ongoing	15	15%

d. Attendance and Class Participation

Attendance at all class sessions is required. Participation in the class, including taking part in group activities, providing feedback, asking questions, and contributing to class discussions will be monitored throughout the course so that class engagement can be evaluated for grading purposes.

“Being present” means both being prepared and attending fully during class time. Throughout the course, we will be working together to create a productive and safe learning environment. It is imperative that everyone arrives on time, is ready to engage, and remains fully present throughout the class meeting.

If personal or professional circumstances require your absence from class, please promptly inform the instructor via email. It is the responsibility of the student to ensure that any missed content is reviewed. The University of Michigan provides a detailed policy on class attendance in the MSW Student Guide, which can be found here: [Policy on Class Attendance](#).

e. Grading

Final grades are based upon 100 percentage points. Letter grades are assigned to point totals, based upon the following schedule:

Above 100: A+	88 to 90: B+	78 to 80: C+	68 to 70: D+
94 to 100: A	84 to 87: B	74 to 77: C	64 to 67: D
91 to 93: A-	81 to 83: B-	71 to 73: C-	63 and Below: E

Assignments that are submitted beyond the due date are subject to a 10% loss of credit, unless otherwise determined. For additional information, students may review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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 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](#).

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*