COURSE TITLE: Interpersonal Practice with Individuals, Families and Small Groups
COURSE NUMBER: Social Work 521 - Section 1
SEMESTER: Winter 2005
DAYS/TIMES: Tuesdays, 11 a.m. to 2 p.m., January 11 to April 19
LOCATION: Room 1804, School of Social Work Building
INSTRUCTOR: Mike Woolley, M.S.W., Ph.D., D.C.S.W.
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OFFICE HOURS: Tuesdays, 2 p.m. to 4 p.m., or by appointment

COURSE DESCRIPTION

This course presents foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, and social justice issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

COURSE CONTENT

This course builds a base from social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught in this course. 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. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. 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, critical and creative thinking in practice.
In this course all phases of the IP treatment process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) are presented and applied to work with individuals, families, and small groups. Students learn how to assess various role problems and stressful events/conditions in clients' lives that relate to attributes (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as situational and environmental factors relevant to the client's social functioning.

Students learn how to assess risks, strengths and limitations, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques (such as SUDS, VAS, Hudson scales etc.) in order to demonstrate the effectiveness of change efforts. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation protocols, treatment interventions, and termination issues.

**Course Objectives**

Upon completion of this course, students will be able to:

1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups AND critique the strengths and weakness of these various frameworks.

2) Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
   a) demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
   b) describe how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
   c) recognize the role of privilege in one's ability to assess needs and intervene in the helping process.

3) Carry out the roles of advocate, broker, counselor, group facilitator, and mediator and assess the appropriateness of these roles in context.

4) Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.

5) Conduct culturally sensitive and culturally competent interpersonal practice by:
   a) engaging diverse client systems,
   b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition,
   c) articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients,
   d) implementing treatment protocols consistent with treatment plans and sensitive to clients' situations, and
   e) recognizing basic termination issues that pertain to interpersonal practice.
6) operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice.

**RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

*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 worker and client and between client and agency will also be explored.

*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 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.

*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.

*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 SOCIAL WORK ETHICS AND VALUES**

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, cultural sensitivity and competence.

**COURSE DESIGN AND TEACHING METHODS**

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating
clearly your point of view, and linking experience to readings and assignments. We will appreciate your contributions to making this a safe and respectful class for learning and growth.

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays and videos. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives. Material presented in class will be designed to complement the content in the reading assignments, not simply repeat it.

REQUIRED TEXT AND COURSE READINGS

There are two required text books for this course, which are listed below. These texts should be available at Michigan Book and Supply, Michigan Union Bookstore and Ulrich’s Bookstore. Additionally, there are many sources for textbooks on the web including, www.amazon.com, www.bestbookbuys.com and www.textbooks.com among others.


All required course readings beyond the texts will be posted to the CourseTools site for the course. If accessing the readings from the CourseTools site presents a problem for you, please let me know and other arrangements will be made for you to get the readings. Additional readings will be provided by the instructor and distributed in class. A resource that you would find valuable to own throughout your MSW coursework and later in your career is the Encyclopedia of Social Work, edited by R. L. Edwards, R.L. and published by NASW Press.

A good site to access World Wide Web resources for social workers: http://www.nyu.edu/socialwork/wwwrsbw/

CLASS ASSIGNMENTS AND GRADING

Several methods will be utilized to assess your learning and progress toward the class objectives. These methods will include participation, quizzes, papers, and a group project. The assignments are described below, and assignments, expectations and grading criteria will be discussed during the first class session. All written assignments should be typed or word processed using correct grammar, punctuation and spelling.

Class Participation
Participation counts for 15% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and informed participation in class discussion. Points will be deducted from the base score if you miss class, are late, or are unprepared.

Quiz

A quiz will be worth 20% of your final grade. It will address material from class readings, lectures and handouts during the first 5 weeks of classes. The quiz is intended to provide feedback, to both you and me, about your learning. This quiz will consist of about 20 multiple choice and 10 short answer questions.

Papers

Two papers will account for 45% of your grade in this course. These papers will include a Practice Topic Paper (20%) and a BioPsychoSocial Assessment (25%) of a client. A separate handout will provide more details.

Group Presentation

A group presentation will account for 20% of your grade in this course. A separate handout will provide more details.

Course Evaluation

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<tr>
<td>Quiz</td>
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<td>Group Presentation</td>
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APA FORMAT AND ACADEMIC HONESTY

Please refer to the American Psychological Association Publication Manual (often called the APA Style Manual) in the preparation of your writing assignments. The current edition is the fifth, but using an earlier edition is acceptable. I think you will find having your own copy a valuable resource over the next two years. You can find out more at http://www.apastyle.org/pubmanual.html.

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Direct quotes in particular should be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Students who have disabilities that affect participation in the course should notify me if they need special accommodations in instructional format, examination format, etc.

**INCOMPLETES AND LATE ASSIGNMENTS**

A grade of “Incomplete” will be given in extenuating circumstances and in accordance with SSW and University policy. Assignments are due in class on the day as noted in the course outline. Late assignments, i.e., those not handed in to me in class on the day due, will be reduced one letter grade for each day they are late. Please plan to have things completed on time and keep me informed if any problems arise.

If, due to an emergency, you will miss the quiz, you must notify me prior to class by phone or email and make arrangements to make it up at the earliest possible time. Unexcused absence from a quiz will result in a grade of zero.

**COURSE OUTLINE**

**CLASS SESSION 1: TUESDAY, JANUARY 11**

**Topics:** Introductions, Course Overview, Syllabus and Course Assignments, Building a Professional Self, Process versus Content in Social Work Practice

**CLASS SESSION 2: TUESDAY, JANUARY 18**

**Topics:** Theoretical Perspectives in Social Work Practice: Risk and Resilience, Ecological, Solution Focused, Problem-Solving, Developmental, Family Systems, Strengths Perspective


**CLASS SESSION 3: TUESDAY, JANUARY 25**

**Topics:** Social Work Values and Ethics


**Class Session 4: Tuesday, February 1**  
Practice Topic Paper Due

Topics: The Helping Process, Relationship Building Skills  
Readings: Lukas: Introduction and Chapter 1  

**Class Session 5: Tuesday, February 8**

Topics: Interviewing Skills  
Readings: Lukas: Chapters 4, 5, & 7  

**Class Session 6: Tuesday, February 15**

Topics: BioPsychoSocial Assessment, MSE, Introduction to the DSM  
Readings: Lukas: Chapters 2 & 3  

**Class Session 7: Tuesday, February 22**

Topics: Treatment Plans, Record Keeping, Contracting  
Readings: Lukas: Chapters 6 & 13  

**March 1 - Spring Break - No Class**

**CLASS SESSION 8: TUESDAY, MARCH 8**

Quiz Day

**Topics:** Multicultural Issues in Social Work Practice

**Readings:**


**CLASS SESSION 9: TUESDAY, MARCH 15**

**Topics:** Social Work with Children and Adolescents

**Readings:**

Lukas: Chapters 11


**CLASS SESSION 10: TUESDAY, MARCH 22**

*Topic:* Group Presentations

*Readings:* Lukas Chapter 10

**CLASS SESSION 11: TUESDAY, MARCH 29**

*Topic:* Social Work with Families


**CLASS SESSION 12: TUESDAY, APRIL 5**

*Topic:* Suicide Assessment

*Readings:* Lukas: Chapter 8 & 9


**CLASS SESSION 13: TUESDAY, APRIL 12**

*BioPsychoSocial Assessment Paper Due*

*Topic:* Social Work with Small Groups


**CLASS SESSION 14: TUESDAY, APRIL 19**

*Topics:* Termination Phase of Social Work Process, Course Wrap-up, Course Evaluations

*Readings:* The Etiology and Treatment of Childhood