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, social justice, and social change 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, religion, and ability as these relate to interpersonal practice.

COURSE CONTENT

Students will learn various social work roles (e.g., counselor, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. Students will understand 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 will also learn how self-awareness and the conscious use of self affect the helping relationship.

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. 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) 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 will learn the importance of evaluating methods of change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice. Various prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.
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.

3. Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.

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

5. Conduct culturally sensitive interpersonal practice by:
   (a) engaging diverse client systems
   (b) employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
   (c) articulating treatment and prevention goals, developing measurable treatment and prevention 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
   (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.

COURSE DESIGN

This course will employ a number of pedagogical strategies to promote skill development such as: game simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures and modeling with demonstration on video.

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 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 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.

REQUIRED TEXT


RECOMMENDED TEXT


ADDITIONAL TEXTS (ON RESERVE)


PERIODICALS
As social workers, you should familiarize yourselves with the following journals:

- American Journal of Orthopsychiatry
- Child Welfare
- Family Process
- Health and Social Work
- Journal of Social Issues
- Journal of Social Work Education
- Proceedings, National Conference on Social Welfare
- Public Welfare
- Smith College Studies in Social Work
- Social Casework
- Social Service Review
- Social Work
- Social Work Research and Abstracts
- Social Work with Groups

You should also be aware of the *Encyclopedia of Social Work* (now in its 19th edition), updated regularly by the National Association of Social Workers (NASW).

ACCOMMODATIONS
If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able 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 do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

COURSE REQUIREMENTS
(1) Attend each session (10% of course grade); absences will lower your grade since:
   (a) some material considered essential to the objectives of the course will only be presented in class;
   (b) the application of key concepts and student co-learning requires participation in class discussions and exercises.
(2) Completion of log assignments (30% of course grade). (To be discussed in class).
(3) Midterm Exam (In Class) – October 24 (25% of course grade).
(4) Final Exam (Take Home) - Due no later than 5pm on Friday, 12/16 (35% of course grade).

TOPICAL OUTLINE
(September 12) Session 1: Introduction - Defining Social Work Interpersonal Practice
(September 19) Session 2: Social Work Interpersonal Practice Frameworks
(September 26) Session 3: Values and Ethics in Interpersonal Practice (Guest Lecture)
(October 3) Session 4: Ethnicity, Culture and Social Work Practice - Working Across Differences
(October 10) Session 5: The Helping Process and Client Coping
(October 17) Session 6: *** FALL STUDY BREAK – NO CLASS ***
(October 24) Session 7: Empowerment and Strengths-Based Practice (Guest Lecture) Midterm Exam (In-class)
SESSION READING ASSIGNMENTS

(September 12)
Session 1: Introduction - Defining Social Work Interpersonal Practice
**(B et al): Chapter 1: Direct practice in social work, pp. 3-27

(September 19)
Session 2: Social Work Interpersonal Practice Frameworks
**(B et al): Chapter 1: Direct practice in social work, pp. 3-27 (Review) and Chapter 2: Theoretical Perspectives on direct practice: An overview, pp. 29-65.

OPTIONAL:
Hepworth et al: Chapter 2: Direct Practice: Domain, Philosophy and Roles

(September 26)
Session 3: Values and Ethics in Interpersonal Practice
* (Lum): Chapter 1: Cultural competence, practice stages, client intersectional systems and case studies, pp. 1-31.

OPTIONAL:
Travers: Ethics (p.43); Useful forms and phone numbers, note pps 71 (Consent for video/audio taping), 72 (Consent for communication), 73 (Disclosure statement), 82-83 (Limits of confidentiality) and 86 (Release of information)
Hepworth et al: Chapter 4: Operationalizing the Cardinal Social Work Values

(October 3)
Session 4: Ethnicity, Culture and Social Work Practice - Working Across Differences
**(B et al): Look at table of contents (pp514-524 in Subject Index) and read sections of the text relevant to the following subjects: discrimination, diversity, empowerment, culture, gender, LGBTQ, privilege, race/racism, sexism, sexual harassment, social (in)justice, and women.
* (Lum): Chapter 6: Social work practice with multiracial / multiethnic clients by Rowena Fong, pp. 146-172; Chapter 8 Social work practice with LGBT people by Nancy Nystrom, pp. 203-229.
OPTIONAL:
Compton and Galaway: Chapter 9 Communicating across cultures; Reading 14 A framework for establishing social work relationships across racial/ethnic lines by Joan Velasquez, Marily E. Vigil and Eustalio Benavides
Travers: Gay and lesbian concerns (p.25); Social and cultural considerations (p.50)

(October 10)
Session 5: The Helping Process and Client Coping
**(B et al) Chapter 4: Basic Skills for engagement, pp. 105-141.
* (Lum) Chapter 2 Social work practice with First Nations peoples by Maria Yellow Horse Brave Heart and Josephine Chase, pp. 32-58; Chapter 10 Social work practice with persons with disabilities by Ruth Freedman, pp. 287-319.

(October 17)
Session 6: Fall Study Break

(October 24) - Midterm Exam
Session 7: Empowerment and Strengths-Based Practice
* (Lum) Social work practice with Asian Americans by Paula Tanemura Morelli, pp. 112-145.

(October 31)
Session 8: Knowledge and Skills for Assessment and Planning
**(B et al): Chapter 5: Knowledge and Skills for Assessment, pp. 143-175; Chapter 6 Knowledge and Skills for Planning, pp. 177-213.
* (Lum) Chapter 3 Social work practice with African Americans by Theresa Jones, pp. 59-87.

OPTIONAL:
Travers: Intake (p. 77-79).
Hepworth et al: Chapter 12: Negotiating Goals and Formulating a Contract
Lukas: Chapter 1: How to Conduct the First Interview with an Adult; Chapter 4: How to Conduct the First Interview with a Family; Chapter 5: How to Conduct the First Interview with a Child; Chapter 7: How to Conduct the First Interview with a Couple; Chapter 8: How to Determine Whether a Client Might Hurt Somebody – Including You; Chapter 9: How to Determine Whether a Client Might Hurt Herself; Chapter 10: How to Determine Whether a Client is a Substance Abuser; Chapter 11: How to Assess Children for Neglect, Abuse, and Sexual Abuse; Chapter 13: How to Write an Assessment

(November 7)
Session 9: Knowledge and Skills for Intervention
* (Lum) Social work practice with Latino Americans by Claudio Moren and Marietta Guido, pp. 88-111.
(November 14)
**Session 10: Strengthening Family Functioning**
**(B et al): Chapter 10: Strengthening family functioning, pp. 311-345.**
* (Lum) Chapter 9 Social work practice with immigrants and refugees by Uma Segal, pp. 230-286.

(November 21)
**Session 11: Improving Group Functioning**
**(B et al): Improving group functioning, pp. 347-376.**

(November 28)
**Session 12: Knowledge and Skills for Monitoring and Evaluation**
Chapter 13: Knowledge and skills for evaluation, pp. 411-443.

(December 5)
**Session 13: Knowledge and Skills for Termination/ Self Care in Practice**
**(B et al): Chapter 14: Knowledge and skills for termination, pp. 445-468.**

(December 12) - Final Exam Distributed, Due 12/16 by 5pm
**Session 14: Intervention with Larger Systems**
**(B et al): Chapter 12 Intervention with larger systems, pp. 377-409**
* (Lum) Chapter 12 Epilogue, pp. 359-378.