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.

(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 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, decisionmaking 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**

Other required readings are in a separate Course Reserve catalog. Both electronic and hard copies are listed together. Click on Mirlyn <http://mirlyn.lib.umich.edu/>. Click on the link at the top right corner of the page - GO TO FIND OTHER LIBRARY CATALOGS. Scroll to the bottom of the first column, then click on the Course Reserves link. For Course Name, enter sw 521 and click on SEARCH. Then click on Instructor. Watch for a more direct link on the front page of Mirlyn.
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*
*Public Welfare*
*Proceedings, National Conference on Social 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).
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

If you need an accommodation for a disability, please make an appointment with me at your earliest convenience. Many aspects of the course including the assignments, class activities, and my teaching methods can be modified to fit your circumstances.

General Grade Information

10% of the grade is based on class participation. This includes attendance, promptness, active participation in large and small-group discussion, respectfulness, and the ability to listen.

The fine print is for problems that hopefully won’t arise. But just in case, here are the rules: If more than two sessions are missed—whatever the reason--the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort.

You have one Group Assignment that will be worth 10% of your grade. Each class member will be responsible for jointly (with other group members) creating a “teaching roleplay,” a roleplay of either an Individual, Group, or Family therapy session that has a strong teaching component. Next week you will be assigned to either a partner (if you are doing an individual session) or group (if you are doing a Family or Group session) and the roleplays will be performed during the last 2 class sessions. Each Group will be responsible for:

a. creating a roleplay of no LONGER than 10 minutes – you do NOT need a script, but should have an outline of where the roleplay is going
b. incorporating themes of privilege, oppression, diversity, and social justice
c. incorporating at least 5 core concepts from class notes or the readings about individual, family, or group work
d. facilitating a no LONGER than 10 minute discussion about the “PODS” themes and the “core concept” themes
e. turning in a 1-2 page paper (1 per group) that lists your “PODS” themes and “core concept themes” with a brief explanation (3-5 sentences) about how that theme
was incorporated into your roleplay. This paper should be signed by all group members and should list which tasks each group member completed.

There are 3 papers for the class. Paper 1 is worth 20% of your grade. Papers 2 and 3 are each worth 30% of your grade. Papers are expected to be handed in on their due dates and papers must meet all academic standards for ethical documentation. Papers will be marked down 5% for every day late, and are due at the beginning of class on the “due date.” If you are unhappy with a grade, you can rewrite the paper and turn it in no later than one week after it has been returned to you. Your rewrite should be turned in with all changes highlighted AND with a copy of the old paper. The two grades will then be averaged for a final grade.

A = 94-100 points; A- = 90-93 points; B+ = 87-89 points; B= 84-86; B- = 80-83 points; C+=77-79; C = 74-76 points; C- = 70-73 points; D = 64-69; D- = 60-63; F = 59 and below.

ASSIGNMENT # 1: A PERSONAL “CRITICAL CONSCIOUSNESS” ANALYSIS

After reading chapter three in Garvin and Seabury, “Interpersonal Practice Beyond Diversity and Social Justice: The Importance of Critical Consciousness,” by Reed, Newman, Suarez, and Lewis, write a 3-5page typed paper in which you:

a. Locate yourself in each of the eight “key social group categories.”

b. Discuss the degree of importance of each group membership to yourself at this time in your life. Which memberships impact on you the most? The least?

c. Which memberships are a source of pride/pleasure/well-being? In the article, Reed et al discuss the concept of positionality. They note that some of our identifications give us privilege and some may result in being oppressed by “insider” group members. (e.g., as a white male, one may enjoy some degree of privilege, but as a gay white male or “differently-abled” white male, one would also experience some degree of oppression.) As you reflect on your own experience with positionality, discuss:

a. Which of your eight social group memberships affords you any degree of privilege?

b. Which (if any) have resulted in your experiencing oppression?

c. Focus on one of your memberships, whether it causes you a degree of privilege or oppression, and discuss how you think your personal background impacted on your decision to enter the profession of social work. How do you think your “positionality” may affect your work with clients? Has it affected your personal critical consciousness in any way that will make you a more or less effective social worker, particularly in the area of multi-cultural sensitivity?

GRADING:

25% - Basics – have you located yourself in the “key social group categories,” focused on one of the memberships, etc.

25% : Content - Have concepts of “privilege” and “oppression” been personalized – are there concrete examples that illuminate these concepts?
25%: Is there a clearly stated theme or purpose to the paper? Do all elements of the paper support and help articulate the central themes?
15% - Depth (more than just summarizing), Creativity (Have YOU put together information in a personal and innovative way?)
10% - Grammar, Proofreading

DUE: October 10

ASSIGNMENT # 2: CRITIQUE OF 2 TAPE INTERVIEWS

Arrange with a fellow student or acquaintance (not a close friend or relative) to tape a 20 minute interview with her/him in which she/he has agreed to share with you a real concern which they feel comfortable discussing with you. Assure them of your intent to safeguard their confidentiality about what is said - i.e., you will be the only one to listen to this tape, you will not reveal their identity in your paper, and you will disguise some particulars which will not affect the substance of the critique but will protect their confidence. After the interview is done, ask your subject for some feedback re: how they experienced you in your roles as listener, as “counselor.” Did they feel accepted, listened to, understood? Before listening to the tape, make your own process notes as you recall what was said in the session, the order it was discussed, etc. When you play the tape, observe how your notes correspond (or not) to the reality.

Students will then do a 2nd taped interview of approximately 20 minutes in length with a different person than the one chosen for the first interview. As before, the person will agree to tell you about a real concern of theirs which they feel comfortable sharing, etc.

Before conducting this second interview, take some time for self-evaluation: identify 3 “areas of strength and 3 “areas for improvement” based on the processing of your first interview. In other words, use your feedback from, and processing of, your initial interview, to help inform how you conduct the second interview.

In listening to the tapes and reflecting on your role, pay attention to the skills we are covering in class - preparation and centering, empathic responding, authentic responding, paraphrasing, focusing, summarizing, and questioning.

In a 6-8 page typed paper, discuss:
1. Your subjects’ reports of how they experienced the interview and your attending style. Look for differences in how you were experienced by your first and second interviewee.
2. Your own sense of how you comported yourself in the counselor role. Again, were there differences between the two interviews? What strengths and “areas for improvement” did you identify after the initial interview?
3. The degree of agreement with your notes and the actual tapes.
4. Key concepts both from the class notes and from the readings – how does your experience of the interviews illuminate key concepts?
5. Your observations of your subjects’ non-verbal communications, and the degree of congruence or non-congruence with verbal statements.
6. Discuss the skills you used, and critique how effectively you think you used them.
7. Reflect on how you were feeling in the counselor role? How comfortable or uncomfortable?

GRADING:

25% - Basics – have you discussed your subjects’ reports of their experiences, your experiences, the skills you used, differences between the 2 interviews, etc.
25% - Content - Have you incorporated key concepts both from class notes and the readings? Do you make use of concrete examples to illuminate these concepts? Do you make clear what those concepts are? Do you explore differences between the two interviews and make sense of those differences?
25% - Is there a clearly stated theme or purpose to the paper? Do all elements of the paper support and help articulate the central themes?
15% - Depth (more than just summarizing), Creativity (Have YOU put together information in a personal and innovative way?)
10% - Grammar, Proofreading

DUE: Nov. 7

ASSIGNMENT # 3: CONTRIBUTION TO BOOK ON SOCIAL WORK INTERPERSONAL PRACTICE

Take a specific area of Interpersonal Practice that is interesting to you and write a chapter for Practitioners. Choose a topic that is specific enough to research in 6-8 pages (for example, “family work,” is far too general, but “structural family therapy with adjudicated youth” might be workable) and incorporate the following:

- Why you chose this particular subject, why you feel it is important? This is not just “personal” – what does the RESEARCH tell you about this area and why it is of importance?
- What is your own experience in working in this area (if you have experience)?
- What the literature/research says about this area of practice?
- What practical advice do you have for clinicians?

Write this entire paper as a chapter FOR clinicians, discussing any theoretical perspectives in light of how theory can be put to PRACTICE. This is essentially a research paper and should be appropriately referenced, but I would like the FOCUS to be on “Interpersonal Practice.” By asking you to write this as part of a book written for clinicians, I am asking that you are careful to look for a topic and for research that is very clearly practice oriented.
GRADING:

25% - Basics – have you chosen a focused topic, summarized the main points from the literature, given “practice” examples
25% - Content – have you integrated “theory” and “practice,” have you illuminated “theory” with “practice” examples
25% - Is there a clearly stated theme or purpose to the paper? Do all elements of the paper support and help articulate the central themes?
15% - Depth (more than just summarizing), Creativity (Have YOU put together information in a personal and innovative way?)
10% - Grammar, Proofreading

COURSE SCHEDULE

(Please note: Compton and Galaway) is designated as C&G. The C&G text has both chapters and a series of “Readings.” “Readings” are designated as such in the following schedule.

(September 12)
Class 1: Introduction - Defining Social Work Interpersonal Practice

(September 19)
Class 2: Presentation and Critique of Social Work Interpersonal Practice Frameworks

Readings

- C&G: Chapter 1, *Introduction*,
- C&G: Chapter 2: *The Ecosystem Perspective and the Use of Knowledge*;
- C&G: Reading 4, *An Ecosystem Approach to Assessment*

(September 26)
Class 3: Values and Ethics in Interpersonal Practice

Readings

- C&G: Chapter 6: Ethical Practice
- C&G, Reading 26: Leonard Timms
- Reading 5: Social Work and the Medicine Wheel Framework
- Electronic Reserve: “Culturally Diverse Values”
• Electronic Reserve: “Sexual Contact With Clients: Assessment of Social Workers’ Attitudes and Educational Preparation.”

(October 3)
Class 4: Ethnicity, Culture, Sexual Orientation and Social Work Practice - Working Across Differences

Readings

• C&G: Chapter 9, Communicating Across Cultures
• C&G: Reading 14, A Framework for Establishing Social Work Relationships across Racial/Ethnic Lines
• C&G: Reading 27, The Omar Family
• C&G: Reading 22, Self help in African American Communities: A Historical Review
• Electronic Reserve: Lum, Chapters 1, 2, Cultural Competence, Practice Stages, Client Systems

(October 10)
Class 5: Basic Interpersonal Skills: Relationship Building

Readings

• C&G Chapter 3, Problem Solving: A Process For Social Work Practice
• C&G Chapter 4: Client-worker partnership
• C&G Reading 6, The Birky Family
• C&G Reading 10, The Record of Change: Client-focused Recording
• C&G Reading 11, Four Pennies to My Name
• Electronic Reserve: “Men, Masculinity, and the Contexts of Help Seeking”
• Electronic Reserve: “Can We Talk?”

PAPER 1 IS DUE

(October 17)
NO CLASS – MID-WINTER BREAK

(October 24)
Class 6: Assessment: Both interpersonal and environmental

Readings

• C&G: Chapter 10, Assessment
• C&G, Reading 2, The Strengths Perspective, Principles and Practices
• C&G: Reading 12, Approach and Companionship in the Engagement Process
• C&G: Reading 13 Basic Communication Skills for Work with Groups Byers;
• C&G: Reading 3, The House on 6th Street:
• C&G: Reading 16, The Clinical Utility of Models and Methods of Assessment in Managed Care
• Electronic Reserve, “Person-Environment Practice: The Social ecology of Interpersonal Helping”

VISIT FROM THEATER TROUPE

(October 31)
Class 7: Beyond Assessment: Skills of Facilitating Change

Readings

• C&G: Chapter 12, Intervention Methods to Mobilize Client Power
• C&G: Reading 17, A Brief Solution-focused Practice Model
• C&G: Reading 15, Family Group Decision Making

(November 7)
Class 8: Assessment, Planning and Intervention – Working With Families

Readings

• C&G: Reading 18, Goal Setting with Biological families
• Electronic Reserve: Chapter 3, Cultural Competence Practice Stages, Client Systems
• Electronic Reserve: “How to Conduct the First Interview With a Family
• Electronic Reserve: “Two Mothers: The lives behind a boy and the girl he killed.”

PAPER 2 IS DUE

(November 14)
Class 9: Working With Small Groups

Readings:

• Electronic Reserve: “Forming a Group”
• C&G: Reading 13, Basic Communication Skills for Work with Groups
• Electronic Reserve: “Initial Stages of a Group”
• Electronic Reserve: “Opportunities and Experience With Self-Help Groups”
• Electronic Reserve: Self-Help Groups
(November 21)
Class 10: Working With Families and Small Groups II

(November 28)
Class 11: Skills of Sensitive Social Work Practice With Transgendered, Lesbian, Bisexual, and Gay Clients

Readings

- Electronic Reserve: Queer Kids, Chapters 1, 7, 8

PRESENTATION FROM JIM TOY

(December 5)
Class 12: Termination

Readings

- C&G: Chapter 18, Endings in Social Work
- C&G: Reading 24, Termination in Context
- C&G: Reading 9, Betty Smith
- C&G: Reading 26, Leonard Timms

(December 12)
Class 13: Helping, Community and Self Care

Reading

- C&G: Chapter 15: Building Helping Communities
- C&G: Chapter 19, Self care;
- C&G: Reading 25, Burnout: An Occupational Hazard for Social Workers