1. **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, socio-economic state, age, religion, and ability as these relate to interpersonal practice.

2. **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, termination.
3. **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:
   - 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.
   - 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.
   - 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/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 and culturally competent interpersonal practice by:
   - engaging diverse client systems
   - employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
   - 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.
   - implementing treatment protocols consistent with treatment plans and sensitive to clients' situations
   - 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.

4. **Course Design:**

This course will employ a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, modeling with demonstration on video, etc.
5. **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. Multicultural content will be infused throughout the course especially in the assessment and intervention phases of the change process.

- **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.

6. **Relationship of the Course to Social Work 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.

**Introduction to This Particular 521 Course**

These sections will emphasize three therapeutic models. These are:

1. **Goal Focused Interviewing**
2. **Narrative Therapy**
3. **Solution focused/Brief Therapy**

   This model includes material from William O’Hanlon and Scott Miller and numerous associates of each of them.

   From an overall perspective, these sections will focus on collaborative approaches for working with people in therapy and in communities. These approaches are all strength-based, emphasizing client directed helping efforts. (Also called post-modern therapies.)
Required Texts

Available at Ulrich’s Bookstore
549 E. University


Class Sessions

**Session I, Sept. 10th or 11th**

Introduction to the Course
- Particular focus of this section
- Learning design
- Assignments
- Grading policies
- Conversations you have had

Working with Individuals using Goal Focused Interviewing

Handout on Basic Principles
- First Practice of GFI, with feedback

See video example of GFI
- If time, a second practice

Handout of Exercises in Workbook on Collaborative Therapy and Crystallizing Conversations
- (to be read for next class)

**Session II, Sept. 17th or 18th**

Third Practice of GFI
- Introduction to Narrative Therapy
- See Video Example
- First Practice using Narrative Therapy
- Feedback and Discussion

**Readings:**

Maple, Goal Focused Interviewing, pp. 1 through 33.
Maple, Workbook, pp. 1-12
Morgan, Alice, What is Narrative Therapy, pp. 2-31, 39-45
Freedman & Combs, pp. 1-18 (Course Handout)
You will be given a handout of First Dense Reading, and quiz—due next week.

Dense Reading Article: O’Hanlon, William. Psycho Therapies Third Wave.

**Session III, Sept. 24th or 25th**

Narrative Therapy (Continued)
   Deconstruction and Unique Outcomes

Practicing various segments of narrative therapy
   Naming the problem
   Mapping the problem
   Deconstruction a problem

Discussion of Dense Reading
   Quiz turned in

**Readings:**

Morgan, What is Narrative Therapy, p. 45-59.
Workbook Exercises, pp. 12 through 21
Freedman and Combs, pp. 19-41 (Course Handout)

**Session IV, Oct. 1st or 2nd**

Solution Focused/Brief Therapy

Handout on Basic Concepts
   See Video Examples

First Practice and Feedback
Second Practice, if time available

**Readings:**

(Course Handouts) The case of Katherine from Duncan, Hubble & Miller, Psychotherapy with “Impossible” Cases, pp. 52-67.

Escaping The Lost World of Impossibility
Duncan, Hubble, Miller and Coleman
Workbook exercises, pp. 22-___
Session V, Oct. 8th or 9th

Solution Focused/Brief Therapy (Continued)
   See Rogers Video as a comparison
Second Practice with Feedback
First Multiple Choice Quiz

Readings:

Solution-Focused Therapy with Mandated Clients, pp. 152-184
Handout: Transcription of Carl Rogers Interview with Gloria
Handout: Mental Health Mythology, from The Heroic Client, Duncan & Miller, pp. 1-11 and 46-54.

Session VI, Oct. 15th and 16th

Using GFI in Groups
   Video Example
First Practice of GFI in Groups
   Feedback from groups
Second Practice in Groups of GFI
   Feedback from Groups

Readings:

Maple, Goal Focused Interviewing, pp. 34-53
Handouts on working with groups
Handout: Second Dense Reading and Quiz
Workbook exercise (pp. to be identified)

Session VII, Oct. 22nd and 23rd

Third Practice GFI in groups
Introduction to Narrative Therapy in Groups
First Practice
Narrative Therapy in Groups
Feedback from Practice
Discussion of Dense Reading
(Quiz handed in)
Readings:

Morgan, *Introduction to narrative therapy*, pp. 74-84, 115-127.


Handout: Narrative Group Work

Session XIII, Oct. 29th and 30th

Practicing Group Work Using GFI and/or Narrative in Group Practices

Readings:

Morgan, *Introduction to narrative therapy*, pp. 111-114; 121-130.
Maple, *Goal focused therapy*, pp. 92-112.

Assignment:

Form Analysis Transcript Paper Due

Session IX, Nov. 5th and 6th

Introduction to Family Work
Narrative Therapy with a Family
Video Tape Escape from Bickering
Practicing Narrative Therapy in Family Role Plays

Readings:

White, *Reflections on narrative practice*, pp. 89 through 116

Session X, Nov. 12th and 13th

Narrative Therapies (Continued)

Readings:

Hoffman, Lynn. Setting Aside the Model in Family Therapy
Session XI, Nov. 19th and 20th, GFI with Families

Readings:

Maple, *Goal Focused Therapy*, pp. 54-79.

Session XII, Nov. 26th and 27th

Open class to finish unfinished business

Third Dense Reading Quiz Due on *Overcoming the Effects of Sexual Abuse*

Reading:

Recreating Brief Therapy, Walter and Peller, pp. 141-144

Session XIII, Dec. 3rd and 4th

Open to finish unfinished business

Readings:

To be determined.

Second Transcript Paper Due.

Session VIX, Dec. 10th and 11th

FINAL EXAM.

Assignments:

There will be three take home quizzes on three dense readings.

There will be one multiple choice quiz and one multiple choice final exam.

There will be two transcript papers.
These involve conducting a 20-30 minute helping interview with someone presenting a real problem they would like help with.

The first transcript paper focuses on analyzing the form of six of the moves you made in the interview. You are asked to transcribe about three pages of your audio taped interview, picking out three moves you believe to be in good form, and three in poor form. Analyze each move based on the wording of the move and the intended purpose.

The second transcript paper will focus on the outcome of six moves. Cite the evidence to support three effective outcomes and three ineffective outcomes, as seen in the client responses.

**Grading Procedures**

There are seven written requirements for the course.

The three dense reading quizzes are each worth 10% of your grade.

The first multiple choice quiz is worth 10% of your grade.

The two transcript papers are each worth 15% of your grade.

The final exam is worth 20% of your grade*.

Additionally, class attendance and participation are worth 10% of your grade.

**Notes:**

1. This is a participatory class, so it is important that you plan to be on time and at every class session.

2. A reading assignment is to be completed before the session in which it is listed.

3. Between the 5th and 10th class, each student will meet with the course instructor for one-half hour to reflect on how the course is going.