SW 521 - Interpersonal Practice with Individuals, Families and Small Groups

Fall 2001
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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, 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: 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.
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, 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 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 TEXTS


ADDITIONAL TEXTS (ON RESERVE)
Compton, Beulah and Galaway, Burt (1994). Social Work Processes (5th ed.). Pacific Grove, CA: Brooks / Cole. (Note: There is a 6th ed. but our library only has the 5th)


**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).

**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 assigned readings for each session; assume co-facilitator duties for at least one session (10% of course grade).

3. Completion of 5 log assignments (25% of course grade). (To be discussed in class).

4. Midterm Exam - October 29 (25% of course grade).

5. Final Exam Take Home - Due no later than 5pm on 12/17 (30% of course grade).
TOPICAL OUTLINE

(September 10)  Session 1: Introduction - Defining Social Work Interpersonal Practice
(September 17)  Session 2: Social Work Interpersonal Practice Frameworks
(September 24)  Session 3: Values and Ethics in Interpersonal Practice
(October 1)  Session 4: Ethnicity, Culture and Social Work Practice
(October 8)  Session 5: Culture and Interpersonal Practice
(October 15)  Session 6: "isms" and Social Work Practice
(October 22)  Session 7: Basic Interpersonal Practice Skills
(October 29)  Session 8: Interventive Roles of Interpersonal Practice - Midterm Exam (In-class)
(November 5)  Session 9: Interventive Methods of Interpersonal Practice
(November 12)  Session 10: Exploration
(November 19)  Session 11: Assessment and Planning
(November 26)  Session 12: Implementation
(December 3)  Session 13: Monitoring and Evaluation
(December 10)  Session 14: Termination (Take Home Final Exam Distributed)

SESSION READING ASSIGNMENTS

(Please note: Hepworth, Rooney and Larsen (HRL) as well as Cox and Ephross (C&E) are required reading which is indicated below by double asterisks (**)).

(September 10)
**Session 1: Introduction - Defining Social Work Interpersonal Practice**
OPTIONAL:
Compton and Galaway, Chapter 1: Purpose of Social Work (pp.3-24); Chapter 17: On Becoming a Social Worker (pp.573-585)
Derezotes, Part II: Advanced Generalist Approach Interventions with Individuals, Couples, Families and Groups,

(September 17)
**Session 2: Social Work Interpersonal Practice Frameworks**
**HRL:CHAPTER 2: Direct Practice: Domain, Philosophy and Roles (pp.25-34)
CHAPTER 3: Overview of the Helping Process (pp. 35-55)
OPTIONAL:
Compton and Galaway, Chapter 4: Theoretical Perspectives for Social Work Practice (pp.118-145)
Corwin, Chapter 2: Brief Treatment Principles and Techniques: Theoretical Foundations (pp. 13-26)
Derezotes, Part III: Intervention Paradigms: The Four Forces of Social Work
Lum, Chapter 2: Ethnic-Minority Values and Knowledge Base, Chapter 3: A Framework for Social Work Practice with People of Color
Saleebey, Part I: The Philosophy, Principles and Language of the Strengths Perspective
(September 24)
Session 3: Values and Ethics in Interpersonal Practice
**HRL:CHAPTER 1: The Challenges of Social Work (pp.3-23)
   CHAPTER 4: Operationalizing the Cardinal Social Work Values (pp.57-83)
OPTIONAL:
Compton and Galaway, Chapter 6: Sanctions for Social Work Practice (pp.189-210)
   Chapter 7: Values and Social Work Practice (pp. 219-245, esp. Dale Hardman,
   Not with My Daughter You Don't, pp.252-262.)
Corey, Corey and Callanan Chapter 2 - The Counselor as a Person and a Professional (pp.
   32-65); Chapter 3: Values and the Helping Relationship; Chapter 4: Client Rights
   and Responsibilities

(October 1)
Session 4: Ethnicity, Culture and Social Work Practice
**C&E:CHAPTER 1 - Setting the Stage: Ethnicity in American Society (pp. 1-22)
   CHAPTER 2 - Ethnicity and Social Work Practice with Individuals (pp. 23-42)
OPTIONAL:
Compton and Galaway Chapter 5, 5-2: A Framework for Establishing Social Work
   Relationships Across Racial/Ethnic Lines by Velasquez, McClure and Benavides
   and 5-3 Working Together Across Difference by Uma Narayan
Corey, Corey and Callanan, Chapter 10; Multicultural Perspective and Diversity Issues
   (pp. 316-345)

(October 8)
Session 5: Culture and Interpersonal Practice
**C&E CHAPTER 3 - Ethnicity and Social Work with Groups (pp. 43-59)
   CHAPTER 4: Ethnicity and Social Work with Families (pp. 60-81)
OPTIONAL:
Green, Chapter 1: Race, Ethnicity and Social Services (pp.3-47)
   Chapter 2: Help-Seeking Behavior: The Cultural Construction of Care (pp.49-79)
   Chapter 3: Methods of Cross-Cultural Social Work (pp.81-115)

(October 15)
Session 6: "...isms" and Social Work Practice
**C&E: CHAPTER 5: Ethnicity and Communities (pp.82-100)
   CHAPTER 6: Ethnicity and Social Services (pp.101-119)
   CHAPTER 7: Ethnicity and Health (pp.120-137)
OPTIONAL:
Compton and Galaway, Chapter 5, Social Work with Native Americans by Ronald Lewis
   and Man Keung Ho (pp.167-172)
Gutierrez, Parsons and Cox, Part 1: An Introduction to Empowerment Practice (pp.1-27);
   Chapter 2: Empowerment of Women; Chapter 4: Empowerment Practice
   Lesbians and Gays; Chapter 5 Empowering People with Disabilities; The Role
   of Choice
(October 22)

**Session 7: Basic Interpersonal Practice Skills**

**HRL** Chapter 5: Relationship-Building Skills: Communicating with Empathy and Authenticity (pp. 87-138)

Chapter 6: Verbal Following, Exploring and Focusing Skills (pp. 139-170)

Chapter 7: Eliminating Counterproductive Communication Patterns (pp. 171-186)

Optional:


Lukas, Chapter 2: Looking, Listening and Feeling: The Mental Status Exam; Chapter 3: How to Think About Your Client's Health: The Medical History

(October 29) - Midterm Exam

**Session 8: Interventive Roles of Interpersonal Practice**

**HRL** Chapter 12: Negotiating Goals and Formulating a Contract (pp. 327 - 356)

Chapter 18: Additive Empathy, Interpretation and Confrontation (pp. 543 - 563)

Optional:

Compton and Galaway, pp. 18-20: What is a client?; Chapter 12: Interventive Roles: Implementation of the Plan

(November 5)

**Session 9: Interventive Methods of Interpersonal Practice**

**HRL** Chapter 14: Enhancing Clients’ Problem Solving, Social, Assertiveness and Stress Management Skills (pp. 399-435)

Chapter 15: Developing Resources, Planning and Advocacy as Intervention Strategies (pp. 448-455)

Optional:

Compton and Galaway, Chapter 13: Interventive Methods: Implementation of Roles

(November 12)

**Session 10: Exploration**

**HRL:** Chapter 8: Multidimensional Assessment (pp. 187-217)

Chapter 19: Managing Individual and Family Barriers to Change (pp. 565 - 587)

Optional:

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 9: From Initial Contact Through Assessment pp. 414-454.

Lum, Chapter 6: Contact; Chapter 7: Problem Identification
(November 19)

**Session 11: Assessment and Planning**

**HRL: CHAPTER 9: Assessing Intrapersonal and Environmental Systems (pp.219 - 258)**

- CHAPTER 10: Assessing Family Functioning in Diverse Family and Cultural Contexts (pp. 259 - 298)
- CHAPTER 11: Forming and Assessing Social Work Groups (pp. 299 - 326)

OPTIONAL:
- Corwin, Chapter 3: Levels of Intervention: The Engagement and Assessment Process;
- Chapter 4: Levels of Intervention: Case Conceptualization and Treatment Plan
- Lukas, 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
- Lum, Chapter 8: Assessment

(November 26)

**Session 12: Implementation**

**HRL: CHAPTER 13: Planning and Implementing Change-Oriented Strategies (pp.359 - 398)**

- CHAPTER 15: Developing Resources, Planning and Advocacy as Intervention Strategies (pp. 437 - 476)

OPTIONAL:
- Corwin, Chapter 5: The Intervention Phase
- Lum, Chapter 9: Intervention

(December 3)

**Session 13: Monitoring and Evaluation**

**HRL: CHAPTER 16: Enhancing Family Relationships (pp. 477 - 518)**

- CHAPTER 17: Intervening in Social Work Groups (pp. 519 - 542)

OPTIONAL:
- Compton and Galaway, Chapter 16: Evaluation

(December 10) - Final Exam Distributed, Due 12/17 by 5pm

**Session 14: Termination**

**HRL: CHAPTER 20: The Final Phase: Termination (pp. 591 - 600)**

OPTIONAL:
- Compton and Galaway, Chapter 15: Endings in Social Work Practice
- Lum, Chapter 10: Termination