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 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/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:
   (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.

3. **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.

4. **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.
Session I., Sept. 9th

Introduction to the Course
- Particular focus of this section
- Learning Design
- Assignments
- Grading Policies

Therapy as conversation; what makes a good conversation?
What adjectives describe a good conversation?

Introduction to Goal Focused Interviewing
- Handout of basic principles
First practice using GFI, with feedback
See video example of Goal Focused Interviewing, if there is time, a second GFI practice.

Session II., Sept. 16th

- Last practice of Goal Focused Interviewing.
- Summarize highlights of GFI.

Introduction to Solution Focused Brief Therapy.
- See video example
  - Identify key principles
- Practice SFBT
- Feedback and discussion
- If time, a second practice

Readings:

Maple, Goal Focused Interviewing, pp. 1 thru 33
Handout: Solution Focused Brief Therapy, from Duncan, Hubble & Miller, Psychotherapy with Impossible Cases, pp. 3-34.
Handout: Solution-Focused Assumptions from Lipchik, Beyond Technique in Solution-Focused Therapy.

At this session, you will be given your first dense reading, with a take home quiz due next week.
Dense Reading Article: O’Hanlon, William, Psychotherapies Third Wave.
Session III., Sept. 23rd

Solution Focused Brief Therapy (continued)
- Second and third practice of SFBT
- Class discussion of readings, with emphasis on dense reading. Identify similarities of “third wave therapies.”
- Second video tape example of SFBT.

Readings:
Handout, Solution-Focused Therapy with Mandated Clients, pp. 152-184.
Handout, Duncan, Hubble & Miller, pp. 35-71.
Handout, Maple, Comparing Principles of “Third Wave Therapies” including Goal Focused Therapy and Narrative Therapy.

Session IV., Sept. 30th
Introduction to Narrative Therapy
- Handout on Basic Concepts
- See video example
- First practice using Narrative Therapy with feedback
- Second practice, if time available

Readings:
Mark, Winslade, Crocket & Epstein, Narrative Therapy in Practice, pp. 3-52
Workbook exercises: Part II, pp. 10-17.

Session V., Oct. 7th
Narrative Therapy (continued)
- Second Video Example
  The Readiness Session
  Video will be shown on a stop-start basis with small groups selecting the preferred responses from a menu of four choices.
  This CD Rom can be checked out as homework over the next two weeks, as long as you have access to a CD Rom player.
- After video, a practice of narrative therapy will be conducted.
- Handout: Overcoming the Effects of Sexual Abuse
Readings:

Workbook exercises: Part III, pp. 1-12

Note: There will be no class October 14: This is the University’s Fall Break

Session VI., Oct. 21st

First Quiz on Working with Individuals
Introduction to Group Work
Using GFI in Groups
Major principles
Focus on one person at a time
One helper
Other Group Members are Helpers or Reflectors
• See video example of A GFI Group Session
• First group practices

Readings:

Maple, Frank, Goal Focused Interviewing, pp. 34-53.
Handout: Bertcher & Maple, Group Creation, Chapters 8 & 9.

Session VII., Oct. 28th

• Second GFI group practice
• Feedback and discussion
• Third GFI group practice
• Feedback and discussion

Introduction to Narrative Therapy in Groups
• Live demo of model
• First practice

Readings:

Maple, Goal Focused Interviewing, pp. 92-115.
Handout: Worthy of Discussion
Handout: Hoffman, Lynn, Chapter 9, The Reflecting Team, from Family Therapy, Norton Press
Handout: Narrative Group Work (included below)
After forming groups of four-six students, select a session leader. This person will conduct a go-around to find your first presenter. Each group member will briefly identify a relationship that she or he would like to improve.

After each member has spoken, ask for a member to volunteer as the first presenter.

As the session leader, ask another member to be the primary helper. All other group members will serve as observer/reflectors.

The primary helper will start the work by asking the presenter to give a name to the problem that seems to negatively influence the relationship she or he is talking about. (This name may change two or three times during the helping session.)

After naming the problem, start mapping the influence of the problem on the relationship by moving through the steps below:

1) Elicit thoughts or feelings the presenter had when the problem was controlling the relationship.

2) Ask how the problem has prevented the presenter from doing something she or he wanted to do.

3) Ask how the problem has prevented the development of a hoped-for relationship.

Next look for unique outcomes. When was the relationship a little bit better?

Sample question:
When was the presenter able to resist the influence of the problem and enjoy being with the other person a little more?

Next elicit the strengths or resources the presenter used to reduce the influence of the problem.

Example:
How were you able to stand up against letting the problem push you around?

Lastly, ask the presenter how she or he might use a little of the resources the next time they are with the other person.

Note: The primary helper can ask for reflections at any time during the 20-25 minute helping session.

Each reflector will make a one or two sentence reflection about the work of the presenter, stating what impressed the reflector, or what struck the reflector about the presenter’s verbalizations, i.e., avoid constructive criticism.
Session VIII., Nov. 4th
Narrative Therapy in Groups (continued)
  • Second group practice
    Feedback from practice
  • Third group practice
    Feedback from practice

Readings:
  Glen Silvester, Appreciating Indigenous Knowledge in Groups, pp. 233-251,
in Narrative Therapy in Practice.
  Class Handout: Lisa McPhie & Chris Chaffee, The Journey of a Lifetime:
  Group Work with Young Women Who Have Experienced Sexual Assault.

Assignment:
  First transcript paper due, analyzing your form in six moves during a helping interview.

Session IX., Nov. 11th

Obtaining closure on Group Work

Quiz on Group Work

Readings:

  To be assigned by teaching assistants for second half of class. Topic will be identified.

Session X., Nov. 18th
Introduction to Family Work
Narrative Therapy with Families
  • Video example: “Escape from Bickering” with Michael White.
  • First Practice: Family Therapy Role Play

Readings:

  Monk, et al., 82-117.

  Handout: The Christmas Tree Village, Chap. 13, pp. 219-237,
  from Lynn Hoffman, Family Therapy.

  Handout: White, Michael, Reflections on Narrative Practice, pp. 3-23, 35-58.
Session XI., Nov. 25th
Narrative Therapy with Families (Conclusion)

- Second practice with feedback
- Third practice with feedback
- Solution-focused family therapy (including couple therapy)

Readings:
Second dense reading with quiz.

Class Handout: Hoffman, Lynn, Setting Aside the Model in Family Therapy.
Monk et. Al. 193-232; 252-300;158-192.

Session XII., Dec. 2nd

Goal Focused Interviewing with Families
- Live demonstration using a family role play
- Practices – GFR with Families

Second Transcript Paper Due

Session XIII., Dec. 9th
Final Exam
Course Expectations

This is a participatory class, so attendance is very important. Students are expected to be on time and to attend each class session. 10% of your grade will focus on attendance.

There will be two take home quizzes on dense readings.

There will be three in-class examinations, including a Final exam.

There are two transcript papers required, one on your form in question asking, and one on the effectiveness of your moves, as determined by client responses.

Grades

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<thead>
<tr>
<th>Grade Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Tardiness</td>
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<tr>
<td>Two take home dense quizzes</td>
<td>10% each</td>
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<tr>
<td>1st and 2nd Quiz</td>
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<tr>
<td>Two transcript papers</td>
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<tr>
<td>Final Examination</td>
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