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: 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:**

- *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 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.

**Course Text:**
There are numerous course texts that have been designed for an introductory course in social work practice. We will use the following text:

*There will also be a course pack, available under my name (S. Foley, 521) available at: Michigan Documents (Excel Testing) about half a block east of UMSSW on South University. Michigan Documents is located on the 2nd floor and will be easy to find. At the beginning of the term there is often a long line of students waiting to get in and copy their course packs. (abbrev CP throughout syllabus)*

The following list of texts is offered as the sources of materials for many of the chapters that appear in your course pack. These books may also be used by other sections of 521 being offered:


Course design:
This course will use a combination of lecture, class discussion, case material, role-plays, small group discussion and videos as appropriate. I am indebted to the following people in the design, readings, and assignments for this course: Brett Seabury, Penny Tropman, Deborah Greer, and Robert Ortega.
**Requirements:**
You are expected to complete the required reading assignments, as detailed in the syllabus. In addition, I may list recommended readings that would be available on reserve at the SSW library. Class attendance is required except in the case of unavoidable extenuating circumstances, in which case, the student should make every effort to try to inform me before class if an emergency prevents attendance. Because this is a practice methods class, active participation is necessary. Class participation = 10-15% of grade.

**Assignments:**
There are four ungraded assignments and five graded assignments. They are as follows:

**Ungraded (completion constitutes part of class participation grade):**

**Due 1/14/03:** Write a 3-5 page paper, longer if you wish, about what values and influences in your life caused you to choose the profession of social work. These might have been experiences or people. Discuss the type of social work that you think you would like to do. Social work is a vast profession with limitless opportunities to make a difference. So, also, write about the type of social work that, at this point in time, you think you would find most challenging, painful, or annoying and thus, you wouldn’t want to do!

**Due 1/21-03:** Conduct a 15-minute interview with someone who is a different race, ethnicity, or orientation than you are. You can choose a classmate or colleague. Explain that you are doing this for class assignment. Ask them to speak about their experiences of being ‘other’ and what are ways that they find safe groups within the larger diverse society. Do a two-page write-up in which you emphasize your own learning and experience of doing this interview. You don’t need to summarize what they said, rather, focus on your own feelings and thoughts that you had during and after the interview.

**Due 1/28-03:** Empathizing with Involuntary Clients: Think of a time in your life when you were forced by someone more powerful than you (e.g. parent, guardian, teacher, etc.), to have an interaction with someone you did not want to meet or talk to. Briefly describe the situation and explain how you felt about being pressured by this person. How did you deal with the session with the person that you were pressured to see? Were you open about your feelings and did you supply much information to this person? Generalize from this personal experience the kinds of lessons that social workers should understand when they work with applicants/clients who do not want to be seen.

**Due 2/4-03:** Conduct a 15-minute interview with someone who is older. This person should be at least 55. If you do not know anyone who is 55 or older, feel free to interview me. You can choose a classmate or colleague. Explain that you are doing this for class assignment. Ask them to speak about their experiences of being ‘older’ and what are ways that they find safe groups with whom to affiliate within the larger multiage society. Do a two-page write-up in which you emphasize your own learning and experience of doing this interview. You don’t need to summarize what they said, rather, focus on your own feelings and thoughts that you had during and after the interview.
Due 2-18-03. Complete the two online tutorials by Brett Seabury.
1. Crisis Assessment and intervention; “Crisis Counseling: I am Chipper!”, see
   http://www.ssw.umich.edu/faculty/beseabury/ . Take the online quiz and pass with a
   grade of B or better to get credit for completing this assignment.
2. Suicide Assessment: Take the tutorial on “Suicide Assessment: Rube Farmer.” Upon
   completion, take the on-line quiz and pass with a grade of B or better in order to get
   credit for completing this assignment.
   (CD Rom for Rube Farmer is at the SSW Library)

Graded assignments:
1. Due 1-28-03: Critique of taped interview. (15% of grade)

   Arrange with a friend, acquaintance, fellow student, etc., to tape a 20 minute interview
   with them in which they have agreed to share with you a real concern of theirs 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 a 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.

   In listening to the tape and reflecting on your role, pay attention to the skills we are
   covering in class, and that you are reading about in HRL: preparation and centering,
   empathic responding, authentic responding, paraphrasing, focusing, summarizing, and
   questioning.

   In a 3-5 page typed paper, discuss:
   1. Your subject’s report of how they experienced the interview and your attending
      style.
   2. Your own sense of how you comported yourself in the counselor role.
   3. The degree of agreement with your notes and the actual tape.
   4. Your observations of your subject’s non-verbal communications, and the
      degree of congruence or non-congruence with verbal statements.
   5. Discuss the skills you used, and critique how effectively you think you used
      them.
   6. Comment on how you were feeling in the counselor role? How comfortable or
      uncomfortable?
2. Due 2-18-03. A personal “Critical Consciousness” Analysis. (15% of grade)

After reading CP “Interpersonal Practice Beyond Diversity and Social Justice: The Importance of Critical Consciousness,” by Reed, Newman, Suarez, and Lewis (In Garvin and Seabury) (Also at reserve at SSW library), write a 3-5 page 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 sources 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 this will impact on your client work? Has it affected your personal critical consciousness in any way that will make you a more or less effective caseworker, particularly in the area of multicultural sensitivity?

3. Due 3-18-03. Research paper on a social work practice topic. (25% of final grade)

Once class is underway, students will self-select into groups of no more than four members. Each group will select a topic with which they are not already familiar. They will study this topic in depth, and each group member will write a research paper (12-15 pp.) on the subject. The group will then do a joint presentation to the class. A list of possible topics will be distributed in class, and guidelines for research papers will also be distributed.

4. Due April 1 and April 8, 2003. Student Presentations. (15% of grade)

The students who have written their research paper on a particular subject will meet as a group to plan an in-class presentation on the topic. Groups will be encouraged to employ a variety of teaching tools in their presentation, and to educate about the substance of the topic, as well as to comment on the nature of the group process in preparing the presentation. A list of more specific guidelines will be distributed in class. Length of time will also be determined in the specific guidelines.
5. Due 4-15-03. Final tape critique. (15% of grade)

Students will do a taped interview of approximately 30-45 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, and you will provide the earlier stated (see assignment #1) confidentiality guarantees. The student will discuss the interview in 3-5 typed pages according to criteria and guidelines which will be distributed in class and will vary slightly from the guidelines for assignment # 1.

Course Outline: Overview of topics

1. Jan. 7
   Overview of course, Introduction to social work practice, social work values and roles, Ethics: Principles and dilemmas
   NABSW Code of Ethics, http://ssw.unc.edu/professional/NABSW.html

2. Jan. 14
   Relationship building skills: Preparing, Empathy, Active listening
   Nongraded assignment due.

3. Jan. 21
   Relationship sustaining and enhancing skills: verbal following, exploring, focusing.
   Nongraded assignment due.

4. Jan. 28
   The person of the social worker: multicultural awareness and skills of working with ethnic, racial, class, gender, cultural diversity
   1. Intrapersonal awareness (critical consciousness and self understanding of diversity issues – age, race, gender, ethnicity, social class, sexual orientation, disability; awareness how attributes and life experiences impact on the workers ability to relate to others with different personal attributes and life experiences)
   2. Interpersonal awareness when worker and client are from diverse backgrounds (sensitivity to relationship barriers, awareness of differences in verbal and non-verbal interaction, bridging diversity and finding common ground, awareness of how clients will perceive and react to differences between themselves and their workers)
   3. Power dynamics in interpersonal practice (status hierarchies in the helping relationship, agencies, and communities; ageism sexism, racism, ableism, classism, and heterosexism in practice)
   Nongraded assignment and Assignment #1 due.
5.  Feb. 4  Helping process overview: more skills; Overview of treatment models, differential approaches.
   1. Ecological-systems
   2. Bio-psycho-social
   3. Problem solving versus Solution Focused
   4. Pathological versus strengths base
   5. Disease model versus Events/stress Perspective
   6. Structural
   **Nongraded assignment due.**

   Use of DSM IV-TR

7.  Feb. 18  Skills of working with groups
   **Assignment #2 due.**

February 25, 2003: No class, Spring break

8.  March 4  Assessment, planning and intervention: families

9.  March 11  Skills of moving beyond assessment: goal setting, contracting, implementing change, additive empathy, interpretation, confrontation

10. March 18  Skills of working with special populations (involuntary clients, clients suffering depression and other mood disorders).
    **Assignment #3 due.**

11. March 25  Sensitive social work practice with lesbians, gay men and bisexual people.

12. April 1  **Student presentations: Assignment #4**

13. April 8  **Student presentations: Assignment #4**

14. April 15  Skills in ending phase of casework practice
   **Assignment #5 Due.**
Course Outline with readings assigned.

1. **Jan. 7**
   Overview of course, Introduction to social work practice, social work values and roles, Ethics: Principles and dilemmas

   NABSW Code of Ethics, [http://ssw.unc.edu/professional/NABSW.html](http://ssw.unc.edu/professional/NABSW.html)

2. **Jan. 14**
   Relationship building skills: Preparing, Empathy, Active listening
   Nongraded assignment due.

   **Readings:**
   - HRL, ch. 1-5.
   - CP: Social Work: A Noble Tradition
   - CP: Compton and Galaway, Ch 7., Values and Social Work Practice
   - CP: Compton and Galaway, the Strengths Perspective: Principles And Practices.

3. **Jan. 21**
   Relationship sustaining and enhancing skills: verbal following, exploring, focusing.
   Nongraded assignment due.

   **Readings:**
   - HRL, ch. 6 and 7.
   - CP: Garvin and Seabury, ch. 6, Becoming a client
   - CP: Compton and Galaway, ch. 2, Problem Solving: A Process For Social Work Practice
   - CP: Compton and Galaway, An Ecosystemic Approach to Assessment

4. **Jan. 28**
   The person of the social worker: multicultural awareness and skills of working with ethnic, racial, class, gender, cultural diversity

   1. Intrapersonal awareness (critical consciousness and self understanding of diversity issues – age, race, gender, ethnicity, social class, sexual orientation, disability; awareness how attributes and life experiences impact on the workers ability to relate to others with different personal attributes and life experiences)
   2. Interpersonal awareness when worker and client are from diverse backgrounds (sensitivity to relationship barriers, awareness of differences in verbal and non-verbal interaction, bridging diversity and finding common ground, awareness of how clients will perceive and react to differences between themselves and their workers)
3. Power dynamics in interpersonal practice (status hierarchies in the helping relationship, agencies, and communities; ageism, sexism, racism, ableism, classism, and heterosexism in practice)

Nongraded assignment and Assignment #1 due.

Readings: HRL, ch. 8 and 9
CP: Stephan and Stephan, Stereotypes
CP: Angel and Williams, ch 2. Cultural Models of Health and Illness
CP: Lum, ch. 2, Culturally Diverse Values and Knowledge Base
NB: This is the article related to Assignment #2 due 2-18-03.

5. Feb. 4
Helping process overview: more skills; overview of treatment models, differential approaches.
1. Ecological-systems
2. Bio-psycho-social
3. Problem solving versus Solution Focused
4. Pathological versus strengths base
5. Disease model versus Events/stress Perspective
6. Structural

Nongraded assignment due.

Readings: HRL, ch. 10.
CP: Turner, ch. 98, Gelfrand and Fandetti, The Emergent Nature Of Ethnicity
CP: Garvin and Seabury, ch. 16, Change in Organizations and Communities.
CP: Shulman, ch 4, Skills in the Work Phase.

6. Feb. 11
Use of DSM IV-TR.

Readings: HRL, ch. 12.

7. Feb. 18
Skills of working with groups
Assignment #2 due.

Readings: HRL, ch. 11 and 17.
CP: Yalom, ch. 1, The Therapeutic Factors
CP: Yalom, ch. 2, The Therapist: Basic Tasks
CP: Compton and Galaway: Cournoyer and Byers, Basic Communications Skills for Work with Groups.

February 25, 2003: No class, Spring break

8. March 4  Assessment, planning and intervention: families
   
   **Readings:** HRL, ch. 13 and 16.
   CP: Garvin and Seabury, ch 9, Assessing Families

   
   **Readings:** HRL, ch. 14, 15, 18.
   CP: Lukas, Ch 1, How to Conduct the First Interview with an Adult; ch 5, How to conduct the first interview with a Child; ch 13, How to write an assessment

10. March 18  Skills of working with special populations (involuntary clients, clients suffering depression and other mood disorders).
    
    **Assignment #3 due.**
   
   **Readings:** HRL, ch. 10.
   CP: Alle-Corlis and Alle-Corlis, ch. 7, Ethical and Legal Issues In Advanced Practice

11. March 25  Sensitive social work practice with lesbians, gay men and bisexual people.
    
    **Readings:** CP: Jacobson and Gurman, Clinical Handbook of Couple Therapy, Ch. 13, 14, Gendered Aspects of Marital Therapy, Therapy with Same-Sex Couples: An Introduction.

12. April 1  Student presentations: Assignment #4

13. April 8  Student presentations: Assignment #4
14. April 15  Skills in ending phase of casework practice
Assignment #5 Due.

Readings: HRL, ch. 20.