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.

Class Sessions

**Session I: Sept. 2\textsuperscript{nd}**

Introduction to the course
- Particular focus of this section will be on Collaborative Therapies
  - Sub foci
    - Narrative Therapy
    - Solution Focused Therapy
    - Goal Focused Interviewing
- Learning Design
- Assignments and Grading Procedures

Starting from a collaborative perspective
- What is a crystallizing conversation?
- Exercise – An “events” interview

**Session II: Sept. 9\textsuperscript{th}**

From Technique to Attitude
- See two videos to compare technique focused work to a collaborative stance with clients
- Practice exercise

Readings:
- Madsen, pp. 1-44.
- Maple, Workbook, pp. 4-10 and 14-19

**Session III: Sept. 16\textsuperscript{th}**

Reexamining our Assessment Process

Readings:
- Madsen, pp. 45-84
- Simblett, Glen, Leila and the Tiger.
- Narrative Approaches to Psychiatry. In *Narrative Therapy in Practice*, Monk et al., Eds. (Class Handout).
- Maple, Goal Focused Interviewing, pp. 1-17 and 69-79.
Session IV: Sept. 23rd
Engaging Reluctant Families
Readings:
Madsen, pp. 85-125.
Maple, Goal Focused Interviewing, pp. 54-68.
Maple, Workbook, Part I, pp. 22-26
Class handout. Solution Focused Therapy with Mandated Clients,
pp. 152-184.

For half of class we will meet in Room 3010 in the School of Education to use
The Readiness Session, A CD Rom.

Session V: Sept. 30th
First Quiz: Working with a Family
This is an open book quiz for the first half of class
Envisioning New Futures
Readings:
Madsen, pp. 126-154.
Maple, Goal Focused Interviewing, pp. 79-85.
O’Hanlon, William. Psychotherapies, Third Wave (Class Handout).
Maple, Workbook, pp. 27-46

Session VI: Oct. 7th
Group Work
Readings:
Silvester, Glen. Appreciating Indigenous Knowledge in Groups (Class
Handout).
Worthy of Discussion (Class Handout).
Maple, Workbook, pp. 47-57.

Note: There will be no Class Oct. 14. This is the University’s Fall Break.

Session VII: Oct. 21st
Narrative Therapy in Groups
Readings
Maple, Goal Focused Interviewing, pp. 92-112.
Hoffman, Lynn. Chapter 9, The Reflecting Team,
from Family Therapy, Norton Press (Class Handout)
Maple, Workbook, pp. 57-61
Session VIII: Oct. 28th
Practice Narrative Therapy in Groups
Assignment: First Transcript paper due
Readings:
Lisa McPhie & Chris Chaffee. The Journey of a Lifetime: Group Work with Young Women Who Have Experienced Sexual Assault (Class Handout).

Session IX: Nov. 4th
Goal Focused Interviewing with Groups
Readings:
Maple, Goal Focused Interviewing, pp. 34-54.
Handout to be read for next week’s class
Transcript of Carl Rogers with Gloria.
Maple, Workbook, pp. 61-71.

Session X: Nov. 11th
Quiz on Group Work (open book)
Introduction to Working with Individuals
See Video: Carl Rogers with Gloria
Readings:
Maple, Goal Focused Interviewing, pp. 18-34.
Maple, Workbook, pp. 71-80

Session XI: Nov. 18th
Putting New Lives Together
Solution Focused and Narrative Therapy with Individuals
Video Example of Solution Focused Therapy
Readings:
Madsen, pp. 188-224.
Overcoming The Effects of Sexual Abuse (Class Handout)
Maple, Workbook, pp. 80-88

Session XII, Nov. 25th
Elaborating and Solidifying New Lives
Developing Communities to Support New Lives
Readings:
Madsen, pp. 224-290.
Maple, Workbook, pp. 88-93
Miller, Scott. The Sandwich Man (Class Handout).
Session XIII, Dec. 2nd
The Context of clinicians’ work
Readings:
Maple, Workbook, pp. 93-95
Solution Focused Therapy
Duncan, Hubble & Miller (class handout).

Assignment: Second Transcript paper due

Session XIV: Dec. 9th

Final Exam (Open Book)
Course Requirements

Students will carry out five (5) demonstrations of their competency in using specific skills. These demonstrations will include:

1. Two (2) audio-taped interviews with another person, preferably not in this class. From your 1st audio tape of about 20 minutes, you will transcribe about three (3) pages, word for word. You will then critique six (6) moves you made in the transcribed segment, telling what you did (labeling the skill used) and what your purpose was in using the skill at the moment you did. In other words, what was the desired outcome of your move. The expectations for your 2nd audio taped interview will be given out later.

2. There will be two (2) quizzes required for the course. They will be designed to provide you with the opportunity to demonstrate mastery of the skills emphasized during the course. For students who wish to improve their grade, a make-up quiz will be offered at about the 12th week of class.

3. A final examination will be given in the last class.

Grading

Class attendance and participation 15%
Two (2) transcripts of three (3) pages from two (2) collaborative conversations that may take 20 to 30 minutes. The transcript will be followed by a self critique of six (6) of your moves. 15% ea
Two Quizzes 15% ea
Final Exam 25%

Note: This is a participatory class, so you will be expected to be in class and on time.