COURSE TITLE: Interpersonal Practice with Individuals, Families and Small Groups
COURSE NUMBER: Social Work 521, Section 005
SEMESTER: Fall, 2003
DAY/TIME: Mondays, 9 a.m. to 12 a.m., September 8 to December 8
LOCATION: Room 3001, School of Education Building
INSTRUCTOR: Mike Woolley, Ph.D., D.C.S.W.
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OFFICE HOURS: Tuesdays, 2 p.m. to 4 p.m., or by appointment

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, and (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, and (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.

**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 DESIGN AND TEACHING METHODS**
The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. We will appreciate your contributions to making this a safe and respectful class for learning and growth.

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays and videos. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives. Material presented in class will be designed to complement the content in the reading assignments, not simply repeat it.

**REQUIRED TEXTS AND COURSE READINGS**

There are two required text books for this course, which are listed below. These texts should be available at Michigan Book and Supply, Michigan Union Bookstore and Ulrich’s Bookstore. Additionally, there are many sources for textbooks on the web including, [www.amazon.com](http://www.amazon.com), [www.bestbookbuys.com](http://www.bestbookbuys.com) and [www.textbooks.com](http://www.textbooks.com) among others.


A coursepak has been prepared by JP Print and Copy and is available at Barnes and Noble Bookstore. It contains all the required course readings listed in the course outline below. Any additional readings will be provided by the instructor and distributed in class. Two other resources that you would find valuable to own throughout your MSW coursework and later in your career include:


A good site to access world wide web resources for social workers:
http://www.nyu.edu/socialwork/wwwrsww/
CLASS ASSIGNMENTS AND GRADING

Several methods will be utilized to assess your learning and progress toward the class objectives. These methods will include participation, quizzes, papers, and a group project. The assignments are described below, and assignments, expectations and grading criteria will be discussed during the first class session. All written assignments should be typed or word processed using correct grammar, punctuation and spelling.

Class Participation

Participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and informed participation in class discussion. Points will be deducted from the base score if you miss class, are late, or are unprepared.

Quizzes

Two quizzes, on October 20th and December 1st, will each be worth 15% of your final grade. They will address material from class readings, lectures and handouts, and will be given during class sessions. These quizzes are intended to provide feedback about your learning (to both you and I) and will include multiple choice and short answer questions.

Papers

Two or three papers will account for 45% of your grade in this course. These papers will include a process recording of a session with a client, an assessment of a client, and a literature search on a practice topic. The number and nature of these papers will be discussed during the first class on September 8th and a handout will be distributed on September 15th detailing the assignments and due dates.

Group Presentation

A group presentation will account for 15% of your grade in this course. Within your group you will choose one group member’s process recording material and analysis and present that to the class. These presentations will be made on December 1st and 8th. A separate handout will provide more details.

Course Evaluation

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<th>Assignment</th>
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<td>2 Quizes x 15%</td>
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APA FORMAT AND ACADEMIC HONESTY
Please refer to the *American Psychological Association Publication Manual* (often called the APA Style Manual) in the preparation of your writing assignments. The current edition is the fifth, but using an earlier edition is acceptable. I think you will find having your own copy a valuable resource over the next two years. You can find out more at http://www.apastyle.org/pubmanual.html.

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Direct quotes in particular should be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy.

**Accommodations for Students with Disabilities**

Students who have disabilities that affect participation in the course should notify me if they need special accommodations in instructional format, examination format, etc.

**Policy on Incompletes and Late Assignments**

A grade of “Incomplete” will be given in extenuating circumstances and in accordance with SSW and University policy. Assignments are due in class on the day as noted in the course outline. Late assignments, i.e., those not handed in to me in class on the day due, will be reduced one letter grade for each day they are late. Please plan your work to have things completed on time and keep me informed if any problems arise.

If, due to an emergency, you will miss a quiz, you must notify me prior to the class by phone or email and make arrangements to make it up at the earliest possible time. Unexcused absence from a quiz will result in a grade of zero.
COURSE OUTLINE

CLASS SESSION 1: MONDAY, SEPTEMBER 8
Introductions
Course Overview
Syllabus and Course Assignments
Building a Professional Self
Process versus Content in Social Work Practice

CLASS SESSION 2: MONDAY, SEPTEMBER 15
Social Work Values and Ethics
Relationship Building Skills

Readings: Hepworth, Rooney & Larsen: Chapters 1 - 4

CLASS SESSION 3: MONDAY, SEPTEMBER 22
Interviewing Skills
Role Play Exercise: The collective social worker

Readings: Hepworth, Rooney & Larsen: Chapters 5, 6, 7 and 18
Lukas: Introduction and Chapter 1

CLASS SESSION 4: MONDAY, SEPTEMBER 29
Multidimensional Assessment
Assessment Tools
Diagnosis - Introduction to DSM IV

Readings: Hepworth, Rooney & Larsen: Chapters 8 and 9
Lukas: Chapter 13
(Eds.) *Social workers’ desk reference* (pp. 204-208). NY: Oxford University Press.


**Class Session 5: Monday, October 6**

The Helping Process in Social Work  
Multicultural Issues in Social Work Practice

**Readings:**  
Hepworth, Rooney & Larsen: Chapter 3  
Lukas: Chapters 2, 3, 6, 8  

| October 13--- Fall Study Break ---No Class |

**Class Session 6: Monday, October 20**  
Goal Setting, Treatment Plans, Contracting,  
Ongoing Assessment and Evaluation of Treatment Plan  
**Quiz 1**

**Readings:**  
Hepworth, Rooney & Larsen: Chapter 12  
Lukas: Chapters 9, 11 & 13  
CLASS SESSION 7: MONDAY, OCTOBER 27

Theoretical Perspectives in Social Work Practice:
- BioPsychosocial, Solution Focused, Problem-Solving,
- Developmental, Risk and Protection, Family Systems Theory,
- Ecological, Structural

Readings:

CLASS SESSION 8: MONDAY, NOVEMBER 3

Selecting Interventions
- Evidence Based Practice

Readings:
- Hepworth, Rooney & Larsen: Chapter 13 - 15

CLASS SESSION 9: MONDAY, NOVEMBER 10

Social Work with Children and Adolescents

Readings:
- Lukas: Chapters 5, 6, 11
CLASS SESSION 10: MONDAY, NOVEMBER 17
Social Work with Groups
Guest Instructor and additional readings to be announced

Readings: Hepworth, Rooney & Larsen: Chapters 11 and 17

CLASS SESSION 11: MONDAY, NOVEMBER 24
Social Work with Families

Readings: Hepworth, Rooney & Larsen: Chapters 10, 16 and 19
Lukas: Chapter 4, 7


CLASS SESSION 12: MONDAY, DECEMBER
Group Presentations
Quiz 2

CLASS SESSION 13: MONDAY, DECEMBER 8
Group Presentations
Termination
Course Wrap-up and Evaluations

Readings: Hepworth, Rooney & Larsen: Chapter 20