| SW 625: Interpersonal Practice with Children and Youth |
|-----------------|-----------------|
| Fall, 2017, Section 001 |
| DIVISION: | CHLDY |
| COURSE NUMBER: | 625 |
| Class room: SSW 3752 |
| Advanced Interpersonal Practice Methods Course |
| CREDIT HOURS: | 3 |
| PREREQUISITES: | SW521 |
| INSTRUCTOR: | Erin Khang, LMSW 734-764-3121 |
| ekhang@umich.edu |
| LOCATION: | office 3733 SSWB |
| Office Hours: | By appointment only (please email to schedule an appointment as needed) |

**Course Description:**
This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, and neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.

**Course Content:**
This course will present prevention, treatment, and rehabilitation models appropriate to interpersonal practice with children, youth and their families in a variety of contexts. Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape the therapeutic relationship. Since the intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, attention will be paid to the understanding of self as an instrument in the change process. A variety of evidence-based interventions for engaging children, youth, and their families (or other caretaking adults such as foster parents) will be presented. Assessment content will emphasize client and caretaker strengths and resources as well as risks to child or youth well-being that may result from internal or external vulnerabilities caused by trauma, deprivation, discrimination, separation and loss, developmental disability, and physical and mental illness. Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the
worker’s ability to accurately assess the child, youth, or family. These assessments include attention to life-threatening problems such as addictions, suicidal ideation, and interpersonal violence.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources. These interventions will be based on a thorough assessment, appropriate to the child’s or adolescent’s situation, and sensitive to and compatible with the child/adolescent’s and family’s expressed needs, goals, circumstances, values, and beliefs. Summary descriptions of developmental stages (i.e. infancy, toddlerhood, preschool age, school age, and adolescence) will be presented in terms of developmental characteristics and milestones, salient developmental challenges, and themes such as self-esteem and the development of peer relationships. Helping parents or other caretaking adults to understand the child’s or youth’s issues or behavior in developmental terms will also be discussed. A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, behavioral therapy, and parent management training. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. Methods for monitoring and evaluating interventions will also be discussed and demonstrated in this course.

**Course Objectives**

Upon completion of the course, students will be able to:

- Understand and address the impact of diversity (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of children, adolescents and their families and the social worker on practice process and outcomes. (Practice Behaviors 4.IP, 10.c.IP)
- Describe and apply a number of assessment procedures (e.g. direct observation of or interviews with the client, parent or caretaker, and collateral contacts with teachers, caseworkers, or other professionals) that identify internal and external risk protective and promotive factors that may affect children and adolescents. (Practice Behaviors 3.IP, 9.IP, 10.b.IP)
- Describe the primary developmental tasks and characteristics of childhood and adolescence as they relate to the selection and implementation of developmentally and culturally appropriate techniques for engaging and treating children and adolescents. (Practice Behaviors 4.IP, 10.a.IP)
- Identify the ways in which continuity or disruption in primary care relationships may impact children, adolescents, and the therapeutic relationship. (Practice Behaviors 1.IP, 10.a.IP)
- Engage in an assessment process that includes gathering information on the risk, protective and promotive factors at the intrapersonal, family, peer group, school and neighborhood levels in order to formulate and understanding of the child/adolescent’s presenting problems and circumstances. (Practice Behaviors 9.IP, 10.b.IP)
- Implement evidence-based prevention and intervention strategies (e.g. cognitive behavioral interventions, parent management training) that are compatible with child/adolescent and family or
caretaker goals, needs, circumstances, culture, and values. (Practice Behaviors 2.IP, 3.IP, 6.IP, 9.IP, 10.c.IP)

Develop intervention skills in working with children, adolescents and their families. (Practice Behavior 10.c.IP)

Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families' social identities on their experience of power and privilege; and appropriateness of the intervention to specific child/adolescent needs resulting from conditions such as maltreatment, deprivation, disability, and substance abuse. (Practice Behaviors 5.IP, 10.d.IP)

**Theme Relation to Multiculturalism & Diversity**

Multiculturalism and Diversity will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Case examples of intervention and readings will reflect this theme.

**Theme Relation to Social Justice:** Social Justice and Social Change will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and their families will also be emphasized.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:** Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of risk, protective and promotive factors across the child/adolescent's multiple contexts. Discussions will also emphasize intervention theories and techniques that support the child's or adolescents' developmental potentials.

**Theme Relation to Behavioral and Social Science Research:** Behavioral and Social Science Research will be addressed in relationship to the selection, monitoring, and evaluation of assessment and intervention methods with specific emphasis on evidence-based interventions in the areas of developmental psychopathology, attachment, risk, resiliency and coping, trauma, and maltreatment. Students will develop advanced skills necessary to implement evidence-based interventions and critically evaluate intervention theories and approaches used with child and adolescent populations.

**Relationship to SW Ethics and Values**

Social work ethics and values in regard to confidentiality, self-determination, and respect for cultural and religious differences are particularly important when working with children and youth. Social workers working with children and adolescents often need to make critical intervention decisions which may have to balance risks to the child's or adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to work with child and adolescent populations and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):** This course integrates PODS content with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression
and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

**Course Design:**
Class format will include lecture, discussion, case analysis, skills development sessions and viewing of videotapes. All assignments will integrate theory, evidence-based practice research, and case analysis, and when possible, the student’s practicum work. The majority of class session will include two hours of the lecture topic, 45 minutes of clinical team practice and discussions and 1 hour of clinical case presentations and discussions. Students are expected to attend all classes and participate in class activities and discussions. More than one absence will result in the lowering of the students’ grade.

**ASSIGNMENTS**

**COURSE REQUIREMENTS/ASSIGNMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance and Participation in Clinical Team Sessions and Practices</td>
<td>(20pts)</td>
<td>10%</td>
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<tr>
<td>In-Class Clinical Case Presentation and Self-Reflection Summary (written reflections due within one week of in-class presentation)</td>
<td>(50pts)</td>
<td>25%</td>
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<tr>
<td>Completion of TF-CBT On-Line Training – (Certificate Due Oct 25th)</td>
<td>(30pts)</td>
<td>15%</td>
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<tr>
<td>Completion of PCIT On-Line Training – (Certificate Due Nov 8th)</td>
<td>(30pts)</td>
<td>15%</td>
</tr>
<tr>
<td>Clinical Case Assessment and Intervention Paper (Due: Nov 22nd)</td>
<td>(70pts)</td>
<td>35%</td>
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**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

**Class Attendance and Participation, and Clinical Team Sessions and Clinical Interventions Practice – weekly in-class (20 points)**
Attendance is a requirement. Your grade will be affected negatively if you miss more than one class or any classes without communication with the instructor.

Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

You will be assigned to a clinical team that you will work with throughout the semester. The clinical team will engage in in-class exercises and discussions that focus on skill practice, self-directed clinical based homework assignments, and integrative learning related to the lectures and course readings (jigsaw technique).

**In-Class Clinical Case Presentation and Written Self-Reflection Summary (weekly by assignment) (50 points: 20 for the presentation and 30 for the self-reflection summary)**
Each week 2 clinical case presentations will be given by selected students as assigned. Each student will be assigned one in-class presentation during the semester. Presentations will be a maximum of 15 minutes long with clinical case discussion to follow each case for approximately another 20 minutes.
The purpose of the clinical case presentation is to address any area where you would like feedback from the class in order to gain a greater understanding or new perspectives on the clinical case situation. Often the case presentation will be addressing areas where you as a clinician felt stuck or need additional feedback on a particular issue or clinical process variable.

Case presentations should follow the following format:
1. Share with the class your clinical questions or learning outcome you would like to address in the case presentation. For purposes of the presentation you should have 2 questions for the class to address in discussion.
2. Brief case description: presenting problem/concern, any critical issues, relevant histories (social, family, medical, psych, education). Please remember to protect confidentiality of any case material and alter case information to ensure that client systems are not able to be identified. The purpose of this background is to help us engage in the clinical formulation and intervention planning. Be concise in presenting this information.
3. Summary of your clinical formulation or impressions. Include how you incorporated best practice knowledge and skills in your assessment and clinical hypothesis development. Also discuss any worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.
4. Interventions used and/or treatment plan goals. Links to any evidenced-based practices that you reviewed, to help in developing the intervention approach.

Self-Reflection Summary: The summary should be a reflection of what you learned about your clinical question(s) or learning outcomes, and yourself within the case based on your own review and the feedback that you received from the class discussion. This self-reflection should include discussion of any conflict or challenge you experienced, exploration of emotions the case evoked in you, and analysis and making meaning of these emotions. This summary should be approximately 3 pages and submitted to the instructor by the class session one-week post presentation.

Completion of the Trauma Focused CBT Online Training Course - submit certificate of completion to the instructor by Oct 25th 8am (30 points)
There is no charge to register and complete the course. You can locate the online web course at the following link.

http://tfcbt.musc.edu/
Completion of the Parent Child Interaction Therapy Online Training Course – submit certificate of completion to the instructor by Nov 8th 8am (30 points)

There is no charge to register and complete the course. You can locate the online web course at the following link.

http://pcit.ucdavis.edu/pcit-web-course/

Clinical Case Assessment and Intervention Paper – Due Nov 22nd 1159pm (70 points)

The aim of this paper is to give you a chance to reflect on your clinical work in a concentrated and organized manner. **Option 2 is open only to those students not doing direct work with children, adolescents and/or their parents/families.**

**Option 1:** Select a clinical case (child or adolescent (and parents, if applicable) you have worked with in your field placement. This can be a newer case or a long-term case but one in which you at least have developed a working relationship.

**Option 2:** If you do not have a clinical case you may select a topic that focuses on a particular problem area of children/youth, preferably one not discussed in class (i.e., inter-racial adoption, autism spectrum disorders, sexual offenders, etc...). Please see me to discuss modifications in the assignment if this is the option you will be doing.

Utilize the intervention/practice research literature as it pertains to client issues and problem areas. You may use treatment manuals if available, peer-reviewed journal articles and selected documents or books. These sources should be current, published within the last ten to fifteen years.

For the paper, integrate information from the clinical case/problem area and the findings from your review under the following themes:

- Provide a concise clinical description of the case. This includes a description of the presenting problem, critical issues, psychosocial/developmental/family history. Include discussion of risk and protective factors and environmental issues and impact on child/adolescent/family functioning. (approximately 2 pages) **10 points**
• Discuss your clinical decision making on how you developed a treatment approach and intervention plan for this case. Indicate your rationale and clinical thinking for choosing the approach you did. The relationship between your clinical hypothesis and treatment plan should be clearly stated, with particular emphasis on how you collaborated with the client and family in developing this plan. (approximately 3-4 pages) 20 points
• Describe in detail the intervention you used and how this relates to the current intervention practices/research for the identified problem areas. This should include critical incidents that occurred in treatment and assessment of client progress in terms of objectives of the treatment plan. Also discuss how you made adjustments in your approach along the way if needed (approximately 4-5 pages) 25 points
• Conclude with a discussion of what the client/family has evoked or could evoke in you. This is a self-reflection. Also, you should include a brief critical evaluation of your intervention as it compares to this practice/research literature, addressing strengths and limitations of each (approximately 2 pages) 15 points

Papers are graded on:
• Quality of understanding of clinical issues (depth and accuracy of clinical hypothesis and ability to link this to the treatment goals and approach)
• Clarity of thoughts and expression
• Following the terms of the assignments/sections
• Quality of self-reflection (attending to emotions, and meaning and analysis) and understanding of evidence-based practice literature

Papers must be thoroughly yet concisely written and should be 10-12 pages in length. Use APA format for references/citations. Please reference other’s work as appropriate. Papers are to be typed, 12-font, and proofread.

Course Grading Scale (Total points available 200).

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<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>(200-190 points)</td>
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<tr>
<td>A-</td>
<td>(189-180 points)</td>
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<tr>
<td>B+</td>
<td>(179-175 points)</td>
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<tr>
<td>B</td>
<td>(174-168 points)</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<tr>
<td>D</td>
<td>(139-130 points)</td>
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<tr>
<td>F</td>
<td>(less than 130 points)</td>
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Assignment Extensions / Late Assignments: Extensions are generally not granted. Considerations will be made for any significant life events. Late assignments will be deducted a whole letter grade each day the assignment is late. Please note the due dates listed in Canvas.

Class Attendance
Attendance is a requirement. Your grade will be affected negatively if you miss more than one class or any classes without communication with the instructor. Both class attendance and active purposeful participation in class discussions and activities are crucial to the anticipated learning. You are allowed one excused absence.
The instructor reserves the right to deduct 6 points from the student’s final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness (their own or that of an immediate family member), or a death in the family. Should any such circumstance occur, please contact the instructor as soon as possible in writing.

Acknowledging some students may encounter a situation that might necessitate missing a class, student should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.

Please do not bring children, adult guests, or pets to this course without permission of the instructor ahead of class.

**Communication with the Instructor:**
Please feel free to contact by phone or email – email is generally preferred. Office hours can be arranged by appointment. Please note that messages (voicemail or email) are checked during normal business hours (8a – 5p) and will not be checked regularly outside of these hours. You will receive a response within 24 hours of your message. Please plan ahead if you have questions regarding assignments.

**Participation:**
Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.  

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.*

**Trigger Warning:**
Students may experience a range of emotions throughout the course. All feelings are acceptable, but students will be expected to be able to manage them appropriately. Please see resources below. “Trigger warnings” will not often be used during this course – please assume positive intent when listening to the instructor and class colleagues.

**Computers and Electronics:**
Please place all electronic devices, such as phones, on vibrate or silent during class. Students should limit their tablet, laptop, or any other electronic device use for note taking or class related
activities so as not to detract from the class. Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor.

Students in Need of Accommodations
If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Students who require class accommodations for a diagnosed disability should present the instructor with documentation from the University’s Services for Students with Disabilities by the end of the third week of classes. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Religious Observances: If religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

Academic Conduct and Integrity: Please visit the Student Code of Academic and Professional Conduct at http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1 in the current Student Guide to the Master’s in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Student Mental Health and Wellbeing
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Services (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs or for alcohol or drug concerns see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit http://umich.edu/~mhealth/

Safety and Emergency Preparedness:

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.
Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu., Office of Student Services School of Social Work | Room 1748, 734-936-0961

For more information, view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

**TEXTS and HANDOUTS**

**REQUIRED TEXT:**


Additional readings will be available on Canvas at course site

**COURSE OUTLINE AND READINGS**

**Class 1: Sept 6**
Introduction to the course and each other
Assign clinical teams
Childhood Trauma and begin to discuss Pediatric Assessments

**Required Readings:**
-Get started on reading for week 2

**Class 2: Sept 13**
*Psychosocial Assessment, Developmental Considerations, Ethical Issues, Diversity Factors and Use of Evidenced Based Interventions*

**Required Readings:**


Class 3: Sept 20
Pediatric Chronic Illness
Student Case Presentations

**Required Readings:**


Class 4: Sept 27
Student Case Presentations

**Interprofessional Transgender Health Event:** collaborative learning with Michigan Medicine Social Work Interns and School of Pharmacy Student

*Please note: Location will be at the Biomedical Research Building (BRSB) Kahn Auditorium at 9a. Our class will meet first and then the IPE event will be from 10-1130a.*

**Required Work:**
NEJM Article: Beyond Bathrooms – Meeting the Needs of Transgender People
- Optional additional articles in Canvas

Providing Mental Health Care for Youth with Non-Binary Gender Identities: Watch a video from the National LGBT Health Education Center watch a video from the National LGBT Health Education Center [http://www.lgbthealtheducation.org/lgbt-education/online-courses/continuing-education/?y=13](http://www.lgbthealtheducation.org/lgbt-education/online-courses/continuing-education/?y=13)

This video provides clarity on terminology, health disparities, and tips for practice when caring for transgender youth. The core content is about 40 minutes long (from the 6 to 47 minute markers on the video). You will need to register to watch the video; it is a simple and free sign-in process.
Additional Pre work will be posted in Canvas.

Class 5: Oct 4
Abuse / Neglect
Student Case Presentations

Required Reading:
Jigsaw Readings Clinical Teams


Class 6, Oct 11
Adherence
Student Case Presentations

Required Readings:

Class 7 October 18:
Foster Care and Guardianship
Student Case Presentations

Required Readings:
Readings in Canvas:
Review the Michigan Foster care site: [http://www.michigan.gov/mdhhs/0,5885,7-339-8993---F,00.html](http://www.michigan.gov/mdhhs/0,5885,7-339-8993---F,00.html)
Michigan Child Welfare Law Chapter 15 – Guardianship
Juvenile Guardianship
Juvenile Guardianship Assistance Program
Optional handout to review in canvas
Class 8, Oct 25  *Trauma-Focused CBT Certification is due 800am*

CBT

Student Case Presentations

**Required Readings:**


Class 9, Nov 1

**Interprofessional Social Justice Grand Rounds Event**

*Please note: Location will be at the Biomedical Research Building (BRSB) Kahn Auditorium at 930a. The IPE event will be from 945-1130a.*

Required Readings: To Be Determined – will be posted to Canvas

Class 10, Nov 8  *Parent Child Interaction Therapy online certification is Due today 1159pm*

Parents / Caregivers

Student Case Presentations

**Required Readings:**


**Jigsaw Readings Clinical Teams**


**Class 11, Nov 15**

**Academic / Vocational**

**Student Case Presentations**

**Required Readings:**

Michigan Protection and Advocacy – Legal Basis for Special Education
Michigan Protection and Advocacy – Least Restrictive Environment (LRE)
Guidance for students with chronic illness article

**Class 12, Nov 22, **[Papers due today at 1159pm](#)**

**Bullying**

**Motivational Interviewing Jigsaw Activity**

**Student Case Presentations**

**Required Readings**


**Jigsaw Readings Clinical Teams**


**Team 4:** Miller, W. R., & Rollnick, S. (2009). Ten things that motivational interviewing is not. *Behavioural and cognitive psychotherapy, 37*(02), 129-140.

**Class 13, Nov 29**

**Motivational Interviewing – Guest Lecturer**

**Student Case Presentations**

**Required Readings:**


**Class 14, Dec 6**

**Transition and Transfer**

**Lessons Learned**

**Course Wrap Up**

**Required Reading:**