1. Course Statement

a. Course description
This mini course is designed for MSW students entering the program with a focus on clinical practice. This course aims to address two important questions: (1) how to balance clinical social work practice as a form of art and a form of science; and (2) how to use the concept of “self” to inform your future practice style as a clinician.

b. Course content
This course will start with the common factor theory of psychotherapy in conjunction with an entry-level introduction to evidence-based practice. Specific theories underlying major schools of psychotherapeutic interventions (i.e., cognitive-behavioral therapy, person centered therapy, and motivational interviewing) will also be briefly introduced and discussed. In particular, how an individual clinician’s personality, thinking style and personal history may affect the delivery and execution of these above mentioned and other psychotherapeutic interventions will be the focus of the introduction and discussion. Students will have the opportunity to reflect upon their own self, personality, identity, ways of thinking and other characteristics in relation to their future career as a clinician.
c. Course objectives and competencies

By the end of this mini course, students will be able to:

1. Articulate the similarities and differences between counseling and/or clinical psychology and clinical social work
2. Define and differentiate between evidence-based practice and empirically-supported treatments
3. Articulate the common factor theory of psychotherapy and how such theory is related to those approach-specific treatment approaches
4. Articulate the role of theory, including change theory and case conceptualization, in the delivery of psychotherapy
5. Reflect upon their own self, personality, identity, and ways of thinking in relation to their future career as a clinician
6. Develop basic understanding of how PODS related discussions and thinking are essential to effectively support clients

d. Course design

The course content will be delivered through: (1) light lecture, (2) interactive classroom discussion, (3) small group discussion, and, if time permits, (4) role play.

e. Relationship to social work ethics and values

Critical reflections on social work ethics and values in relation to clinical practice will be extensively discussed throughout this mini course.

f. Intensive focus on PODS

This course has a strong relationship with PODS as the conceptualization and application of various therapeutic approaches will be focused on minority populations. Critiques about existing mainstream couples’ therapy approaches will be discussed throughout the semester. Feasibility, affordability, transferability of treatment effect when being delivered to a different population will all be discussed

2. Class Requirements

a. Text and class materials

[Note: available through U-M library]


Other readings will be posted on Canvas.
b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
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<tbody>
<tr>
<td>Part 1</td>
<td>Ice-breaking and overall introduction [Tue., Aug. 27th 1:00 – 3:00 PM]</td>
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<tr>
<td>Part 2</td>
<td>Common factor theory of psychotherapy [Tue., Aug. 27th 3:00 – 5:00 PM]</td>
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<tr>
<td>Part 3</td>
<td>Evidence-based practice, empirically supported intervention, and change theories of psychotherapy approaches [Wed., Aug. 28th 8:30 – 10:20 AM]</td>
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<td>Part 4</td>
<td>Comparison across psychotherapeutic approaches and reflection on the use of self in providing these approaches [Wed., Aug. 28th 10:30 AM – NOON]</td>
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<tr>
<td>Part 5</td>
<td>Post-modern approaches of psychotherapy [Thu., Aug. 29th 8:30 – 10:20 AM]</td>
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<tr>
<td>Part 6</td>
<td>Group presentation and reflection [Thu., Aug. 29th 10:30 – NOON]</td>
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<td>Part 7</td>
<td>PODS and Racism training*</td>
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* Depending on the trainer’s availability, this session may occur at any time during the course.

c. Assignments (50% of the final grade + 5% extra credit opportunity)

“THE Psychotherapist” assignment asks the students to form into groups of four or five. Each group will take charge of one psychotherapeutic approach and will present to the class in Part 6 of the class as THE Psychotherapist of that approach. Specific instructions to the assignment can be found on Canvas (with grading rubric).

Briefly, each group will spend up to 20 minutes on a specific psychotherapeutic approach, e.g., cognitive-behavioral therapy, solution-focused brief therapy. For each approach, students will provide a brief historical overview of the development of that approach. Second, an approach’s historic evolvement and current state of practice will be presented in conjunction with its theoretical framework. Thirdly, an intended discussion on the current empirical support for a specific is expected to follow. Finally, students’ reflection on how this particular approach is compared with other approaches (thinking about the clinical delivery, providers’ characteristics, style of the providers) will conclude their presentation.

d. Attendance and class participation (50% of the final grade)

Students are expected to actively participate in all classroom learning. Missing more than 20% of the classroom time without the instructor’s permission will result in an F (fail) in this class. Both class attendance and active, purposeful, and high-quality participation in class discussion
and activities are paramount for the successful completion of this course. As a reflection of this importance, 40% of the final grade will consist of course engagement according to the rubric below:

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<tr>
<th>Criteria</th>
<th>Exemplary performance</th>
<th>Points</th>
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<tbody>
<tr>
<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.</td>
<td>20 pts</td>
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<tr>
<td>Quality of comments</td>
<td>Comments are always insightful &amp; constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
<td>20 pts</td>
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<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials and perspectives and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.</td>
<td>10 pts</td>
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e. Grading

100% ~ 105% = A+  
96% ~ 99% = A  
90% ~ 95% = A-  
87% ~ 89% = B+  
84% ~ 86% = B  
80% ~ 83% = B-  
77% ~ 79% = C+  
74% ~ 76% = C  
70% ~ 73% = C-*  
67% ~ 69% = D+  
64% ~ 66% = D  
60% ~ 63% = D-  

* Class failed / no credit: 73 and below.
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism