



Course title:	Strengthening Engagement and Retention Skills	
Course #/term:	790.012 – Spring/Summer, 2020	
Time and place:	Wednesdays, July 8 th & 15 th (9:00am-5:00pm) ***Class will meet LIVE via Zoom from 12:00 – 5:00pm*** Zoom Link disturbed via CANVAS	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Clinical Assistant Professor Abigail Eiler, LMSW, QMHP	
Pronouns:	She/Her/Hers	
Contact info:	Email: rowea@umich.edu	Phone: [734-845-1442]
	You may expect a response within 24 hours	
Office:	SSWB 3728	
Office hours:	By appointment	

1. Course Statement

a. Course Description

This mini-course aims to build students' knowledge and skills around working (engaging and sustaining the therapeutic alliance) with high need/at risk youth. This course will emphasize racial and ethnic minority youth with mental and behavioral health problems living in impoverished urban areas.

b. Course Objectives and Competencies

1. Learn about Evidence-Based Practices and Practice-Based Evidence techniques to engage youth and young adults in the therapeutic relationship and process.
2. Learn about strength-based strategies for positive youth development.
3. Learn about issues related to youth retention in Social Work services and how to combat them.
4. Learn how to apply and practice knowledge gained in this course to better serve racial and ethnic minority youth and their families living in impoverished areas that have mental health and behavioral health problems.

CSWE Competencies

1. Identify as a professional Social Worker.
2. Apply ethical principles of Social Work practice.
3. Apply critical thinking and professional judgments.
4. Engagement of diversity and difference in practice.
5. Advance human rights and economic justice.
6. Engage in research-informed practice and practice- informed research.
7. Apply knowledge of HBSE.
8. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

c. Course design

This course uses an engaged-learning approach, which employs myriad pedagogical strategies such as: pre-class discussions and pre-recorded lectures, small group work, experiential/simulated exercises, case examples, role-plays, a virtual skill-based application intervention and one written assignment and other activities in order to facilitate understanding of the course content and to promote skill development. Most class classes will include a lecture or presentation, accompanied by a discussion or clinical practice/activity period. This course is designed to be practice-oriented and will highlight advanced clinical practice techniques to work effectively with clients and colleagues in a variety of integrated healthcare settings.

d. Course Relationship to P.O.D.S.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Using a variety of instructional methods, this course will facilitate PODS learning and support students' development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

e. Relationship to the Social Work Ethics & Values

This course will examine current ethical issues and controversies in the field of social work. The NASW Code of Ethics www.socialworkers.org/pubs/code/code.asp will be used to inform practice in this area. Students will analyze ethical issues related to the rights of populations at risk; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public.

2. Class Requirements

1. Text and class materials

There is no required textbook for this course. All required and recommended readings can be found on CANVAS. To fully engage in the course discussions, it is expected that students will complete all required readings prior to the assigned class date in which they will be discussed.

2. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Pre-class:	Complete the Introductory Survey via google form prior July 8 th @ 9:00am. Review Syllabus Watch Therapeutic Alliance Pre-recorded lecture	
Week 1: July 8, 2020 PRE-RECORDED LECTURES LIVE: 12:00 – 5:00pm	Watch Pre-recorded lectures prior to class beginning at 12:00pm: 1. Introduction to the Course 2. Therapeutic Alliance – Questions & Discussion Live Lecture, Discussion & Role-play in Triads: 3. Youth Engagement Theories & Clinical Considerations to Enhance a Working Alliance 4. Using Trauma-informed Meditation and Mindfulness Practices with Youth (Guest: Michelle Mattison) 5. Expressive Therapy *Note: Please have paper and a pen available during this time – if you prefer crayons, markers or use a web-based art	May be found on CANVAS.

Date/Time	Agenda	Required Readings & Assignments
	application, then we will need this during class.	
Week 2 July 15, 2020 PRE-RECORDED LECTURES LIVE: 12:00 – 5:00pm	Watch Pre-recorded Lecture & Complete Discussion Post: 1. Behavior Modification 2. Provide a short paragraph on your experience or thought related to using Behavior Modification with Youth. Live Lecture, Discussion & Role-play in Triads: 3. Establishing an anti-racist framework in your clinical practice with Youth 4. Foster Care and Attachment • Video: Removed 5. Social Learning Theory and Juvenile Justice	May be found on CANVAS.

1. Assignments

Assignment Details and Pre-recorded Lectures may be located on CANVAS.

Assignment	Due date	Percent of overall grade
Reflection Paper - 3 Options; choose 1	July 22, 2020; 9:00am via CANVAS	20%
Youth Expressive Art or Mindfulness Exercise Intervention	Due by July 18, 2020 Sign-up: https://doodle.com/poll/xm5zeqad5yyv52er	30%
Attendance & Participation	July 8, 2020 & July 15, 2020	30%

Assignment	Due date	Percent of overall grade
	Zoom Link to be sent prior to start of class.	
Lecture Questions & Discussion	July 8, 2020 (before class) July 15, 2020 (before class)	20%

2. Attendance & Class Participation (30pts)

Students are expected to watch pre-recorded lectures prior to the date in which the content will be discussed in class. On July 8th and 15th and times that the class is expected to attend live, synchronous learning; you are required to attend and participate in live class sessions. A Zoom Link will be sent out prior to class with a password and meeting ID.

Each class encourages dialogue regarding the readings, lectures, in-class activities and guest speakers. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class.

If you need to take a phone call or respond to a text message or email, then please notify the instructor of when you leave and when you return via the chat box.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student's participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

A Note on the Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a "teacher and a learner" in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. An anti-racist framework will be used throughout course instruction.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

Any late submissions will result in a 3 point deduction for the first day and ½ a point each subsequent day. Here is the [Policy on Class Attendance](#) for your review.

3. Grading

Each student may earn up to **100 (%) points** for exemplary work on the assignments for this course.

A+ = 100%/pts

B+= 89 – 91%/pts

C+= 78 – 80%/pts

A = 97 – 99%/pts

B = 85 – 88%/pts

C = 74 – 77%/pts

A- = 92 – 96%/pts

B- = 81 – 84%/pts

C- = 70 – 73%/pts

References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (7th Edition) is accessible via internet:

<http://www.apastyle.org/manual/> Additionally, you may access APA examples at:

<http://owl.english.purdue.edu/owl/resource/560/01/> for further help citing references in course assignments.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from <http://www.ssw.umich.edu/studentGuide/2007/>.

Religious/Spiritual Observances

Students will be excused from class for religious/spiritual observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

Incompletes

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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*