1. Course Statement

a. Course description


b. Course content

This course focuses on skill building to provide a range of brief, evidence-based and/or evidence-informed interventions including prevention, treatment and recovery as well as longer-term treatment and support for clients as appropriate. Examples include: motivational interventions; brief treatments for mental health and substance use problems; adjustment to illness, crisis intervention, and chronic illness management.

Core evidence-based/evidence-informed therapies will be the focus of this class including: 1) motivational interviewing, 2) cognitive behavioral therapy (CBT), 3) dialectical behavior therapy (DBT), and 4) acceptance and commitment therapy (ACT).

This course is adult-focused. Attention will be given to application of interventions with clients
across diverse populations and need with a focus on common health and mental health conditions such as depression/anxiety, substance use, chronic pain, etc. Attention will also be given to application of interventions in a variety of practice settings such as community mental health agencies, health care facilities and non-profit agencies.

c. **Course objectives and competencies**

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

1. Demonstrate engagement strategies that are relevant to the practice setting (EPAS Competency 1, 6)
2. Utilize evidence-informed assessment procedures to identify appropriate intervention strategies
3. Develop person-centered treatment goals, objectives, and interventions. (EPAS Competency 1, 7, 8)
4. Implement evidence-based prevention and intervention strategies (e.g. cognitive behavioral interventions, parent management training) that are compatible with client’s goals, needs, circumstances, culture, and values. (EPAS Competency 1, 8, 2)
5. Develop trauma-informed intervention skills in working with adults that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3, 4, 8)
6. Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of adults’ social identities on their experience of power and privilege; and appropriateness of the intervention to specific client needs resulting from conditions (EPAS Competency 1, 2, 8, 9)

d. **Course design**

This course uses a **flipped classroom** engaged-learning approach using a myriad of pedagogical strategies such as: remote class discussions, small group work, experiential/simulated exercises, case examples, written assignments, guest speaker(s), role-plays, and other activities in order to facilitate understanding of the course content and to promote skill development.

Asynchronous and Synchronous class sessions will include a lecture or presentation, accompanied by a discussion or clinical practice/activity. 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 healthcare settings.

**Given the COVID-19 context** and the fact that this is a virtual course, below you will find an elaborated version of anticipated workload every week, especially regarding how you are expected to engage in the flipped classroom format.

e. **Curricular themes**

Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to differences in health outcomes, beliefs, behaviors, and the role of protective factors and social support in health status and disease outcomes. The key diversity dimensions will be examined as they relate to health beliefs and health behavior. Social Justice and Social Change will be addressed in content examining differences in mortality and morbidity in
population subgroups, and access and barriers to care. This course emphasizes the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the life span. Behavioral and Social Science Research will be explored and read throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

f. Relationship to social work ethics and values
This course will examine current ethical issues and controversies in the field integrated health care. The NASW Code of Ethics will be used to inform practice in this area. Students will analyze ethical issues related to: stigmatization and psychiatric labels; client confidentiality; client rights and prerogatives; especially 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. Students are required to abide by the NASW Code of Ethics while enrolled in the program.

g. Intensive focus on PODS
This course integrates PODS (privilege, oppression, diversity, and social justice) content and skills 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.

2. Class Requirements

a. Text and class materials

Required books (all available through UM Library electronically!); **don’t need to purchase unless desired**


**Recommended** books if interested in learning more (*not required for course*):


6) Hayes, S., Strosahl, K., & Wilson, K. G. (2012). Acceptance and commitment therapy the process and practice of mindful change. New York: Guilford Press. Available for all students electronically (no cost) via the UM Library: [https://search.lib.umich.edu/catalog/record/011163178](https://search.lib.umich.edu/catalog/record/011163178)

Article readings will be posted each week in advance on Canvas. All required articles will be clearly marked in the class schedule below for a given week and in CANVAS, and recommended articles will be provided in list-form at the end of the syllabus if interested in learning more.

Canvas Log In: [https://canvas.umich.edu](https://canvas.umich.edu)

SImmersion Log In: [https://training.simmersion.com/index.html](https://training.simmersion.com/index.html)

Students are expected to **engage all required course material** prior to class. Note that this is even more important to ensure you can engage with the content and learning process for this course delivered virtually.

**b. Class schedule**

Synchronous items involve live class via zoom and asynchronous items involve work on your own time (reading, watching, doing). Asynchronous items should ideally be completed **prior** to the live class time to engage in discussion and clinical practice. Live classes will be recorded.

**Note:** **Live class times are as follows:** Every scheduled Friday of the semester from 2 pm to 4 pm EST via Zoom (links in CANVAS)

**Live classes will involve discussion groups and practicing skills with classmates; either very minimal or no lecture during live time**
<table>
<thead>
<tr>
<th>Day/Classes</th>
<th>Topics</th>
<th>To do Prior to Live Class</th>
<th>Due by midnight of the class day (Friday of given week)</th>
</tr>
</thead>
</table>
| **Week 1**  | Course Introduction  
  - Overview of course  
  - Ethics  
  - Culture and intersectionality  
  - Core intervention/treatment skills in integrated health, mental health, and substance use | **Read (all required):**  
| **Week 2**  | MI  
  - Refresher/overview, and deep dive into engagement | **Read (all required):**  
  Miller & Rollnick text: Chapters 1, 2, and 3  
| (Sept 11)   |        |                           |                                                      |
| Week 3  
(Sept 18) | MI | Read (all required):  
Miller & Rollnick text: Chapters 12, 13, 14  
|  | Deep dive into focusing and evoking, and application for substance abuse and smoking | Interviewing fits in Health Care: Chapter in *Motivational interviewing in health care: helping patients change behavior*. Guilford Press. (PDF in CANVAS)  
Watch (in CANVAS under week): Pre-recorded video of the instructor Treatment videos/additional videos |
<table>
<thead>
<tr>
<th>Week 4 (Sept 25)</th>
<th>MI</th>
<th>Deep dive into planning, resistance, and application in integrated health, mental health, and substance use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Read (all required):</strong> Miller &amp; Rollnick text: Chapters 19, 20, and 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Watch (in CANVAS under week):</strong> Pre-recorded video of the instructor (required)</td>
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<tr>
<td></td>
<td></td>
<td>Treatment videos/additional videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> live class will be shorter this week to give time for role play recording (for assignment due 10/2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5 (Oct 2)</th>
<th>CBT</th>
<th>Refresher/overview</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Read (all required):</strong> Beck text: Chapters 1, 2, and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vally, Z., &amp; Maggott, C. (2015). Evaluating the outcome of cultural adaptation of cognitive-behavioral therapy for adult depression: A meta-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MI Role play, reflection, and peer-evaluation assignment 1 due 10/2</td>
</tr>
</tbody>
</table>
| Week 6 (Oct 9) | CBT | Deep dive into application of skills for depression | **Read (all required):**  
Beck text: Chapters 11, 13, and 14  
**Watch (in CANVAS under week):**  
Pre-recorded video of the instructor Treatment videos/additional videos |
|-----------------|-----|----------------------------------|---------------------------------|
| Week 7 (Oct 16) | CBT | Deep dive into application of skills for anxiety and OCD | **Read (all required):**  
Beck text: Chapters 15, 20, and 21  
**SIMmersion with Roger due 10/16** |

**Watch (in CANVAS under week):**
Pre‐recorded video of the instructor
Treatment videos/additional videos

<table>
<thead>
<tr>
<th>Week 8 (Oct 23)</th>
<th>DBT</th>
<th><strong>Read (all required):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DBT</td>
<td>Linehan text: Chapters 1 and 2</td>
</tr>
<tr>
<td><strong>Watch (in CANVAS under week):</strong></td>
<td>Pre‐recorded video of the instructor</td>
<td></td>
</tr>
<tr>
<td><strong>Treatment videos/additional videos</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9 (Oct 30)</th>
<th>DBT</th>
<th><strong>Read (all required):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DBT</td>
<td>Linehan text: Chapter 6 (recommended to read 7, 8, 9, and 10 if you have time, but not required)</td>
</tr>
<tr>
<td></td>
<td>Deep dive, application in general and for</td>
<td>Skerven, K., Whicker, D. R., &amp;</td>
</tr>
<tr>
<td><strong>Watch (in CANVAS under week):</strong></td>
<td>Pre‐recorded video of the instructor</td>
<td></td>
</tr>
<tr>
<td><strong>Treatment videos/additional videos</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10 (Nov 6)</td>
<td>ACT</td>
<td>Read (all required):</td>
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<td></td>
<td></td>
<td><strong>Note:</strong> live class will be shorter this week to give time for role play recording (for assignment due 11/13)</td>
</tr>
</tbody>
</table>
### Week 11 (Nov 13)

**ACT**
- Deep dive, application chronic for chronic illness and pain

**Read (all required):**


**Watch (in CANVAS under week):**
Pre-recorded video of the instructor Treatment videos/additional videos

**CBT or DBT Role play, reflection, and peer-evaluation assignment 2 due 11/13**

### Week 12 (Nov 20)

**Trauma sensitive mindfulness**
- Overview and application with trauma in integrated health, mental health, and substance use

**Read (all required):**

West, J., Liang, B., & Spinazzola, J. (2017). Trauma sensitive yoga as a complementary treatment for posttraumatic stress disorder: A


**Watch (in CANVAS under week):**
Pre-recorded video of the instructor Treatment videos/additional videos

<table>
<thead>
<tr>
<th>Week 13 (Nov 27)</th>
<th>Thanksgiving break; no class, readings/videos, or assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14 (Dec 4)</td>
<td>Wrap up: termination and evaluation of progress in integrated health, mental health, and substance use</td>
</tr>
</tbody>
</table>

**Watch (in CANVAS under week):**
Pre-recorded video of the instructor Treatment videos/additional videos

**Final Integrative Analysis and Case Application Paper 12/11**

**NOTE: ALL STUDENTS WILL BE NOTIFIED IF THERE ARE SYLLABUS CHANGES VIA ANNOUNCEMENTS IN CANVAS****

c. **Assignments/Tasks and Points for Grading**

<table>
<thead>
<tr>
<th>Assignment/Task</th>
<th>Due date (all by 11:59 PM EST on date listed below)</th>
<th>Percent of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live class attendance and participation in discussions and practicing of clinical skills</td>
<td>Ongoing</td>
<td>15% (15 points)</td>
</tr>
<tr>
<td>Question development for discussion groups</td>
<td><strong>TBD per student</strong>&lt;br&gt;Sign up in google sheet for due date (topic/week)</td>
<td>5% (5 points)</td>
</tr>
<tr>
<td>SIMmersion virtual client (CBT Functional Analysis with Roger Ellison)</td>
<td><strong>Due 10/16</strong>&lt;br&gt;Submit screenshot of score in canvas</td>
<td>5% (5 points)</td>
</tr>
<tr>
<td>Role play, reflection, and peer-evaluation (x2)</td>
<td><strong>Due 10/2</strong> (vignette-based using MI) and <strong>11/13</strong> (vignette-based using CBT or DBT))&lt;br&gt;Partners will be assigned</td>
<td>40% (40 points; 20 each)</td>
</tr>
</tbody>
</table>
1. **Live class participation and attendance**: Read below in section d, attendance and class participation.

2. **Question development for discussion groups**: Students will sign-up to choose a class week to be responsible for generating 2 discussion questions from the article readings (not books, only from articles). Each question needs to be from 2 different articles which are assigned for a given week. One question can be a general discussion question related to a reading, and one question MUST be PODS-focused (privilege oppression diversity and social justice) related to a reading. Discussion questions will be used in the live class discussion so be mindful of the due date for the week you sign up for in the google doc: [https://docs.google.com/document/d/1PonN1ke7juJ28FEyrXYpmz5Ff3EsXaXS2aWzSGcTx4E/edit?usp=sharing](https://docs.google.com/document/d/1PonN1ke7juJ28FEyrXYpmz5Ff3EsXaXS2aWzSGcTx4E/edit?usp=sharing). Sign up is due to be completed by the start of the 2nd live class. Post your discussion questions in the discussion post area of CANVAS (there will be a discussion thread for each week) and you should enter your 2 questions within the thread in which your questions are due. When you post, PLEASE lead with the type of question and article you are referring to. For example, “Discussion question for Gordon article: begin with your question…….” Or “PODS question for Gordon article: begin with your question…..”

3. **SIMmersion virtual client**: Virtual work with 1 of the SIMmersion clients (CBT Functional Analysis with Roger Ellison). The goal is to get 75% or better in this 15-20 min conversation. You can attempt as many times as needed and will submit the screenshot of a score of 75% or better through CANVAS (upload a screen shot of your performance report score into the assignment section). **SIM with Roger**: Using a self-monitoring worksheet, the student will examine a recent drinking episode and work with the client (Roger) to show how his thoughts, feelings, and events in the recent episode might be interacting. In addition to doing a functional analysis, students practice using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

4. **Role play, reflection, and peer-evaluation (two are due)**: Students will record and share 2 minutes (video clip is a piece of your role play) of a role play in which they are using skills from interventions of focus. Students will be assigned a partner. There will be 2 videos/reflections/evaluations due during the semester: the first one using motivational interviewing, and the second one using either CBT or DBT. The 2 minutes should show
application of skills (you as the clinician with a student as the client). In addition to submitting the short video, you will submit a 1-page reflection (questions for the reflection will be provided in CANVAS). Lastly, you will complete a peer evaluation of your partner for when they were the clinician. All will be uploaded in CANVAS under this assignment header.

5. **Final Integrative Analysis and Case Application Paper:** This final paper assignment will focus on integration of cumulative course concepts and intervention skills learned across the semester. A vignette of a clinical case will be provided to students and a series of questions will be asked for response in a written paper (max of 6 pages). Responses will demonstrate students’ ability to compare/contrast intervention approaches including strength/limitations; application to diverse clients; comfort level in using various models, etc.

**Assignment Guidelines:** All assignments and papers to be handed-in are due by 11:59 pm on the dates posted in the syllabus and in CANVAS. Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted.

For all assignments you will be graded on:
- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow (**see next section**)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity)
- Insightfulness and clinical judgment
- Integration of reading materials
- Ability to discern which aspects of use of self would be important in assessment or intervention

**Writing skills:** Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and most of your classes you will be asked to demonstrate grammar, spelling, and the rules of the American Psychological Association Publication Manual (6th Ed). Note: when APA is expected, it will be clearly requested on assignment descriptions. You are not required to purchase the manual; however, I do encourage you to access it and other writing recourses online (e.g. [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) and [http://guides.lib.umich.edu/c.php?g=282964&p=1885441](http://guides.lib.umich.edu/c.php?g=282964&p=1885441)). Please be aware that there will be a reduction of points for poor writing skills (including grammatical errors) and APA errors (when APA is requested). Please use the Sweetland Writing Center if you require writing assistance.

d. **Attendance and Class Participation**

It is important that you attend each live class session, turn on your webcam, engage in clinical
practice with other students, engage in live class discussions, complete all asynchronous activities (readings, content, and videos), and submit all assignments in CANVAS. It is requested that all students turn on **webcams** during the class for engagement-purposes and to build our classroom community. Use of a webcam will also be important for our virtual discussions of content and practicing skills in role-plays (small groups via zoom). Please let me know if you don’t have access to a webcam and/or internet for streaming purposes.

Given the context of remote learning and different environments we are all in, attendance/participation grades for the live class will be managed individually at the discretion of the instructor. Missing more than two ‘live’ classes, in part or in total for any reason, will result in an automatic attendance/participation grade deduction. **Email me if there is a conflict with attending a live class time (just as you would for missing an in-person class) and we will troubleshoot accordingly.**

**Health-Related Class Absences:** Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor’s note) for medical excuses is *not* required.

e. **Course Requirements and Grading**

I will provide feedback to help you deepen awareness of: 1) the process of working with clients, 2) who you are in your work (strengths/challenges), 3) themes that arise in interpersonal practice, and, 4) writing and communication skills. Both content and format will be considered in assignment grades. Failure to follow APA style including references will result in a lower grade. **Rubrics** for each assignment that is a written submission (i.e., papers) will be posted in CANVAS along with the assignment descriptions.

I will occasionally award a **bonus point** for assignments that are exceptionally well-done and for exceptional class participation and contribution. You can work towards bonus points in the assignments as well (look at the bottom of each assignment description in CANVAS to see what can be done for potential point(s)). Thus, you will notice the points in the assignment section add up to 95, with 5 points of room for bonus points and therefore being eligible for an A+.

Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted. Please email the instructor regarding any lateness.

Letter grades ranging from “A” to “F” are earned, with “+” or “-” distinguishing the degree of performance. Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:
A+ = 100   B+ = 87-89   C+ = 77-79   D = 66-69
A  = 96-99   B  = 83-86   C  = 73-76   F = less than 66
A-  = 90-95   B-  = 80-82   C-  = 70-72

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A grade of C– is the lowest which carries credit. D indicates deficiency and carry no credit. A grade of F indicates failure and carry no credit.

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. I will contact you to set up a time to review your concerns in a virtual meeting.

Additional information can be found in the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern.

Class recordings and all course materials (pre-recorded videos, lecture slides, handouts, readings) may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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
Recommended additional article readings (if interested during or after the class):

**Week 1:**


**Weeks 2-4 (MI):**


**Weeks 5-7 (CBT):**


**Weeks 8-9 (DBT):**


**Weeks 10-11 (ACT):**


**Week 12 (Trauma):**


**Week 14 (Wrap-up):**
