SW 602: Interpersonal Practice Interventions in Integrated Health, Mental Health and Substance Use for Adults

Term: Spring/Summer 2021
Instructor: Cara Alexander, PhD, LCSW, BCD
Course #/term: SW602-004 Sp/Su 2021
Time and place: Tuesday (5/11 to 7/20) from 6PM-10PM (Eastern Time Zone) (Note: course is virtual, 7:30-9:30 PM EST is live class time via zoom)
Credit hours: 3
Prerequisites: Foundation essentials required
Pronouns: She, her, hers
Email: carajw@umich.edu
Office: SSW 3728
Office Hours: By appointment via Zoom (sign-up in CANVAS)

“What you do makes a difference, and you have to decide what kind of difference you want to make.” - Jane Goodall

1. Course Statement

a. Course description

The course will build on intervention therapy and practice from the foundation semester and promote more advanced intervention skill level of engagement, goal setting, use of evidence based and informed interventions, and the termination and evaluation phases of treatment. Particular focus will be on advanced clinical competency development regarding: 1. Engagement and rapport building, 2. Goal setting and problem solving, 3. Identifying and implementing appropriate intervention approaches, and 4. Termination and evaluation of treatment.

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: 1. Case conceptualization, 2. Behavioral activation, 3. Cognitive restructuring, 4. Exposure, 5. Managing ambivalence and resistance, 6. Emotion regulation and distress tolerance, and 7. Trauma-sensitive mindfulness.

Core evidence-based/evidence-informed therapies will be the focus of this class including: 1. Motivational interviewing, 2. Cognitive behavioral therapy (CBT) and 3. emerging acceptance-based therapies such as Dialectical Behavioral therapy (DBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT).
Attention will be given to application of interventions with clients across diverse populations and needs, 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 integrated health, mental health, and substance abuse practice settings such as community mental health agencies, health care facilities and non-profit agencies.

b. Course objectives and competencies

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

1. Upon completion of the course, students will be able to: 1. Identify and provide evidence-based interventions and best social work practices in a variety of health settings including integrated health, mental health, behavioral health, hospital, outpatient and community care settings. (EPAS Competency 2, 4, 8)
2. Deliver brief, trauma-informed, interventions for mental conditions, risky or harmful substance use conditions, adjustment to illness and chronic disease management. (EPAS Competency 2, 4, 8)
3. Provide clinical, evidence-based/evidence-informed rationale for use of a specific intervention to match client needs, preferences and response. (EPAS Competency 2, 4, 8)
4. Use focused interventions to engage clients in change process to improve health and to adhere to patient-centered treatment/care plans (e.g., motivational interviewing) (EPAS Competency 4, 6, 8)
5. Deliver brief supportive interventions addressing holistic consequences of physical, mental illness and injury. (EPAS Competency 6, 8)
6. Identify and provide longer-term models of treatment and support for clients with persistent illnesses/conditions that require follow-up over time. (EPAS Competency 6, 8)
7. Provide information, education, guidance, and support to family members about health conditions, prevention, available treatments, illness and self-management, peer support and recovery. (EPAS Competency 2, 6, 8)
8. Monitor and evaluate outcomes of interventions and modify, adjust interventions accordingly. (EPAS Competency 7, 9)

c. Course design

This course supports a flipped classroom approach in which students complete pre-work (readings, lecture materials, viewing videos) and class time has minimal didactic lecture and is primarily spent practicing intervention techniques.

Use of student generated standardized clients developed in the required assessment course may be used to practice intervention skills.

Active engagement in intervention practice, engagement in role plays, observation and critical analysis of various interventions, matching interventions to client needs, and mutual constructive feedback is critical to the skill development focus of this class.

d. Intensive focus on PODS
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 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.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, gender, sexual orientation, sexual identity, socioeconomic status and class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behaviorally focused interventions.

2. Class Requirements

a. Text and class materials

**Required** books (all available through UM Library electronically)

**IMPORTANT NOTE: You do not need to purchase these books unless desired**


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 and viewing content, practicing skills). Asynchronous items should be completed **prior** to the live class time to engage in discussion and clinical practice. Live classes will be recorded and shared securely with students who may be absent. Breakout sessions with discussions and skill practicing will not be recorded.
Live synchronous class time: Tuesday from 7:30pm to 9:30pm EST (Eastern Time). **Note:** the course is scheduled from 6 PM to 10 PM yet our live time together will only be 2 hours maximum. The additional time is for you to engage in asynchronous material, practice skills, or attend office hours.

<table>
<thead>
<tr>
<th>Day/Class</th>
<th>Agenda</th>
<th>To do prior to class (read, watch)</th>
<th>Assignment Due by 11:59 PM EST</th>
</tr>
</thead>
</table>
| Week 1: May 11th | Course Introduction  
- Overview of course  
- Ethical Social Work Practice with Adults  
- Culture and intersectionality  
- Core intervention/treatment skills in integrated health, mental health, and substance use | **Watch (in CANVAS under week):** 
Pre-recorded video of the instructor | |
| | **Required Readings:** | | |
| **Week 2:** May 18<sup>th</sup> | Advancing Therapeutic Alliance through Anti-racist Clinical Practice  
- Understanding the levels of empathy and how to use them  
- Utilizing screening and testing to support clinical decision making  
- Addressing PODS in the therapeutic environment  

**Motivational Interviewing (MI): Overview and the Engaging Process** | **Watch (in CANVAS under week):**  
Pre-recorded video (on Motivational Interviewing) of the instructor  
Treatment videos/additional videos  

**Required Readings:**  
Miller & Rollnick text: Chapters 2, 3, and 4 (optional chapters if interested/have time: 1, 5, 6, and 7)  
Please come prepared to discuss examples from your experiences with microaggressions, racism and cultural humility in clinical practice. |  |
| **Week 3:** May 25<sup>th</sup> | Motivational Interviewing (MI): The Focusing and Evoking Process with Application for Substance Abuse and Smoking  

**Watch (in CANVAS under week):**  
Treatment videos/additional videos  
Motivational Interviewing Example  
[https://youtu.be/67I6g1I7Zao](https://youtu.be/67I6g1I7Zao)  

**Required Readings:**  
Miller & Rollnick text: Chapters 8, 10, 14 (optional chapters if interested or have time: 9, 11, 13)  
| Week 4: June 1st | Motivational Interviewing (MI): The Planning Process, Resistance, and Application in Integrated Health, Mental Health, and Substance Use (In-class Role-play) | Watch (in CANVAS under week): Treatment videos/additional videos  
Skill Demonstration Motivational Interviewing  
Link: [https://www.youtube.com/watch?v=JyV27AP4qwg](https://www.youtube.com/watch?v=JyV27AP4qwg)  
Motivational Interviewing Role Play: Doubts about Substance Use after DUI  
Link: [https://www.youtube.com/watch?v=yqJkupJitaU](https://www.youtube.com/watch?v=yqJkupJitaU)  
Motivational Interviewing Role-Play – Precontemplation Stage – Weight Loss  
Link: [https://www.youtube.com/watch?v=S7RlcWtlzSI](https://www.youtube.com/watch?v=S7RlcWtlzSI) | Week 5: June 8th | Cognitive Behavioral Therapy (CBT): Overview, Cognitive Conceptualization, and Case Formulation | Watch (in CANVAS under week): Pre-recorded video of the instructor Treatment videos/additional videos  
CBT Basics Overview (Media Gallery)  
Identifying Automatic Thoughts, opposite technique  
Link: [https://www.youtube.com/watch?v=q2WZICVT3J0](https://www.youtube.com/watch?v=q2WZICVT3J0) | MI role play assignment due by 11:59 PM EST |
### Required Readings:

Beck text: Chapters 3, 4, and 5


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<table>
<thead>
<tr>
<th><strong>Week 6: June 15th</strong></th>
<th><strong>Watch (in CANVAS under week):</strong> Pre-recorded video of the instructor Treatment videos/additional videos</th>
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<tbody>
<tr>
<td><strong>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Depression</strong></td>
<td><strong>CBT Demo Socratic Questioning</strong>&lt;br&gt;Link: <a href="https://www.youtube.com/watch?v=sW5HDbm09ZE">https://www.youtube.com/watch?v=sW5HDbm09ZE</a></td>
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<tr>
<td><strong>CBT Demo Thought Record Part 1, Identifying Hot Thoughts</strong>&lt;br&gt;Link: <a href="https://www.youtube.com/watch?v=fqgsMJJsMeQ">https://www.youtube.com/watch?v=fqgsMJJsMeQ</a></td>
<td><strong>Changing a Maladaptive Schema with Dr. Sudak and Brian (from Wright, “Learning Cognitive Behavioral Therapy: An Illustrated Guide, Second Edition”)</strong>&lt;br&gt;Link: <a href="https://www.youtube.com/watch?list=PLn0PnqqBFld2FmPY0kuLZSMnejIdFjiGc&amp;v=O0b7K5bXfFs&amp;feature=emb_logo">https://www.youtube.com/watch?list=PLn0PnqqBFld2FmPY0kuLZSMnejIdFjiGc&amp;v=O0b7K5bXfFs&amp;feature=emb_logo</a></td>
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<tr>
<td><strong>Difficulty Finding Rational Alternatives with Dr. Brown and Eric (from Wright, “Learning Cognitive-Behavioral Therapy: An Illustrated Guide, Second Edition”)</strong>&lt;br&gt;Link: <a href="https://www.youtube.com/watch?list=PLn0PnqqBFld2FmPY0kuLZSMnejIdFjiGc&amp;v=I1F4hvRC50&amp;feature=emb_logo">https://www.youtube.com/watch?list=PLn0PnqqBFld2FmPY0kuLZSMnejIdFjiGc&amp;v=I1F4hvRC50&amp;feature=emb_logo</a></td>
<td><strong>Required Readings:</strong>&lt;br&gt;Beck text: Chapters 7, 14, and 15</td>
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<tr>
<td><strong>Week 7: June 22nd</strong></td>
<td>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Anxiety</td>
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<td>Behavioral Action Plan with Dr. Wichmann and Meredith (from Wright/APA Publishing)</td>
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<td>Activity Scheduling with Dr. Wichmann and Meredith (from Wright/APA Publishing)</td>
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<td>What a Cognitive Behavioral Therapy (CBT) Session Looks Like</td>
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<td>CBT Demo Behavioral Experiment</td>
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<td></td>
<td><strong>Required Readings:</strong></td>
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<td></td>
<td>Beck text: Chapters 17, 18, and 20</td>
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</table>
| Week 8: June 29<sup>th</sup> | Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Obsessive-Compulsive Disorder | **Watch (in CANVAS under week):** Pre-recorded video of the instructor Treatment videos/additional videos
Link: [https://www.youtube.com/watch?v=sigXTV5QXik](https://www.youtube.com/watch?v=sigXTV5QXik)

CBT Demo Interoceptive Exposures
Link: [https://www.youtube.com/watch?v=sigXTV5QXik](https://www.youtube.com/watch?v=sigXTV5QXik)

CBT Demo Interoceptive Exposures, Part 2
Link: [https://www.youtube.com/watch?v=ygAi4MidIlhM](https://www.youtube.com/watch?v=ygAi4MidIlhM)

**Required Readings:**
Beck text: Chapters 19 and 22


| Week 9 July 6th | CBT (In-class Role-play)
Dialectical Behavior Therapy (DBT): Overview and Application for Personality Disorders | **Watch (in CANVAS under week):** Pre-recorded video of the instructor Treatment videos/additional videos
Video Feedback in Cognitive Therapy for Social Anxiety (demo clip)
Link: [https://www.youtube.com/watch?v=4wTsJ6gQ8o](https://www.youtube.com/watch?v=4wTsJ6gQ8o)

**SIMmersion with Melody due by 11:59 PM EST** |
Week 10:
July 13

Acceptance and Commitment Therapy (ACT): Overview and Application for Chronic Illness and Pain

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

ACT OVERVIEW- Media Gallery

ACT Example Videos:
Link: https://contextualscience.org/learning_act_skills_and_comptencies_for_clinicians

Alexander street demonstration
Link: https://weblogin.umich.edu/?cosign-apps_lib&https://apps.lib.umich.edu/cgi/l/login/proxy-session-init-qurl?qurl=https%3a%2f%2fvideo.alexanderstreet.com%2fwatch%2facceptance-and-commitment-therapy%2ftranscript%3fcontext%3dchannel%3acounselin

CBT role play assignment due by 11:59 PM EST

CBT Role-Play: Exposure and Response Prevention – Early session
Link: https://www.youtube.com/watch?v=TMVRjab1TmE

CBT Demo: Constructing an Exposure Hierarchy
Link: https://www.youtube.com/watch?v=D-I2gGqNVQU

Required Readings:

Linehan text (DBT skills training manual): Chapter 1 and 2
(if you have time/interest: read all chapters)


**Required Readings:**


**Recommended Readings**


**Week 11:**

July 20th

Trauma Sensitive Mindfulness: Overview and Application for Trauma in Integrated Health, Mental Health, and Substance Use settings

Wrap up: Termination and Evaluation of Progress in Integrated Health, Mental Health, and Substance Use

**Watch (in CANVAS under week):**

Pre-recorded video of the instructor Treatment videos/additional videos

TERMINATION LECTURE - Media Gallery

Webinar on Trauma Sensitive Mindfulness
Link: [https://yogaed.com/resource/webinar-trauma-sensitive](https://yogaed.com/resource/webinar-trauma-sensitive)

Trauma-Sensitive Mindfulness with David Treleaven – Workshop
Link: [https://www.youtube.com/watch?v=MkHoDhXWWCo](https://www.youtube.com/watch?v=MkHoDhXWWCo)

Trauma Informed Mindfulness – 5-minute practice
Link: [https://www.youtube.com/watch?v=PqTLEe0-QHI&t=174s](https://www.youtube.com/watch?v=PqTLEe0-QHI&t=174s)

Mindfulness Meditations: Releasing Trauma

**Final integrative paper due by 11:59 PM EST**
Trauma-Informed Mindfulness
Link: https://www.youtube.com/watch?v=tPSL-yXg218

Required Readings:


Recommended Readings


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

C. Assignments

<table>
<thead>
<tr>
<th>Assignment/Task</th>
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<tbody>
<tr>
<td>Attendance and Participation in Live Class (Will include mindfulness activity, JigSaw groups report outs &amp; class discussions)</td>
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<tr>
<td>Due date</td>
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<tr>
<td>Percent of Grade/Points</td>
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<tr>
<td>Ongoing</td>
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<tr>
<td>20% (20 points)</td>
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<tr>
<th>Assignment/Task</th>
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<tr>
<td>Question development for discussion groups</td>
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<tr>
<td>Due date</td>
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<tr>
<td>Percent of Grade/Points</td>
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<tr>
<td>You will choose your week</td>
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<tr>
<td>5% (5 points)</td>
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<tr>
<th>Assignment/Task</th>
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<tr>
<td>SIMmersion virtual clients (x2)</td>
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<tr>
<td>Due date</td>
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<tr>
<td>Percent of Grade/Points</td>
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<tr>
<td>1) CBT Functional Analysis with Roger</td>
</tr>
<tr>
<td>Roger Due: Week 7 (June 22) by 11:59 PM (EST)</td>
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<td>10% (10 points; 5 each)</td>
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<td>2) CBT Creating a Change Plan with Melody</td>
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<tr>
<td>Melody Due: Week 9 (July 6) by 11:59 PM (EST)</td>
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<th>Assignment/Task</th>
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<tr>
<td>Role play, reflection, and peer-evaluation (x2)</td>
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<td>Due date</td>
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<td>Percent of Grade/Points</td>
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<tr>
<td>(Partners will be self-selected by areas of clinical interest)</td>
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<tr>
<td>MI Due: Week 5 (June 8) by 11:59 PM (EST)</td>
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<td>30% (30 points; 15 each)</td>
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<td>CBT Due: Week 10 (July 13) by 11:59 PM (EST)</td>
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<th>Assignment/Task</th>
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<tr>
<td>Final Integrative Analysis and Case Application Paper (vignette-based)</td>
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<tr>
<td>Due date</td>
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<td>Percent of Grade/Points</td>
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<tr>
<td>Due: Week 11 (July 20) by 11:59 PM (EST)</td>
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<td>30% (30 points)</td>
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<tr>
<th>Assignment/Task</th>
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<tbody>
<tr>
<td>Bonus Points and Choice Assignment Points</td>
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<tr>
<td>Due date</td>
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<tr>
<td>Percent of Grade/Points</td>
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<tr>
<td>Ongoing</td>
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<tr>
<td>5% (5 points)</td>
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</table>

All assignment descriptions will be posted on the CANVAS site with their due dates.

**Assignment Overviews (greater detail in the assignments section of CANVAS):**

1. **Live class participation and attendance:** Read below in section d, attendance, and class participation. Each student will identify a mindfulness exercise that they will facilitate in class (as assigned based on student preference), plus submit the text via CANVAS to the discussion board prior to class (5 points of participation grade); **JigSaw Groups and Report Out to the Class.** Students will be preassigned to a JigSaw group where they will divide the readings and meet prior to class to discuss the readings with each other. Each group will be assigned one reading that they will present a summary to the class on. The presentation should be no more than 5 minutes and should highlight key points of the reading and how it can be applied to interpersonal practice in integrated health, mental health, and substance use for adults.

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).
3. **SIMmersion virtual clients (two are due):** Virtual work with 12 of the SIMmersion clients (CBT Functional Analysis with Roger and CBT Creating a Change Plan with Melody). The goal is to get 75% or better in this 15-20 min conversation. You must practice with each client at least 3 times but can attempt as many times as needed to achieve the score. You will submit the screenshot of a score of 75% or better through CANVAS (upload a screenshot of your performance report score into the assignment section). In addition to the functional analysis and change plan skills, you will 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. The 2 minutes should show accurate and effective 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.

6. **Bonus Points and Choice Assignment Points.** 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 these points through choice assignments as well (look at the bottom of assignment descriptions in CANVAS to see what can be done for a potential point). **Thus, you will notice the points in the assignment section add up to 95, with 5 points of room for bonus points/choice assignment points and therefore being eligible for an A+.**

Assignment Guidelines: All assignments and papers to be handed-in are due by 11:59 PM (Eastern Standard Time) 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 resources online (e.g. https://owl.english.purdue.edu/owl/ and 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. 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. Rubrics for each assignment that is a written submission (i.e., papers) will be posted in CANVAS along with the assignment descriptions.
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>96-99</td>
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<tr>
<td>A-</td>
<td>90-95</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>66-69</td>
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<tr>
<td>F</td>
<td>less than 66</td>
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</table>

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. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website.

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.

g. Covid-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have
acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

h. 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.

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 texts and article readings (if interested during or after the class):

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


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


**Weeks 5-8 (CBT):**


**Week 10 (ACT):**


**Week 12 (Trauma) and Wrap-up:**

