



Course title:	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)	
Course #/term:	603/002, Spring/Summer 2021	
Time and place:	Monday, 8:00am-12:00pm, Virtual Classroom	
Credit hours:	3	
Prerequisites:	601 or permission of instructor	
Instructor:	Erin Martinez	
Pronouns:	She/Her/Hers	
Contact info:	Email: ebschnie@umich.edu	Phone: 313-550-4742
	You may expect a response within 24 hours	
Office:	2798 / Virtual Via Zoom	
Office hours:	12:00pm-1:00pm Monday and by appointment	

1. Course Statement

a. Course description

This course will build on intervention approaches introduced in the essential courses by promoting advanced and skill building for behavioral health providers (e.g. engagement, contracting, problem-solving, emotional regulation, behavioral activation, cognitive restructuring, etc.) using a specific brief, evidence-based and/or evidence-informed interventions including prevention, treatment and recovery as well as longer-term treatment and support for children and youth as appropriate. Particular focus will be on Cognitive Behavioral Therapy as a model of evidence-informed approaches in advancing clinical competency development regarding: 1. Psychoeducation, 2. Mindfulness, 3. Cognitive coping, 3. Behavioral Activation, 4. Exposure, 5. Problem solving and 7. Distress Tolerance. An overview of crisis and suicide intervention, solution focused, motivational interviewing interventions and family interventions will be provided. A specific intervention strategy will be analyzed in the context of delivering interventions as trauma-informed and culturally responsive. Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, youth, transitional age youth and their families.

b. Course objectives and competencies

Upon completion of this 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 child/adolescent and family or caretaker goals, needs, circumstances, culture, and values. (EPAS Competency 1, 8, 2)
5. Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3k 4, 8)
6. 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 (EPAS Competency 1, 2, 8, 9)

c. Course design

Class format will include lecture, discussion, case analysis, and peer-reviewed skill practice. Reflection and recorded assignments to evaluate students' ability to integrate knowledge into practice will be utilized. This course has been designed to focus on development and demonstration of intervention skills and competencies. Thus a “flipped classroom” model – with students reading pre-readings and watching videos prior to class, and using class time primarily for practice demonstration and discussing questions and feedback will be followed.

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.

Actively practice to enhance social justice:

Adapt social justice vision for interpersonal practice utilizing person-centered and recovery-oriented practice methods. Intervention strategies used and skills developed will address cultural sensitivity and promote cultural humility.

Critical Contextual Thinking:

Students during the engagement, assessment, intervention and evaluation phases of work, how privilege, oppression, diversity and social justice impacts the processes in each phase of interpersonal practice based on the social and personal identities of themselves and clients. Selection Implementation of interventions and processes of change in work with children, youth, transitional age youth and families with complex needs will be analyzed using a social justice lens, especially as it relates to the pathways to care (e.g. access, resources) for this population.

Conflict, Dialogue and Community:

Students will utilize case consultation and review of potential strategies to develop an ability to critically dissect the advantages and disadvantages of practice methods and strategies relevant to the social and personal identities that are impacted by social justice goals. Develop strategies to engage in interprofessional teams with conflicting roles, responsibilities and ideas.

Critical Awareness, use of self, and strengthening strategies for resilience and generativity:

Personal reflection and personal evaluation of growth and areas to enhance relevant to the professional role in the prevention, intervention and termination processes.

2. Class Requirements

a. Text and class materials

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and independent assignments to demonstrate integration into practice.

Text books:

Delahooke, Mona, PhD, (2019) *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges*. PESI Publishing and Media, WI, ISBN: 9781683731191

Harris, Nadine Burke (2019), *The Deepest Well: Healing the Long-term Effects of Childhood Adversity*. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY.

We will use parts of this Manual and you can use it as a reference:

Cully, J.A., & Teten, A.L. 2008. A Therapist's Guide to Brief Cognitive

Behavioral Therapy. Department of Veterans Affairs South Central MIRECC, Houston.
https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf

a. Resources and Course Materials:

- i. [TRAILS to Wellness](#)
- ii. [TF-CBT: Online Training: Medical University of South Carolina](#) (COST)
- iii. Cohen, J. A., & Mannarino, A. P. (2015). Trauma-focused Cognitive Behavior Therapy for Traumatized Children and Families. *Child and adolescent psychiatric clinics of North America*, 24(3), 557–570.
doi:10.1016/j.chc.2015.02.005
- iv. [The National Child Traumatic Stress Network](#)
- v. [Georgetown University Center for Child and Human Development](#)
- vi. [Trauma-Informed Care in Behavioral Health Services](#): SAMHSA TIP 57
- vii. NTI: National Training Institute: MENTAL HEALTH
- viii. Munson, M. R., Cole, A., Stanhope, V., Marcus, S. C., McKay, M., Jaccard, J., & Ben-David, S. (2016). Cornerstone program for transition-age youth with serious mental illness: study protocol for a randomized controlled trial. *Trials*, 17(1), 537. doi:10.1186/s13063-016-1654-0
- ix. SIMmersion: Adolescent SUD

- All articles can be accessed through the UM Library with username kerborized password. Additional content that is needed will be posted to Canvas.
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and independent assignments to demonstrate integration into practice.
- Readings will not be discussed during class unless questions arise. Content should be integrated into practice skills and students will be assessed by level of ability to incorporate theory and content into practice.
- Additional readings may be assigned as environmental shifts occur and will be posted to Canvas.
- Readings and assignments will be posted at least one week prior to the due date.

Accommodations:

If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also, all preferred name and gender pronoun uses will be honored.

Trigger Warning:

This course is heavily trauma-informed and focused. For any student who has experienced adversity in childhood or trauma it will likely bring up painful material. Students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are acceptable, but students will be expected to be able to manage them. There will not be sufficient follow up for processing painful memories or severe anxiety that might get triggered by the course content. In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education in order to be present and effective in working with wounded clients. Wounded healers who are aware and have worked toward resilience make some of the best social workers. See resources for this below.

Health and Wellness:

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates, Lauren Davis or Nyshourn Price at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S. State Street, Ann Arbor, MI 48102. Caps.umich.edu

b. Class schedule

Week 1: Introduction to Course / Focus on Engagement

Learning Objectives:

Identify engagement strategies appropriate to specific environments (EPAS 1, 6)
Explain necessities and challenges associated with engagement strategies (EPAS 1, 6)
Describe how privilege, oppression, diversity and social justice could influence engagement (EPAS 1, 6)

Pre-class preparation:

Required Readings:

Burke Harris: Introduction, and part 1, Discovery, pgs. xi to 45
Castillo-Garayoa, José A, Montes-Vallecillos, Anna, Perales-Echeverría, Arantxa, Sánchez-Velasco, Almudena, & Medina-Cervera, Sergio. (2020). Stages of change and engagement in a family intervention. *Child & family social work*, 25(1), 45–52.
Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement
Mauriello L.M., Johnson S.S., Prochaska J.M. (2017). Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement. In: O'Donohue W., James L., Snipes C. (eds) *Practical Strategies and Tools to Promote Treatment Engagement*. Springer. 25 - 44.

Do:

Review the syllabus under “files” on canvas
Complete Social Work Identity and Expectations statement and be prepared to share in small groups during class.

In class, synchronous:

Introductions to myself and each other
Small group activity using Social Work Identity and Expectations statement
Class assignments and review of the syllabus
Lecture: Introduction to underlying theories and methods of the course: developmental, relational-cultural and trauma recovery theory / Cognitive-Behavioral, Motivational Interviewing and Trauma-Informed Treatment Modalities

Week 2: Assessment: Intricacies within formal and informal assessments

Learning Objectives:

Explain evidence-informed assessment procedures (EPAS 7)
Match evidence-informed assessment procedures to their appropriate and culturally relevant intervention strategy (EPAS 7)
Describe methods for remaining aware of and sensitive to diversity factors and social identities (EPAS 1,2,8,9)

Pre-Class Preparation:

Required Readings:

Burke Harris, Part 2, Diagnosis, pgs. 45-97
Delehoque, Introduction and Chapter 1
Hardy, K. (2015). The View from Black America, Listening to Untold Stories. *The Psychotherapy Networker*, Nov/Dec 2015.
Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37(4), 267.

Do:

[Assignment Due: SIMmersion Simulation: Suicide Prevention: Assessing Risk with Taye Banks \(see Assignments section of syllabus\)](#)

Take and score the ACEs (Adverse Childhood Experiences) survey in appendix 1 and 2 of the Burke Harris book. *The Deepest Well*.

Review Case Study Recording: Jeffery (found in Canvas Media Gallery) and

complete reflection Identity, Development and Introducing Assessment (found in Canvas Files for Week 2 Class).

Post to Discussion Board prior to class

Get acquainted with this resource and focus on case conceptualization:

Module 4: Brief CBT Cully, J.A., & Teten, A.L. 2008. A Therapist's Guide to Brief Cognitive Behavioral Therapy. Department of Veterans Affairs South Central MIRECC, Houston

Take a look at these important assessment tools: Suicide Assessment Screening Tool
Columbia Suicide Severity Rating Scale (C-SSRS)

Adverse Childhood Experiences Questionnaire,

<https://www.theannainstitute.org/Finding%20Your%20ACE%20Score.pdf>

In-Class, Synchronous:

Lecture: Informal and Formal Assessments and Case Conceptualization

Small Group: Case Conceptualization Application

Week 3: Family Engagement

Learning Objectives:

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate.

Explain how social and personal identities could influence intervention strategies and their effectiveness (MLO 3.2, CLO 3, EPAS 1, 7, 8)

Describe methods for remaining aware of and sensitive to diversity factors and social identities (MLO 3.3, CLO 3, EPAS 1, 7, 8)

Pre-Class Preparation:

Required Readings:

Burke Harris, Part 3, Prescription, pgs. 97-134

Mazza, C., & Perry, A. R. (2017). Fatherhood in America : Social Work Perspectives on a Changing Society. Charles C Thomas.pp. 265-268

Williams, Natasha & Foye, Angelique & Lewis, Florence. (2016). Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother. *Journal of Feminist Family Therapy*. 28. 30-47. 10.1080/0895

Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work." *Families in Society* 86(2), 181-188.

Do:

Assignment Due: SIMmersion Simulation: Preventing Childhood Obesity with Kelly Robinson (See Assignments section of syllabus)

Complete Family of Origin and Identity Reflection and Brief Parent Interview
Post to Discussion Board on Canvas prior to synchronous class

In-Class, Synchronous:

Lecture: Joining, Permission and Understanding Dynamics of the Family
Case Study-Brendon and Small Group Discussion and Engagement Practice

Week 4: Goal Planning / Individualized Plan of Service

Learning Objectives:

Describe the concept of person-centered treatment (EPAS 1,2, 8)

Discuss person-centered treatment, goals, objectives and interventions (EPAS 1, 2, 8)

Apply a person-centered approach to a clinical scenario (EPAS 1, 2, 8)

Pre-Class Preparation:

Required Readings:

Burke Harris, Part 3, Prescription, pgs. 134-174

Delahooke, Chapters 2 and 3 (pgs 27-95)

Module 6: Brief CBT Cully, J.A., & Teten, A.L. 2008. A Therapist's Guide to Brief Cognitive Behavioral Therapy. Department of Veterans Affairs South Central MIRECC, Houston

Do:

Review the treatment planner specific to anxiety, as a diagnosis/presenting need, to identify potential goals that align with CBT and Motivational Interviewing as intervention strategies. You will use the section titled "Anxiety Reduction."

Watch: (1 hour and 45 mins) American Academy of Pediatrics (Producer), & . (2014). Trauma informed practice: Working with youth who have suffered adverse experiences. [Video/DVD] American Academy of Pediatrics. Retrieved from: <https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/trauma-informed-practice-working-with-youth-who-have-suffered-adverse-experiences>

In-Class, Synchronous:

Lecture: Developing Person-Centered Intervention Plans, Weaving Research and Modalities

Case Study: Jonathon

Small Groups: Developing an Intervention Plan Using CBT Treatment Planner and Trauma-Informed Treatment Concepts

Week 5: Intervention and Monitoring: Motivational Interviewing and tools to monitor effectiveness

Learning Objectives:

Develop a plan for monitoring and evaluating effectiveness of interventions (EPAS 1,2,8)

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1, 2,8)

Apply an evidence-based, culturally, situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,2,8)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,2,3,4,8)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Apply an evidence-based intervention to a clinical scenario (EPAS 1,2,3,4,8)

Pre-Class Preparation:

[Assignment Due: SIMMersion Simulation: Engaging Adolescent Patients About Marijuana Use with David Martin \(see Assignments section of syllabus\)](#)

Required Readings:

Burke Harris, Part 4, Revolution, pgs. 175- 213

Delahooke, Chapter 4 and 5, (pgs.95-168)

View:

PsychotherapyNet. (2019, February 13). Motivational Interviewing for Adolescent Substance Use [Video]. YouTube. <https://www.youtube.com/watch?v=K-zJme3RTzM>

SafeLives. (2017, March 9). Using Motivational interviewing with young people who harm [Video]. YouTube. <https://www.youtube.com/watch?v=ivPIhCD0pFY>

The Safe and Sound Protocol you tube video:

<https://www.youtube.com/watch?v=8ts36NF7A5k> , Mona Delahooke (29 mins)

<https://www.thekidswelose.com/> Hope and Solutions with Ross Greene (17 mins)

In-Class Synchronous:

Lecture: Collaborative Monitoring of Progress both Formal and Informal / Interpreting and Responding to Resistance and Defense
Case Study: Jonathon (continued)
Small Groups: Applying monitoring tools to case study

Week 6: Intervention: Introduction to CBT

Learning Objectives:

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,2,8)

Apply an evidence-based, culturally and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,2,8)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,2,8)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Apply an evidence-based intervention to a clinical scenario (EPAS 1,2,3,4)

Pre-Class Preparations:

Due: [SIMmersion Simulation: Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley](#)

Required Readings:

Burke Harris, Part 4, Revolution, pgs. 213-231

Delahooke, Chapter 6 pgs.169-200

Greenberger, Dennis, Padesky, Christine A., & Beck, Aaron T. (2016). Mind over mood : change how you feel by changing the way you think. New York, NY : Guilford Press.

Retrieved from

<https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4000017>

View:

Therapist Aid. (2014, November 28). What is CBT? [Video]. YouTube.

<https://www.youtube.com/embed/bUOaHsxe8OQ>

In-Class, Remote

Recorded Lecture Introducing CBT and Case Application

Post to Discussion Board on Canvas after listening to recorded lecture

Week 7: Interventions CBT: Identifying and Challenging Automatic Negative Thoughts and Beliefs

Learning Objectives:

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,2,8)

Apply an evidence-based culturally, situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,2,8)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,2,8)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Monitor and evaluate interventions with regard to

Preparation for Class:

Required Readings:

Creed, T. A., Beck, A. T., & Reisweber, J. (2011). Cognitive therapy for adolescents in school settings. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=670162&ppg=3>

Delahooke, chapter 7, (pgs. 201-228)

Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2010). Trauma-focused cognitive behavioral therapy for children: Impact of the trauma narrative and treatment length. *Depression and Anxiety*, 28(1), 67-75.

<https://doi.org/10.1002/da.20744>

Friedberg, R.D., McClure, J.M., & Garcia, J.H. (2009). Chapter 4: Behavioral Interventions. In *Cognitive Therapy Techniques for Children and Adolescents: Tools for enhancing practice*. NY: Guilford Press. (pp. 79-120).

Complete Thought Record: Download from Class 7 File and complete for 3 days.

View:

[Play Therapy for Severe Psychological Trauma](#)

written by Eliana Gil; presented by Eliana Gil; produced by Kevin Dawkins (New York, NY: Guilford Publications, 1998), 36 mins

In-Class Synchronous:

Lecture: Identifying automatic negative thoughts and modalities that explore negative beliefs / Understanding and influencing trauma narrative

Experiential visualization and Large Group application to play-based or CBT therapy

Week 8: Intervention: CBT Behavioral Activation, Relaxation and Mindfulness

Learning Objectives:

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 (EPAS Competency 1,8,2)

Monitor and evaluate interventions with regard to: effectiveness, sensitivity and 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 (EPAS Competency 1,2,8,9)

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8,2)

Apply evidence-based, culturally and situationally-sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,8,2)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,8,2)

Examine effective trauma informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Preparation for Class:

Required Readings:

Delahooke, Chapter 8, (pgs.229-256)

Friedberg, R.D., McClure, J.M., & Garcia, J.H. (2009). Behavioral Interventions. In Cognitive Therapy: Techniques for Children and Adolescents: Tools for enhancing practice. NY: Guilford Press. (pp. 79-120).

Sibinga, Erica M.S, Perry-Parrish, Carisa, Chung, Shang-en, Johnson, Sara B, Smith, Michael, & Ellen, Jonathan M. (2013). School-based mindfulness instruction for urban male youth: A small randomized controlled trial. Preventive Medicine, 57(6), 799–801. Article, SAN DIEGO: Elsevier Inc.

A practical manual that teaches the CBT skill of Behavioral Activation providing handouts, worksheets and record-keeping forms. 34 pages. To access, click on this link:

[Behavioral-Activation-for-Depression.pdf](#)

View:

[3 Minute Body Scan](#) Diane R. Gehart, Ph.D.: Mindfulness in schools with young children

[3-Minute Compassion meditation for Children and Families](#) Mindfulness in Schools: Mindfulness and the Brain for Children

https://www.youtube.com/watch?v=a_hPelcPRTg Mindfulness in Schools: Working with Difficult Emotions

<https://www.youtube.com/watch?v=LtIZNCBlS4g> Urban Yoga

In-Class, Synchronous:

Lecture: Understanding Behavioral Activation and Application / Top-Down and Bottom-Up Processing, Understanding Application / Polyvagal Ladder

Psychoeducation Experiential Mindfulness Large Groups Small Groups: Practice
Introducing and Incorporating Mindfulness in Childhood and Adolescence

Post Reflection to Discussion Board in Canvas

Week 9: Interventions: Weaving MI, CBT and Trauma-Informed Interventions

Learning Objectives:

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8, 2)

Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario.

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8, 2)

Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,8, 2)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,8, 2)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1, 2, 3, 4, 8)

Apply an evidence-based intervention to a clinical scenario EPAS 1, 2, 3, 4, 8)

Preparation for Class:

[Assignment Due: Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison](#)

[Assignment Due: Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison](#)

Required Reading:

Munson, M. R., Cole, A., Stanhope, V., Marcus, S. C., McKay, M., Jaccard, J., & Ben-David, S. (2016). Cornerstone program for transition-age youth with serious mental illness: study protocol for a randomized controlled trial. *Trials*, 17(1), 537.
doi:10.1186/s13063-016-1654-0

Mustanski, B., Newcomb, M.E. & Garofalo, R. (2011) Mental health of lesbian, gay and bisexual youths: a developmental resiliency perspective. *Journal of Gay and lesbian Social Services* 23/2, 204-225. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3126101/>

View:
CHECK IT documentary
Post reflection to Discussion board on Canvas

In-Class, Synchronous
Interventions Handout and Review
Small-groups intervention application using material from CHECK IT documentary
Large-group discussion

Week 10: Interventions: Weaving MI, CBT and Trauma-Informed Interventions

Learning Objectives:
Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research informed for effectiveness.

Week 11: Evaluation/Reflection

Assignments:

Attendance/Participation

Class attendance over Zoom during synchronous class time is expected. Class attendance is important because lecture, activities and discussion will focus on the details of how to practice. Most classes we will meet for approximately ½ of the 4-hour class with work to be completed asynchronously as detailed in the weekly schedule in this syllabus. The day before each class I will send out an announcement with the Zoom invite and specific beginning and ending time for class.

The weekly schedule lists the required readings for each class as well as any videos or reflections that should be completed prior to class. This material can be found under “Pre-Class Preparation.” Sometimes you will be asked to participate via posting to the Discussion Board on Canvas. Each Discussion Post receives points toward participation. If there is a Discussion Post for the week this can be seen on the weekly schedule and a reminder will be noted in the announcement sent out before the class.

You are expected to read the “required readings” for each week although we will not regularly discuss all of them in great detail necessarily. Some of them are supplemental to the course content and you will be expected to be able to apply them in depth in several of your assignments. This is the most significant way, I know you read for the course, so please be intentional about applying the readings when required.

It is expected that you will turn in all assignments and that they reflect your best work to date, as we are all a work in progress. Please communicate with me over email if you want an extension on an assignment due date. I am much more flexible about due dates than I am about attendance. I would rather have you come to class prepared and

take longer on an assignment than miss preparing for, or being in class, so please contact me if you need an extension and I will very likely be flexible with no reduction in points.

Information on attendance at the University can be found at: [Policy on Class Attendance](#) in the MSW Student Guide.

SIMMersion Simulation Assignment:

This is an introduction to SIMmersions:

<https://sites.google.com/umich.edu/simmersion/video-tutorials?authuser=0>

You must complete 6 SIMMersion simulations and turn in the summary grid provided by the Sims Program, with your score. The points you receive are based on completion not the score you receive on the simulation. The following are due dates for each simulation:

Suicide Prevention: Assessing Risk with Taye Banks Due: Week 2 (5/17/21 Monday Section, 5/18/21 Tuesday Section)

Preventing Childhood Obesity with Kelly Robinson Due: Week 3 (5/24/21 Monday Section, 5/25/21 Tuesday Section)

Engaging Adolescent Patients About Marijuana Use with David Martin Due: Week 5 (6/14/21 Monday Section, 6/8/21 Tuesday Section)

Introducing CBT with Tanisha Mosley Due: Week 6 (6/21/21 Monday Section, 6/15/21 Tuesday Section)

CBT: Functional Analysis with Roger Ellison Due: Week 9 (7/19/21 Monday Section, 7/9/21 Tuesday Section)

CBT: Creating a Change Plan with Melody Denison Due: Week 9 (7/19/21 Monday Section, 7/9/21 Tuesday Section)

SIMMersion Simulation Reflection. Due Week 10 ((7/26/21 Monday Section, 7/13/21 Tuesday Section)

This is a 2-page (double-spaced) reflection on your experience completing the 6 simulations. Specific questions to consider when writing your reflection can be found in the assignment description in Assignments on Canvas.

Assignment: Parent/Caregiver Interview and Reflection Due Week 7 (6/28/21 Monday Section, 6/22/21 Tuesday Section)

This assignment provides a practice opportunity in skills of engagement and assessment. The assignment required you to select an individual in your life that has played a role or is currently playing a role in raising a child. This individual should not be someone who is related to you or that you know very well. This individual may be

someone you are acquainted with through school, field placement, neighborhood, etc. Make your best attempt to select an individual who has identities different from your own. They will be entering this experience as a volunteer and their full name does not have to be released. Please see guidelines for explaining roles and introducing the interview further in this assignment description. You will submit a summary of the interview and 3-4 page (double-spaced) reflection. Details of interview questions and reflection considerations can be found in the assignment description under Assignments in Canvas.

OR

Assignment: Process Recording of Adult Attachment Interview: Due Week 7 (6/28/21 Monday Section, 6/22/21 Tuesday Section)

This assignment provides a practice opportunity in skills of engagement and assessment. You can identify another student from the class to interview. You will complete the first 6 questions of the Adult Attachment Interview. You may record this to allow for review of the questions. You will document the responses as well as the non-verbal experiences and your own experiences and reactions in a Process Recording. The Process Recording will be completed and submitted, not the recording. Details of Adult Attachment Interview and Process Recording format can be found in the assignment description under Assignments in Canvas.

Complete one on-line Trauma-informed, evidence-based training: Due Week 11 (8/2/21 Monday Section, 7/20/21 Tuesday Section)

Leave plenty of time for this assignment as they require 5-12 hours for completion) For an introduction to these options, visit the [Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57 website](#) and click on this link to evidence-based treatment training programs:
<http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module4.html>

You can see what it best suited for you and your role in your placement or interest.

You must fully participate in one of these on-line courses and submit your certificate. Your choices are Trauma-focused Cognitive Behavioral Therapy (TF-CBT), Parent Child Interaction Training (PCIT), or Cognitive Behavioral Interventions for Trauma in Schools (CBITS).

TF-CBT, PCIT or CBITS online training:

There is a \$35 charge for the TF-CBT on-line course. The PCIT and CBITS trainings are free.

Trauma Focused Cognitive Behavioral Therapy (TF-CBT):

Complete the internet course on the use of Trauma-Focused Cognitive Behavioral Therapy, by Cohen, Mannarina and Debringer, and turn in your certificate of completion with a short 2-page reflection paper. The course takes about 10 hours and will be completed at your own pace outside of class. You will earn 10 continuing education credits for taking this course and a certificate of completion that can be reflected in your resume. The certificate that proves you completed the course is worth 90% of the grade for this assignment.

This on-line course is sponsored by the National Child Traumatic Stress Network. The website for this curriculum is <https://fcbt2.musc.edu/en>. It takes some time, so get started as soon as you can. Be sure to submit a copy of the certificate for your grade.

Another option . . .

Parent Child Interaction Training for Traumatized Children (PCIT):

This course is free at this website: <https://pcit.ucdavis.edu/pcit-web-course/>

From the website: In 2011, the UCD PCIT Training Center developed the “PCIT for Traumatized Children” Web Course: a free, 10-hour, 11-module web course to provide fundamental information about providing PCIT. This web course was designed to increase access to information about PCIT and to make it easier for more therapists to learn the skills necessary to aid a greater number of families. The web course gives trainees a solid foundation in PCIT and partially fulfills the requirements to be a certified PCIT therapist. The course uses a combination of instruction, video examples, and interactive exercises to educate therapists on the principles of PCIT.

Another option. . .

Cognitive Behavioral Intervention for Trauma in Schools (CBITS):

From the website: The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters. CBITS uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure).

Grading:

Attendance/Participation	150 points
SIMmersion Simulations	(50 points each) 300 points total
SIMmersion Reflection	50 points

Interview/Reflection or Interview/Process Recording
On-Line Training

250 points
300 points

Assignments are expected to be handed in on their due dates in the format designated on the syllabus. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor. If you are unable to turn an assignment in by the due date, an email should be sent to the instructor before the due date outlining your difficulty and proposing a solution. It is the discretion of the instructor to determine if accommodation can/will be applied to allow for completion of an assignment past the due date. The criteria for each grade follows:

A+ = 100
A = 96-99
A- = 92-95
B+ = 89-91
B = 85-88
B- = 81-84
C+ = 78-80
C = 74-77
C- = 70-73
D = 65-69
E = less than 65

MSW Student Guide policies can be found at [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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.

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*

