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.

Course Objectives

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
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)

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.

Curricular Themes

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.

Class Structure, Texts, and Requirements

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.

Textbooks:


All required articles and resources will be posted on canvas or accessible through the UM Library with unique name and password. As this is a “flipped classroom” model, readings will not regularly be reviewed in class, however students will be asked to integrate reading into course assignments. You must complete course readings in order to effectively and comprehensively do this. 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.

Helpful Resources and Course Materials:
i. TRAILS to Wellness
ii. TF-CBT: Online Training: Medical University of South Carolina (COST)
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. SIMmersion: Adolescent SUD

https://sites.google.com/umich.edu/simmersion/videotutorials?authuser=0
Weekly Schedule

Week 1 (5/11) – What engagement and therapeutic alliance and why is it important?
- Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement

Week 2 (5/18) – Assessment, Hypothesis, and Goal Setting
- Delahooke – Introduction and Chapter 1
- NBH – Part 1 (Chapter 1-3)
- DUE: Simmersion 1: Suicide Prevention: Assessing Risk with Taye Banks

Weekly Schedule

Week 1 (5/11) – What engagement and therapeutic alliance and why is it important?
- Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement

Week 2 (5/18) – Assessment, Hypothesis, and Goal Setting
- Delahooke – Introduction and Chapter 1
- NBH – Part 1 (Chapter 1-3)
- DUE: Simmersion 1: Suicide Prevention: Assessing Risk with Taye Banks
Week 3 (5/25) - Trauma Informed Person-Centered Treatment, Goals, Objectives, and Interventions

WATCH:
- **Watch**: DDiatWSU. (2020, June 22). MDDC Webinar #9: Person-Centered Planning Amidst COVID-19 [Video]. YouTube. [https://www.youtube.com/watch?v=1fuORSmKcJk](https://www.youtube.com/watch?v=1fuORSmKcJk)
- **Watch**: Mona Delahooke (29 mins) [https://www.thekidswelose.com/](https://www.thekidswelose.com/)

READ:
- Werkerle, C. Emotionally Maltreated: The Undercurrent of impairment?
- Delahooke, M. – Chapter 2 and 3
- Harris, N. Part 3 and Part 3 (Chapters 4-10)
- **DUE: Simmersion 2: Childhood Obesity with Kelly**
**Week 4 (6/1) Motivational Interviewing**


- **Watch**: Motivational Interviewing video:  
  www.youtube.com/watch?v=s3MCJZ7OGRk&t=301s

- **Watch**: MI with kids and SUD video: https://youtu.be/K-zJme3RTzM


- Delahooke - Chapter

- **DUE: Simmersion 3: Substance Abuse with David**

---

**Week 5 (6/8) – Interventions (1) – CBT – Introduction and Challenging Automatic Beliefs**


- Delahooke – Chapter 4


**WATCH:**


- In-Shape Habits. (2014, September 2). What is CBT? Cognitive Behavioral Therapy Explained [Video]. YouTube. https://www.youtube.com/watch?v=0ViaCs0k2jM

- **DUE: Mid-Semester Check-In**

**Week 6 (6/15) – Interventions (2) – CBT – Behavioral Activation**

- Behavioral-Activation-for-Depression.pdf https://medicine.umich.edu/sites/default/files/content/downloads/Behavioral-Activation-for-Depression.pdf


- Delahooke: Chapter 7

**Week 7 (6/22) – Going Beyond CBT: TF-CBT and Play Therapy**

- **Watch:** What is TF-CBT?: https://youtu.be/axsButKQYCY
- **Play Therapy video:** https://youtu.be/ZeLL6u4RGhc

**Read:**


- Delahouke - Chapter 5 and 6

- NBH – Part 4 (Chapter 11-13)


- **DUE:** Simmersion 4: CBT with Tanisha
- **DUE:** Simmersion 5: CBT with Roger
- **DUE:** Simmersion 6: CBT with Melody

---

**Week 8 (6/29) – Asynchronous/Case Consultation**
- Case Consultation asynchronously with groups
- **DUE:** Training

---

**Week 9 (7/6) – Bottom-Up interventions/weaving in CBT concepts – IFS, EMDR, Mindfulness**
- IFS with Children PDF in Canvas
  

- **Watch:** EMDR with Children: https://youtu.be/kBTv3eFTsWk
- **Watch:** Mindfulness in Schools: https://youtu.be/KmADzHekbYg
- **Watch:** “Urban Yoga” - https://youtu.be/Gdfu54PQLJw
- Delahooke – Chapter 8

---

**Week 10 (7/27) LGBTQIA+ and Therapist Self-Awareness and Self-Care**


- Self-care goals and Professional Quality of Life Scale (in class)

- Delahooke: Chapter 9

---

**Week 11 (7/20) – Asynchronous Practice Day**

- **Completion of Simmersons and Practice with Partners**
- **DUE: Simmersion #7: Substance Abuse with David – Using MI #2**

---

**Assignments**

**Assignment #1: Complete an online trauma-informed, evidence-based training:**

For an introduction to these options, visit the [Trauma-Informed Care in Behavioral Health Services (Links to an external site.): SAMHSA TIP 57 website and click on this link to evidence-based treatment training programs:](http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module4.html) https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1744-6171.2010.00246.x (Links to an external site.)

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 and a two-page reflection paper (or 5-7 minute video reflection) on the training. Your choices are Trauma-focused Cognitive Behavioral Therapy (TF-CBT), Parent Child Interaction Training (PCIT), or Cognitive
Behavioral Interventions for Trauma in Schools (CBITS). Further instructions and training options are listed in Canvas.

This training is worth 50 points.

**Assignment #2: Simmersion**

You must complete SEVEN Simmersion sessions and turn in a transcript for each of them, with your score (which will not necessarily reflect on your grade for this assignment). **For each Simmersion you will also turn in a 1-page reflection.**

While these are not all child specific, they will allow you the opportunity to practice the skills we are learning with a variety of populations. We will also discuss in class the differences between child and adult presentation/clinical application of these skills and this will provide us with opportunities to dig deeper into the intersectionality, racial relationships, trauma, and identities that each individual will bring into each interaction.

- Adolescent SUD/Motivational Interviewing module with David for CME (2x – one at beginning and one at end of semester)
- Suicide Prevention: Assessing Risk with Taye Banks
- Preventing Childhood Obesity with Kelly Robinson
- Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
- Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison
- Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison

The SIMMERSIONS all have different reflection prompts, so please be mindful of each individual assignment criteria. *** Please see the assignments posts in Canvas for specifics on each assignment as well as due dates.

Each Simmersion is worth 10 points (transcript provided is 3 points and the reflection paper is 7 points).

**Assignment #3: Clinical Case Presentation and Summary in Peer Consultation Groups:**

This assignment is an assignment that is completed during one of our asynchronous classes (6/29) and is a clinical case presentation and written case summary reflection. You will be split into groups of four or five students who will provide peer consultation. During this time, each student will present their case and give time for their peers to provide reflection and feedback. Presentations will be approximately 20 minutes long in full including the clinical case discussion. The purpose of the clinical case presentation is to address, in a concise way, any area where you would like feedback from your peers to gain a greater understanding or new perspective on a case situation. The case presentations will be addressing areas where you as a worker have felt stuck or need additional feedback on a particular process or issue. It is not intended to be a total case review.

The clinical case presentation should follow this format:

Prepare case consultation notes for the day of your presentation.

- They should include the following and your notes should be no longer than two pages (double-spaced and bulleted) so these are only notes – not a paper:
- Your clinical question or the learning outcome you would like to address in this case presentation. Be specific as this is not a general case consultation. You will begin your presentation with this specific question.
- Provide a brief case review: a description of the client(s), presenting problem/concern, any critical issues, and relevant histories including psychosocial, genetic, familial, social systems, cultural issues. Please remember to protect confidentiality of any case material and alter case information to ensure that clients are not able to be identified. The purpose of this background information is to help us to engage in the clinical formulation and intervention planning. Keep this case description information to a minimum.
- Summarize your clinical formulation or impressions. Include your clinical hypothesis. Also discuss any worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.
- Summarize the interventions you have utilized and their efficacy along with the treatment plan.

You will only have about 10 minutes to share this information, so prepare to be concise. Your group will then have about 10 minutes to ask you clarifying questions and provide consultation and suggestions.

The week after your presentation (7/6): Submit on canvas your notes and a 3-page summary reflection, double-spaced (or 5-7 minute video reflection). This case reflection should integrate what you learned about your clinical question or learning outcomes based on the feedback that you received from the class discussion. It should include:

- A brief overview of the clinical question or learning outcome
- What issues did this clinical question or learning outcome evoke in you? (Reflect on your emotional/cognitive response to what you are finding challenging with this situation.)
- What skills did you identify as critical to resolving this clinical question or meeting the learning outcome?
- What clinical resources, including readings from the course and additional resources did you identify as helpful to you to better understand the clinical question or learning outcome? **Integrate at least two course readings into your reflection, using substantial quotes from the author, and include a reference page at the end of your reflection.**
- What cross-cultural and issues of power, oppression and diversity are present in this case, for you and your client interpersonally, based on your similar and/or different intersections of identity, and on the systemic level for your client?
- **What did you learn about yourself and your development as a reflective practitioner from this presentation and review?**

This assignment is worth 20 points. Groups will be selected by me and someone in your group will be responsible for creating a zoom meeting for the day you all meet to present your consultation. No recording of the consultation is needed to be submitted.

**Assignment #4: Attendance and Participation:**

The nature of the learning experience is such that regular attendance and engaged participation is essential. Students are expected to attend class as well as arrive on time and not leave early. Participation in class is not limited to attendance. Participation includes attending class, arriving on time and staying the entire class, participating and large group and small group discussions, having cameras on as much as possible (taking environment into account), being prepared for classroom discussion through reading and analysis of assigned readings and/or activities, remaining focused
on course content and linking questions and comments to assigned readings as well as to contributions of other students. Sharing and debating ideas and offering solutions are important components. Respect for everyone is expected at all times. You may disagree with the opinions of other students and/or faculty, but you must respect their contributions to class. Critical thinking, analysis and application of the material to real life situations is a vital part of the social work learning experience. As always, ongoing communication with your instructor is expected.

Attendance is worth **25 points**.

### Grading

The goal of this class is personal reflection, self-awareness, and growth – which cannot be quantified through grade allocation. However, you will have assignments due throughout the course that have specific expectation related to critical analysis and reflection, and that — versus information regurgitation — will be what you are graded on. For those specific assignments, letter grades will be allocated as follows:

<table>
<thead>
<tr>
<th>Assessment Classification</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far exceeds expectations for critical analysis, depth, and reflection</td>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>91-94</td>
<td>A -</td>
</tr>
<tr>
<td>Meets expectations for critical analysis, depth, and reflection</td>
<td>88-90</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td>84-87</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>81-83</td>
<td>B-</td>
</tr>
<tr>
<td>Minimally meets expectations for critical analysis, depth, and reflection</td>
<td>78-80</td>
<td>C +</td>
</tr>
<tr>
<td></td>
<td>74-77</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>71-73</td>
<td>C -</td>
</tr>
<tr>
<td>Significant Improvement needed</td>
<td>61-70</td>
<td>D</td>
</tr>
<tr>
<td>Does not meet expectations for critical analysis, depth, and reflection</td>
<td>60-0</td>
<td>F</td>
</tr>
</tbody>
</table>

### Course Policies

**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](https://www.umich.edu/~wolverine-culture/) and the [University’s Face Covering Policy for COVID-19](https://www.umich.edu/health-protection/policies/face-coverings). 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](https://www.umich.edu/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.

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.

RECORDING CLASS: 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. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

ELECTRONIC DEVICES: This semester is unique in its need to rely so heavily on electronics for the delivery and receipt of material and experience. We will use electronic devices as needed to enhance the learning environment. Please be respectful to your peers and do not text/surf the internet/etc while actively participating in a Zoom class.

COURSE CHANGES: Course topics, assigned readings and/or assignments may change at the professor’s discretion. Students will be notified of course changes through Blackboard and updates will be reviewed in class as applicable.

DISABILITIES/LEARNING ENVIRONMENT/OTHER CONCERNS: According to university policy, we will provide, on a flexible and individualized basis, reasonable accommodations to students who have on-going disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester to discuss their individual needs for accommodations. You also must be registered with Academic Services so that official documentation can be obtained to ensure appropriate accommodations.

There are times where an individual or “one-time” accommodation may be needed for more acute issues. It is imperative that you discuss this with your professor immediately, especially if it will impede your ability to participate in the classroom or complete necessary class requirements. At that time, it is up to your professor’s discretion on whether accommodations can be made related to undocumented acute concerns. If it is determined that it may be a long-term or on-going concern, your professor may refer you to Academic Services for guidance and/or documentation for the accommodation required. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Academic Services to arrange a confidential discussion regarding equitable access and reasonable accommodations.

ACADEMIC HONESTY & INTEGRITY: Students are expected to adhere to the University of
Michigan Student Code of Conduct and the Academic Integrity Policy. Plagiarism will not be accepted in any form in the class or in assignments. When presenting any information from any source, whether directly quoted or paraphrased, citations are required. Violations of any of the above will result in a grade of zero for assignments affected and a referral to the college judicial system.

Social work majors are also bound by the NASW Code of Ethics (see Social Work Student Handbook.) Violation of the Code of Ethics is grounds for dismissal from the Social Work Program.

**TIMELINESS OF ASSIGNMENT SUBMISSION:** Assignment due dates are listed on the course schedule. Failure to turn in an assignment as outlined will result in a reduced grade. 10% will automatically be deducted if the assignment is late, with 50% reduction after 2 days late, and no credit if 3 or more days late.

**PROFESSIONALISM:** Social work majors are preparing to be professionals and are expected to behave as such in the classroom. Additionally, students from other major disciplines are expected to adhere to these behavioral guidelines:

a. **Participation.** Students are expected to attend class and come prepared to actively engage in the learning process. Self-awareness is crucial so that you know how best to contribute. Learning to be assertive is important to participation.

b. **Respect.** There will be different ideas about the material presented in class. You can argue and disagree but you must do so with respect for your peers and for the instructor.

c. **Responsibility.** Professional behavior includes coming to class on time, turning in assignments when they are due, and following through on commitments.

d. **Confidentiality.** Classes often demand participation and sharing of information or experiences which are personal in nature. It is important that students feel comfortable and safe in class. Students are expected to adhere to the NASW Code of Ethics and to respect the confidence of their peers.

**ELECTRONIC COMMUNICATION WITH PROFESSOR:** Student email will be answered within 24 hours. It is your responsibility to communicate with me at any point in time. If you are struggling, please reach out so that assistance can be given.

***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
- Academic integrity and plagiarism