**Accommodations for Students with Disabilities**

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) (Links to an external site.) to help us determine appropriate accommodations. SSD (734-763-3000 or ssd.umich.edu (Links to an external site.)) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.

1. **Course Statement**

   a. Course description

   Adolescence and young adulthood represent developmental periods characterized by, among other things, increased risk taking and vulnerability for mental health problems. Transitional age youth are at increased risk of behavioral health conditions and experiencing mental health problems, yet the social work theoretical, empirical and practice literature remain
underdeveloped. This course focuses on the state of the science when working with transitional age youth with behavioral health conditions.

b. Course content

This course presents advanced topics in interpersonal practice. The topics of this course include emerging practice methods, advanced application of methods covered in other required methods courses, and applications of methods in specific populations.

c. Course objectives and competencies

- Describe the prevalence and risk and protective factors associated with a variety of behavioral health conditions among transitional age youth
- Identify theoretical frameworks to inform approaches to working with transitional age youth with behavioral health conditions
- Identify screening and assessment tools for various behavioral health conditions
- Describe prevention and treatment approaches for at least one behavioral health condition
- Identify and describe a policy that is aimed at addressing at least one behavioral health condition
- Demonstrate skills to conceptualize a treatment plan when working with transitional age youth with behavioral health conditions

d. Course design

Two day Summer Mini Course

e. Curricular themes

Students in this course will acquire a general understanding of (1) the prevalence and variations of behavioral health conditions among this overlooked and vulnerable population, (2) etiological factors associated with behavioral health conditions, (3) theoretical frameworks to inform practice with transitional age youth, and (4) best programs and practices when working with transitional age youth.

f. Relationship to social work ethics and values

Social work practitioners and researchers alike play an essential role in ameliorating behavioral health conditions among transitional age youth. This course focuses on the state of the science when working with transitional age youth with behavioral health conditions.
2. Class Requirements

a. Text and class materials

See Resource List (Below)

- All materials will be posted to Canvas
- Expectations around completing readings: 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.
- Required readings will be discussed/debrieved in class via small group and large group discussions.
- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1: May 21</strong>&lt;br&gt;9:00am-12:00 pm</td>
<td>Asynchronous Activities</td>
<td>Please see Canvas site</td>
</tr>
<tr>
<td>12:00PM-3:00PM</td>
<td>Synchronous Activities (In Class)</td>
<td></td>
</tr>
<tr>
<td>12:00-1:00PM</td>
<td>Introduction to Transitional Age Youth: Epidemiology and Theoretical Frameworks</td>
<td>Class Exercise: [<a href="https://nccd.cdc.gov/Youth">https://nccd.cdc.gov/Youth</a> online/App/Default.aspx](<a href="https://nccd.cdc.gov/Youth">https://nccd.cdc.gov/Youth</a> online/App/Default.aspx)</td>
</tr>
<tr>
<td>1:00PM-2:00PM</td>
<td>Therapeutic Engagement</td>
<td></td>
</tr>
<tr>
<td>2:00PM-3:00PM</td>
<td>Case Studies</td>
<td></td>
</tr>
<tr>
<td><strong>3:00PM-5:00PM</strong></td>
<td>Group Work and Individual Consultation</td>
<td></td>
</tr>
<tr>
<td><strong>DAY 2: May 22</strong>&lt;br&gt;9:00am-12:00 pm</td>
<td>Asynchronous Activities</td>
<td>Please see Canvas site</td>
</tr>
<tr>
<td>12:00PM-3:00PM</td>
<td>Synchronous Activities (In Class)</td>
<td></td>
</tr>
<tr>
<td>12:00PM-1:00PM</td>
<td>Discuss SBIRT Training</td>
<td><a href="https://webcampus.drexelmed.edu/nida">https://webcampus.drexelmed.edu/nida</a></td>
</tr>
<tr>
<td>1:00PM-2:00PM</td>
<td>Therapeutic Engagement</td>
<td></td>
</tr>
<tr>
<td>2:00PM-3:00PM</td>
<td>Case Studies</td>
<td></td>
</tr>
<tr>
<td><strong>3:00PM-5:00PM</strong></td>
<td>Group Work and Individual Consultation</td>
<td></td>
</tr>
</tbody>
</table>
### Treatment and Prevention Approaches

**Class Exercise:**
https://www.samhsa.gov/resource-search/ebp

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00PM-2:00PM</td>
<td>Case Study</td>
</tr>
<tr>
<td>2:00PM-3:00PM</td>
<td>Philosophy 101: Developing a fuller understanding of your perspective</td>
</tr>
<tr>
<td></td>
<td>Self-of-the-social worker</td>
</tr>
<tr>
<td></td>
<td>Summary of Transitional Age Youth with Behavioral Health Conditions</td>
</tr>
<tr>
<td>3:00-5:00PM</td>
<td>Group Work and Individual Consultation</td>
</tr>
</tbody>
</table>

### c. Assignments

Students will turn in a 3–4-page case conceptualization. You may use cases found on our Canvas site or use an ongoing case you may be struggling with. For this assignment, students will:

1. Develop a case conceptualization. Examples of what could be discussed in your paper, include (a) types and frequency of substance use, mental illness, and/or other risk behaviors, (b) developmental and cultural aspects related to your client’s behaviors, (c) biological, psychological, social/ecological factors that shape your client’s behaviors, (d) potential assessments and interventions you might want to use (e.g., individual, family, peer, school, community-level), (e) others you may want to include in clinical sessions, (f) PODS, and (g) any other aspects you believe are important to your case study.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Required for Academic Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Conceptualization</td>
<td>May 29, 5:00 PM&lt;br&gt;This assignment should be APA format.&lt;br&gt;Assignment may be uploaded to Canvas</td>
<td>Yes</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>May 21 and 22</td>
<td>Yes</td>
</tr>
</tbody>
</table>
d. Attendance and class participation
Students are expected to attend and participate in synchronous and asynchronous aspects of class.

e. Grading
The course is graded on an S (Satisfactory) / U(Unsatisfactory) dichotomy.
  • Late assignments will not be accepted, unless arranged in advance.

f. Resources

- www.healthychildren.org


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.

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](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