



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course Title:	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Adults)
Course #/Term:	602, Fall 2021
Time and Place:	Friday 2pm to 4pm Online, Other work (pre-work and post-work will be completed asynchronously) (100% Virtual; Zoom Links have been posted in CANVAS) Password 12345
Credit Hours:	3
Prerequisites:	521/or Permission from Professor
Professor:	Susan Radzilowski, LMSW-Clinical, ACSW
Pronouns:	She, Her, Hers
Contact Info:	skrrad@umich.edu ; my personal cell phone is 248 943 2089. <i>You may expect a response within 48 hours.</i>
Office Location:	Online or by phone
Office Hours:	Before or after class or by appointment

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, contracting, use of evidence based, evidence informed interventions and termination/evaluation phases. Particular focus will be on advanced clinical competency development regarding: 1. Behavioral activation, 2. Cognitive restructuring, 3. Managing resistance, 4. Emotional Regulation, 5. Functional Analysis, 6. Problem solving Interventions and 7. Chronic Distress Tolerance.

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

Core evidence-based/evidence-informed therapies will be the focus of this class including: 1. motivational interviewing, 2. cognitive behavioral therapy (CBT) 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 practice settings such as community mental health agencies, health care facilities and non-profit agencies.

b. Course Objectives & Competencies

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, viewing videos) and class time has minimal didactic lecture and is primarily spent practicing intervention techniques. Use of student generated standardized patients developed in the required assessment course may be used to practice intervention skills.

Active engagement in intervention practice, engaging 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, disadvantaged, oppression, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behaviorally focused interventions.

2. COURSE REQUIREMENTS

Text and Class Materials

REQUIRED TEXTS

The following textbooks are required for all sections of SW602

- 1) Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond* (3rd ed). Guilford Press. Available for all students electronically (no cost) via the UM Library: <https://search.lib.umich.edu/catalog/record/018266379>
- 2) Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: helping people change* (3rd ed). New York, NY: The Guilford Press. Available for all students electronically (no cost) via the UM Library: <https://search.lib.umich.edu/catalog/record/013592508>

Recommended books for students to consider if interested:

- 1) Linehan, M.M. (2014). *DBT skills training manual* (2nd ed). New York, NY: The Guilford Press. Available for all students electronically (no cost) via the UM Library: <https://search.lib.umich.edu/catalog/record/015992969>
- 2) Rollnick, S.; Miller, W.R. and Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: The Guilford Press. Available for all students electronically (no cost) via the UM Library: <https://search.lib.umich.edu/catalog/record/013984561>
- 3) Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program*. New Harbinger Publications.
- 4) Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Pub.
- 5) Linehan, M.M. (2014). *DBT skills training handouts and worksheets* (2nd ed). New York, NY: The Guilford Press.
- 6) Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. WW Norton & Company.
- 7) Hayes, S., Strosahl, K., & Wilson, K. G. (2012). *Acceptance and commitment therapy the process and practice of mindful change*. New York: Guilford Press. Available for all students electronically (no cost) via the UM Library: <https://search.lib.umich.edu/catalog/record/011163178>

c. Assignments

Course Assignments	Due Date	Points
Simulated Client	9/16	5
Role Plays, Reflections, and Peer Evaluations - MI Intervention - CBT Intervention	<i>tbd</i>	2 @ 15 = 30
SIMmersions	11/19	20
Final Paper	12/3	30
Attendance and Participation	ongoing	15
Total Possible Points		100

a. Class Schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 9/3	<p>Lesson 1:</p> <p><i>Course introduction; Ethics, Culture, and Intersectionality: Core Intervention Skills in Integrated Health, Mental Health, and Substance Use</i></p> <p><i>Engagement</i> <i>Confidentiality</i> <i>Ethics</i></p>	<p>Syllabus</p> <p>Readings: Edwards, J. B. (2016). Cultural intelligence for clinical sSocial work practice. <i>Clinical Social Work Journal</i>, 44(3), 211–220. doi:10.1007/s10615-015-0543-4</p> <p>National Association of Social. (n.d.) <i>Read the code of ethics</i>. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Reamer, F. G. (2018). Ethical issues in integrated health care: Implications for social workers. <i>Health & Social Work</i>, 43(2), 118–124. doi: 10.1093/hsw/hly005</p> <p>Santiago, C. D., Kaltman, S., & Miranda, J. (2013). Poverty and mental health: How do low-income adults and children fare in psychotherapy? <i>Journal of Clinical Psychology</i>, 69(2), 115–126. doi: 10.1002/jclp.21951</p>

<p>Week 2 9/10</p>	<p>Lesson 2: <i>Motivational Interviewing (MI): Overview and the Engaging Process</i></p>	<p>Readings: Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 3</p> <p>Hook, J. N., Farrell, J. E., Davis, D. E., DeBlaere, C., Van Tongeren, D. R., & Utsey, S. O. (2016, July 7). Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. <i>Psychotherapy Research</i>, 28(4), 593–605. doi: 10.1080/10503307.2016.1204023</p> <p>Nienhuis, J. B., Owen, J., Valentine, J. C., Winkeljohn Black, S., Halford, T. C., Parazak, S. E., & Hilsenroth, M. (2016, July 7). Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. <i>Psychotherapy Research</i>, 28(4), 593–605. doi: 10.1080/10503307.2016.1204023</p> <p>Recommended readings: Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 1 and 2</p> <p>Berger, T. (2017) The therapeutic alliance in internet interventions: A narrative review and suggestions for future research. <i>Psychotherapy Research</i>, 27(5), 511–524. doi: 10.1080/10503307.2015.1119908</p>
<p>Week 3 9/17</p>	<p>Lesson 3: <i>Guest Speaker Trauma Informed Yoga Ruth Katsnelson 60 minutes</i></p> <p><i>Motivational Interviewing (MI): The Focusing Process and Application for Substance Abuse and Smoking</i></p>	<p>Readings: Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 10</p> <p>Codern-Bové, N., Pujol-Ribera, E., Pla, M., González-Bonilla, J., Granollers, S., Ballvé, J. L., ... & ISTAPS Study Group. (2014, November 26). Motivational interviewing interactions and the primary health care challenges presented by smokers with low motivation to stop smoking: A conversation analysis. <i>BMC Public Health</i>, 14(1), 1–12. doi: 10.1186/1471-2458-14-1225</p> <p>Kennedy, D. P., Osilla, K. C., Hunter, S. B., Golinelli, D., Hernandez, E. M., & Tucker, J. S. (2018, December 13). A pilot test of a motivational interviewing social network intervention to reduce substance use among housing first residents. <i>Journal of Substance Abuse Treatment</i>, 86, 36–44. doi: 10.1016/j.jsat.2017.12.005</p> <p>Recommended:</p>

		<p>Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 8 and 9</p>
<p>Week 4 9/24</p>	<p>Lesson 4:</p> <p><i>Motivational Interviewing (MI): The Evoking Process and Application for Substance Use Disorders</i></p>	<p>Readings:</p> <p>Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 12, 14</p> <p>Bertholet, N., Faouzi, M., Gmel, G., Gaume, J., & Daepfen, J. B. (2010, September 15). Change talk sequence during brief motivational intervention, towards or away from drinking. <i>Addiction</i>, <i>105</i>(12), 2106–2112. doi: 10.1111/j.1360-0443.2010.03081.x</p> <p>Lundahl, B., Droubay, B. A., Burke, B., Butters, R. P., Nelford, K., Hardy, C., & Bowles, M. (2019). Motivational interviewing adherence tools: A scoping review investigating content validity. <i>Patient Education and Counseling</i>, <i>102</i>(12), 2145–2155. doi: 10.1016/j.pec.2019.07.003</p> <p>Recommended:</p> <p>Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 13</p>
<p>Week 5 10/01</p>	<p>Lesson 5:</p> <p><i>Motivational Interviewing (MI): The Planning Process, Resistance, and Application in Integrated Health, Mental Health, and Substance Use</i></p>	<p>Readings:</p> <p>Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 21</p> <p>Rollnick, S., Miller, W. R., & Butler, C. (2008). How Motivational Interviewing fits in Health Care: Chapter in <i>Motivational interviewing in health care: helping patients change behavior</i>. Guilford Press. Ch 2</p> <p>Britton, P. C., Bryan, C. J., & Valenstein, M. (2016). Motivational interviewing for means restriction counseling with patients at risk for suicide. <i>Cognitive and Behavioral Practice</i>, <i>23</i>(1), 51–61. doi:10.1016/j.cbpra.2014.09.004</p> <p>Recommended:</p> <p>Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 19, 20</p>

<p>Week 6 10/08</p>	<p>Lesson 6: <i>Trauma Informed Care w/Adults</i> <i>Guest Speaker: Lance Hicks, LMSW</i></p>	
<p>Week 7 10/15</p>	<p>Lesson 6: <i>Cognitive Behavioral Therapy (CBT): Overview, Cognitive Conceptualization, and Case Formulation</i></p>	<p>Readings: Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond.</i> The Guilford Press. [third edition is expected Sep. 2020] Read Ch 3</p> <p>Pachankis, J.E., Hatzenbuehler, M.L., Rendina, H.J., Safren, S.A., & Parsons, J.T. (2015). LGB-affirming cognitive-behavioral therapy for young adult gay and bisexual men: A randomized controlled trial of a transdiagnostic minority stress approach. <i>Journal of Counseling and Clinical Psychology</i>, 83(5), 875-889. doi: 10.1037/ccp0000037</p> <p>Recommended: Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond.</i> The Guilford Press. [third edition is expected Sep. 2020] Read Ch 4, 5</p> <p>Weiss, M., Murray, C., Wasdell, M., Greenfield, B., Giles, L., & Hechtman, L. (2012). A randomized controlled trial of CBT therapy for adults with ADHD with and without medication. <i>BMC psychiatry</i>, 12(1), 1-8. doi: 10.1186/1471-244X-12-30</p>
<p>Week 8 10/22</p>	<p>Lesson 8: <i>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Depression</i></p>	<p>Readings: Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond.</i> Guilford Press. [third edition is expected Sep. 2020] Read Ch 15</p> <p>González-Prendes, A. A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis. <i>Journal of Social Work Values and Ethics</i>, 9(2), 21-33.</p> <p>Readings: Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond.</i> Guilford Press. [third edition is expected Sep. 2020] Read Ch 7, 14</p> <p>López-López, J. A., Davies, S. R., Caldwell, D. M., Churchill, R., Peters, T. J., Tallon, D., ... & Lewis, G. (2019). The process and delivery of CBT for depression in adults: a systematic review and network meta-analysis. <i>Psychological Medicine</i>, 49(12), 1937-1947. doi: The process and delivery of CBT for depression in adults: a</p>

		<p>systematic review and network meta-analysis.</p> <p>Vally, Z., & Maggott, C. (2015). Evaluating the outcome of cultural adaptation of cognitive-behavioral therapy for adult depression: A meta-analysis of treatment studies in developing countries. <i>International Journal of Advanced Counselling</i>, 37, 283-304.</p>
<p>Week 9 10/29</p>	<p>Lesson 9:</p> <p><i>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Anxiety</i></p>	<p>Readings:</p> <p>Kaczurkin, A. N., & Foa, E. B. (2015). Cognitive-behavioral therapy for anxiety disorders: an update on the empirical evidence. <i>Dialogues in Clinical Neuroscience</i>, 17(3), 337 - 346. doi: 10.31887/DCNS.2015.17.3/akaczurkin</p> <p>Craske, M. G., Rose, R. D., Lang, A., Welch, S. S., Campbell-Sills, L., Sullivan, G., ... & Roy-Byrne, P. P. (2009). Computer-assisted delivery of cognitive behavioral therapy for anxiety disorders in primary-care settings. <i>Depression and Anxiety</i>, 26(3), 235-242. doi: 10.1002/da.20542</p> <p>Steele, J. M. (2020). A CBT Approach to Internalized Racism among African Americans. <i>International Journal for the Advancement of Counselling</i>, 42(3), 217–233. doi: 10.1007/s10447-020-09402-0</p> <p>Recommended:</p> <p>Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 17, 18, 20</p>
<p>Week 10 11/5</p>	<p>Lesson 10:</p> <p><i>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Obsessive Compulsive Disorder</i></p>	<p>Readings:</p> <p>Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 19</p> <p>Bornheimer, L. A. (2015). Exposure and response prevention as an evidence-based treatment for obsessive-compulsive disorder: Considerations for social work practice. <i>Clinical Social Work Journal</i>, 43(1), 38-49. doi: 10.1007/s10615-014-0483-4</p> <p>Leeuwerik, T., Cavanagh, K., & Strauss, C. (2019). Patient adherence to cognitive behavioural therapy for obsessive-compulsive disorder: A systematic review and meta-analysis. <i>Journal of Anxiety Disorders</i>, 68(2019), 1 - 30. doi: 10.1016/j.janxdis.2019.102135</p> <p>Recommended:</p> <p>Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 22</p>

<p>Week 11 11/12</p>	<p>Lesson 11: <i>Dialectical Behavior Therapy (DBT): Overview and Application for Personality Disorders</i></p>	<p>Readings:</p> <p>Linehan, M.M. (2014). <i>DBT skills training manual</i> (2nd ed). New York, NY: The Guilford Press. Read Ch 5</p> <p>Ramaiya, M. K., Fiorillo, D., Regmi, U., Robins, C. J., & Kohrt, B. A. (2017). A cultural adaptation of dialectical behavior therapy in Nepal. <i>Cognitive and Behavioral Practice</i>, 24(4), 428-444. doi: 10.1016/j.cbpra.2016.12.005</p> <p>Readings:</p> <p>Linehan, M.M. (2014). <i>DBT skills training manual</i> (2nd ed). New York, NY: The Guilford Press. Read Ch 5</p> <p>DeCou, C. R., Comtois, K. A., & Landes, S. J. (2019). Dialectical behavior therapy is effective for the treatment of suicidal behavior: A meta-analysis. <i>Behavior Therapy</i>, 50(1), 60-72. doi: 10.1016/j.beth.2018.03.009</p> <p>Skerven, K., Whicker, D. R., & LeMaire, K. L. (2019). Applying dialectical behaviour therapy to structural and internalized stigma with LGBTQ+ clients. <i>The Cognitive Behaviour Therapist</i>, 12. doi: 10.1017/S1754470X18000235</p>
<p>Week 12 11/19</p>	<p>Lesson 12: <i>Acceptance and Commitment Therapy (ACT): Overview and Application for Chronic Illness and Pain</i></p> <p>[Live Session Date/Time]</p>	<p>Readings:</p> <p>Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. <i>Behavior Therapy</i>, 35(4), 639-665. doi:10.1016/S0005-7894(04)80013-3</p> <p>Recommended:</p> <p>Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. <i>Behavior Therapy</i>, 35(4), 639-665. doi:10.1016/S0005-7894(04)80013-3</p> <p>Hughes, L. S., Clark, J., Colclough, J. A., Dale, E., & McMillan, D. (2017). Acceptance and commitment therapy (ACT) for chronic pain. <i>The Clinical Journal of Pain</i>, 33(6), 552-568. doi: 10.1097/AJP.0000000000000425</p> <p>Twohig, M. P., & Levin, M. E. (2017). Acceptance and commitment therapy as a treatment for anxiety and depression: A review. <i>Psychiatric Clinics</i>, 40(4), 751-770. doi: 10.1016/j.psc.2017.08.009</p>

		<p>Simister, H. D., Tkachuk, G. A., Shay, B. L., Vincent, N., Pear, J. J., & Skrabek, R. Q. (2018). Randomized controlled trial of online acceptance and commitment therapy for fibromyalgia. <i>The Journal of Pain</i>, 19(7), 741-753. doi: 10.1016/j.jpain.2018.02.004</p>
<p>Week 13</p> <p>12/3 (no class 11/26)</p>	<p>Lesson 12:</p> <p><i>Trauma Sensitive Mindfulness: Overview and Application with Trauma in Integrated Health, Mental Health, and Substance Use</i></p>	<p>Readings:</p> <p>West, J., Liang, B., & Spinazzola, J. (2017). Trauma sensitive yoga as a complementary treatment for posttraumatic stress disorder: A qualitative descriptive analysis. <i>International Journal of Stress Management</i>, 24(2), 173 - 195. doi: 10.1037/str0000040</p> <p>Hicks, L. M., Dayton, C. J., & Victor, B. G. (2018). Depressive and trauma symptoms in expectant, risk-exposed, mothers and fathers: Is mindfulness a buffer? <i>Journal of Affective Disorders</i>, 238(1), 179-186. doi: 10.1016/j.jad.2018.05.044</p> <p>Recommended:</p> <p>Richmond, K., Burnes, T., & Carroll, K. (2012). Lost in translation: Interpreting systems of trauma for transgender clients. <i>Traumatology</i>, 18(1),45-57. doi: 10.1177/1534765610396726</p> <p>Gonzalez, A., Locicero, B., Mahaffey, B., Fleming, C., Harris, J., & Vujanovic, A. A. (2016). Internalized HIV stigma and mindfulness: associations with PTSD symptom severity in trauma-exposed adults with HIV/AIDS. <i>Behavior Modification</i>, 40(1-2), 144-163. doi: 10.1177/0145445515615354</p>
<p>Week 14</p> <p>12/10</p>	<p>Lesson 13:</p> <p><i>Wrap up: Termination and Evaluation of Interventions in Integrated Health, Mental Health, and Substance Use Treatment</i></p>	<p>Readings:</p> <p>Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. <i>Clinical Social Work Journal</i>, 35(2), 79-90. doi: 10.1007%2Fs10615-007-0076-6</p>

		<p>Bischoff, T., Krenicki, L., & Tambling, R. (2020). Therapist reported reasons for client termination: A content analysis of termination reports. <i>The American Journal of Family Therapy</i>, 48(1), 36-52. doi: 10.1080/01926187.2019.1684216</p> <p>Recommended:</p> <p>Stollenga, D., Schiphorst Preuper, H. R., Dijkstra, P. U., Boonstra, A. M., & Reneman, M. F. (2020). Early termination in interdisciplinary pain rehabilitation: numbers, timing, and reasons. A mixed method study. <i>Disability and Rehabilitation</i>, 1-7. doi: 10.1080/09638288.2020.1800839</p>
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Attendance & Participation:

As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement.

Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed without this instructor’s approval. Please communicate any classes that you may miss to me via email (skrrad@umich.edu) or phone/text (248-943-2089). The student and instructor will agree upon make-up assignments when more than one class is missed. *Any failure to communicate an absence to me will result in a full point deduction for that class. Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide for additional information.*

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

Note on the Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own

family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

All assignments are expected to be handed in on their due date prior to the end of the day (11:59pm). Late assignments will be marked down 1 point for every day they are late.

Simulated Client:

You will be creating a character to portray as during simulations in class this semester based on your interests and experiences. Please develop a character that is realistic – and one you can portray comfortably. (e.g. same age, race/ethnicity, gender, etc.) We will discuss the parameters of character development more specifically during class.

1. PART A – Basic Information (1 page):

Part A” of the character profile can be completed as an outline or bullet point format. It is a general description of your character, their current relationships and circumstances, and how and why they are seeking help.

- Demographics: Name, Age and any other relevant identities/information
- Presenting Problem: Why is your character seeking help today?
- Possible DSM V diagnosis and/or symptoms: appetite, mood, sleep, etc.
- Key intersectional identities
- Spiritual/Self-Actualization: What activities bring your client peace and fulfillment? What do they value and/or feel passionate about? What activities make them feel connected with themselves, re-charged or centered/grounded?
- Relational: family and social information including relationships (e.g. relationship with family of origin, any relevant social circumstances, supports and/or strains)
- Social Determinants of Health: including employment, housing, community involvement, education, income, medical status, access to opportunity for advancement, neighborhood safety, etc.
- How does your client plan to pay for treatment? Are they insured? (Private pay, Block Grant, Medicaid, HMO, PPO) Do they have any out-of-pocket cost for treatment? Is this affordable?
- Goals/Hopes/Expectations: What does your character hope these services will do to help?

1. Part B: Research & Reflection (2-3 pages):

Part B is written as a reflection paper; please use APA format for citations. The paper does not need to be in fully formal APA format – you may use the first-person. However, any citations/references should be written in APA format, for both in text citations and at the end of your paper. Please exercise your own best judgement

when it comes to other relevant aspects of formatting (font, size, margins, etc.) A cover page is not necessary. Please address the following topics in your paper:

- Identify a DSM-V diagnosis (mental health and/or substance use condition) and/or a set of wholistic life circumstances (examples: domestic violence, parent of special needs child, etc.) relevant to your character.
- Identify at least 3 written sources of information used to develop your character (e.g. current clinical/academic articles, memoirs, books.)
- Incorporate a brief discussion (just a few paragraphs) of what personal and professional experiences you called upon to develop your character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing.
- With particular attention to privilege and oppression (remembering the fluidity of both concepts – e.g. a single identity can be both a source of privilege and used to oppress, depending on context and other intersectional variables) describe what you have learned about your character so far – consider the classroom exercises, LifeScript/AAI and Gotham forms. (Also posted on Canvas
- What observations do you have about your character? What do you feel are strengths and/or barriers? What do you like about your character? What concerns do you have for them? Feel free to process and reflect on the development of your character and/or any other aspects of this process.

Role Plays, Reflections, and Peer Evaluations (30 points; 15 points each):

This is a partnered assignment block. You will work with a classmate (or 2) to practice full-length (50-minute) therapy sessions using vignette-based clients that you create. A total of two (2) sessions will be recorded with a partner and submitted to the instructor for a grade via Canvas. When acting as the clinical social worker, you will be responsible for completing and submitting a SOAP note based on the role-play. As a mock “client,” you will fill out a Session Rating Scale for each role-play and provide it to your classmate as a way to provide peer feedback/evaluations. You will also submit a reflection to explore your experience with demonstrating the intervention skills, your understanding of the modality, and any outstanding questions that you have about the intervention you demonstrated. Your reflection may be a: 1) 1 – 2 page paper in APA format; or 2) a 3 – 5 minute video or audio recorded reflection. Your role-plays and reflections should be submitted on CANVAS. Any late submissions will result in a 1 point deduction per day.

d. Grading

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 96 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 95%	B- = 81 – 84%	C- = 70 – 73%

Please note: A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A C grade range indicates minimal understanding of subject content and significant areas need improvement. Student who receive an A+ in this course will have completed and submitted all work on time and the work demonstrates skills beyond expected competency and at exemplary level. In addition, to earn an A+ student must have attended and actively engaged in all class meetings.

For all assignments, you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time);
- Quality of writing skills: clarity of thought, organization, and flow (also see below);
- Effort/ability to self-reflect and think critically;
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc);
- Insightfulness and clinical acuity;
- Integration of reading materials, as requested; and
- Ability to discern which aspects of use of self would be important in assessment or intervention

References and Referencing Style:

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (7th Edition) is accessible via internet.

You may also refer to: [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 the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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. On days when classes are recorded, students will be notified a recording is occurring. 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. [Recording and Privacy Concerns FAQ](#)

Updated 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to

participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

Additional School and University policies, information and resources are available here:
<https://sww.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