



Course title:	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)	
Course #/term:	603, 01, Fall, 2021	
Time and place:	Friday, 2-5, Online	
Credit hours:	3	
Prerequisites:	601 or permission of instructor	
Instructor:	Daicia Price, LMSW	
Pronouns:	She, her, hers	
Contact info:	Email: daiciars@umich.edu	Phone: 734.330.3663 (texts welcome)
	You may expect a response within 72 business hours	
Office:	3874	
Office hours:	Before class 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. Text and Class Materials

There is not a standard, set textbook required for this course.

a. Resources and Course Materials:

- [TRAILS to Wellness](#)
- [TF-CBT: Online Training: Medical University of South Carolina](#) (COST)
- 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
- [The National Child Traumatic Stress Network](#)
- [Georgetown University Center for Child and Human Development](#)
- [Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57](#)
- NTI: National Training Institute: MENTAL HEALTH
- Additional reading can be found in the weekly schedule

b. SIMmersion's:

- Adolescent SUD/Motivational Interviewing module with David for CME
- (2)
- 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

- All articles can be accessed through the UM Library with unqname and 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.

SSW Credit Hour Policy

The United States Department of Education requires that academic institutions develop a written credit hour policy that conforms to the definition of a credit hour. More recently the University of Michigan has instructed us that our School must create such a policy. The School of Social Work definition of a credit hour formalizes compliance with federal expectations and assists with consistency through the School of Social Work. As such, the School of Social Work utilizes a ratio of one hour of classroom instruction to two hours of out-of-class activity. Specifically:

- One credit is equal to approximately 45 hours of total work over the semester.
- Three credits is equal to approximately 135 hours of total work over the semester.

Because of the critical nature of reflection, integration, understanding the use of self in practice, self-care, and praxis to social work education, it is expected that a portion of these total work hours will be devoted to activities that further these aims. These activities may include, but are not limited to:

- The practice of critical self-care and building resilience.
- Integration of the concepts and theories presented in class with direct practice experiences such as those in their field courses.
- Engaging in activities that enhance self-reflection, self-awareness, and emotion regulation.
- Read more on the SSW credit hour policy [here](#).

3. Class Schedule

Week	Topics	Learning Objectives CSWE Competency	Activities/Assignments Pre-Class Preparation: Readings, Videos, Modules, SIMs Resources: multi-media, handouts, webpages, etc.
1 9/3	<p>Introduction to Course Focus on Engagement</p> <p>Therapeutic Alliance: Beginnings and Endings</p>	<p>Identify engagement strategies appropriate for specific environments. (EPAS 1, 6)</p> <p>Explain necessities and challenges associated with engagement strategies. (EPAS 1, 6)</p> <p>Describe how privilege, oppression, diversity, and social justice (P.O.D.S) could influence engagement. (EPAS 1, 6)</p>	<p>ASSIGNMENT RECOMMENDATION:</p> <p>Engagement Scripts & Recordings</p> <p>Engagement includes the way you begin your relationship with people you will work with. Using engagement strategies as described in the articles and videos presented in this module, describe yourself as you would to a client.</p> <p>In this assignment, you will:</p> <ol style="list-style-type: none"> 1. Select an age range 2. Write three scripts addressing the points below 3. Record yourself reading one script 4. Submit all scripts 5. Submit your one recording <p>Select an age group (either 7 to 13 or 14 to 18) and create written scripts introducing yourself and your role in promoting engagement. You will create separate scripts for each setting: Hospital, Primary Care Clinic, Outpatient Behavioral Health.</p> <p>In your script, address the following points as it makes sense for the age group:</p> <ul style="list-style-type: none"> • What is a social worker? • How does the social worker engage with other members of the team? • How long will the client be working with you? • Do you have additional roles they should be aware of? • What does confidentiality mean and how will you navigate sharing health and safety concerns? • What is your approach to practice?

			<p>You will record yourself reading one of your scripts from one setting. Select and record the script for the age group you selected and the setting you would like to work in. In your recording, ensure that your verbal and body language are natural and appropriate for the environment. Be prepared to utilize the script during live session.</p> <p>READING RESOURCES: Haine-Schlagel, R., Walsh, N.E. (2015). A Review of Parent Participation Engagement in Child and Family Mental Health Treatment. <i>Clinical Child and Family Psychology Review</i> 18, 133–150. https://doi-org.proxy.lib.umich.edu/10.1007/s10567-015-0182-x</p> <p>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. <i>Child & family social work</i>, 25(1), 45–52.</p> <p>Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement</p> <p>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) <i>Practical Strategies and Tools to Promote Treatment Engagement</i>. Springer. 25 - 44.</p> <p>MEDIA RESOURCES: American Psychological Association (Producer), (2019). Building a therapeutic alliance with adolescent boys. [Video/DVD] American Psychological Association.</p>
2 9/10	Assessment: Intricacies within formal and informal assessments	Explain evidence-informed assessment procedures (EPAS 7)	<p>ASSIGNMENT:</p> <p>SIMmersion Simulation: Suicide Prevention: Assessing Risk with Taye Banks</p> <p>ASSIGNMENT RESOURCES:</p>

	<p>Using both methods to develop treatment plans/plans of service</p>	<p>Match evidence-informed assessment procedures to their appropriate and culturally relevant intervention strategy (EPAS 7)</p> <p>Describe methods for remaining aware of and sensitive to diversity factors and social identities (EPAS 1, 2, 8, 9)</p>	<p>Assessment Tools Scripts Discussion Post</p> <p>This week, you have learned about completing assessments of children and families. In this discussion, you will write a script for explaining assessment tools to children and their families.</p> <p>In previous courses, you discussed Erikson’s Stages of Development and how the stages may influence your explanation of an assessment tool.</p> <p>Recall this information and in your own words in your initial response, write a script that describes how you would describe an assessment tool to a 7-year old and a 13-year-old. For a refresher on Erikson’s Stages of Development model, please review the following resources: Erik Erickson and Lifespace Development and Erikson's Stages of Psychosocial Development.</p> <p>Post both of your written scripts to the Discussion Board. Be sure to label your scripts with the age group they are meant to address. Be prepared to utilize your script within the live session.</p> <p>In your responses to peers’ posts, provide feedback on their description and the age appropriateness. As you draft your responses to peers, consider the following questions:</p> <ul style="list-style-type: none"> • How are your scripts similar and different from your peers? • How were your scripts similar and different from the SIMmersion screen? • What information could you take from your peer’s response to improve your own approach to explaining the tool for both or either age group? • What could be added to your peer’s explanation to improve the explanation? <p>Live Session Written Reflection</p> <p>Following the live session, you will complete and submit a Clinical Rationale. For this activity, reflect on the scenarios introduced in the live session and your assessment strategy. In your clinical rationale, address the following:</p>
--	--	--	---

			<ul style="list-style-type: none"> • Identify the specific engagement strategy(ies) utilized and why it was chosen for the specific scenario. • What nonverbal things did you notice that support your assessment of your mock client? • How did you prepare for potential challenges with assessing for safety? • In your own words, describe the rationale for using the C-SSRS. • Identify personal social identities that are consistent with dominant culture. <ul style="list-style-type: none"> ○ What ways were your identities considered in your views about suicide and end-of-life preference? ○ How did you anticipate identities impacting different views and perspectives of clients? • What assumptions were made? • What would you do differently if given the opportunity? <p>READING RESOURCES: Asarnow, J. R., Fogelson, D., Fitzpatrick, O., & Hughes, J. (2018). Child and Adolescent Suicide and Self Harm: Treatment and Prevention. <i>Psychiatric Times</i>, 35(12), http://umich.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwpV3dS8MwED90A_HFb3R-zL75VNclrVkeKalrU5SB6_vlpwhbN-r6_5uk7aw-Cb7koRdKmt5dLvfxO4Dglz7gFkf6Y-X3r4u5nJmhcqL5NgJno5DWrf2C4iR6TvCwURfjMt-tnnQamy2Xnz25EL04MqcgjQju957ScXLf6KRR3BXWc5FvQhvZCk5b0DdO1IEFI_IOM5sz2kfUdqxr1Slw1YGS7ELtVS_TSBxeU73iX0iN_1vjHuxUNqcXI0yyDxsqO4Ct1yqqfjiPDt_YY5n04jXAkzcpDFkq93iiZtobsXx-66V1Zroj1AhQiwl0mSYPOz8qruC_05x31jVhGtqbz-BtrkwghEZaBS5W1LIICCMikBREaJAC605x6FmIUey4JRgjk_AUwwjGWqkMDafKxhVN1JwMjBWQESRxB24tFszLUs617I0_d6dDhy7GVaaVjkT0wbl6geFVeUCi0xZxKrGO07_PPMMto29MyizUc6htcoLdQFt93-7hIXisR1Hb13HNI-W-tGE</p>
--	--	--	---

			<p>Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. <i>Clinical Social Work Journal</i>, 37(4), 267.</p> <p>Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work". <i>Families in Society</i>, 86(2), 181-188.</p> <p>Hardy, K. (2015). <i>The View from Black America, Listening to Untold Stories</i>. <i>The Psychotherapy Networker</i>, Nov/Dec 2015.</p> <p>Posner, K., Brent, D., & Lucas, C, et. al. (2010, June 23). Columbia- Suicide Severity Rating Scale (C-SSRS). The Lighthouse Project The Columbia Lighthouse Project. https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_ChildBaselineScreening_11.14.16.pdf</p> <p>Basic Clinical Scoring Guide for the C-SSRS [PDF]. (n.d.). Montana: Department of Public Health and Human Services. https://dphhs.mt.gov/Portals/85/suicideprevention/BasicScoringGuideForClinicians.pdf</p> <p>Basic Clinical Scoring Guide for the C-SSRS [PDF]. (n.d.). Montana: Department of Public Health and Human Services. https://dphhs.mt.gov/Portals/85/suicideprevention/BasicScoringGuideForClinicians.pdf</p> <p>"Safety Planning Sheet" https://www.studentsagainstdepression.org/wp-content/uploads/2018/04/keeping_myself_safe_worksheet.pdf</p>
--	--	--	--

			<p>“A Therapist’s Guide to Brief Cognitive Behavioral Therapy. Department of Veterans Affairs South Central MIRECC” (pp. 18-23) 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</p> <p>MEDIA RESOURCES</p> <p>Comprehensive family assessment. (n.d.). Child Welfare Information Gateway. https://www.childwelfare.gov/topics/systemwide/assessment/family-assess/#:~:text=Assessment%20provides%20the%20foundation%20for,number%20of%20critical%20points%2C%20including%3A&text=When%20there%20are%20safety%20concerns,intensity%20of%20interventions%20or%20supports</p> <p>Suicide prevention videos main page [Video]. (n.d.). Center for Deployment Psychology. https://deploymentpsych.org/content/suicide-prevention-videos-main-page</p>
3 9/17	<p>Family Engagement</p> <p>IMH Guest Speaker</p>	<p>Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate. (MLO 3.1, CLO 3, EPAS 1, 7, 8)</p> <p>Explain how social and personal identities could</p>	<p>ASSIGNMENT</p> <p>SIMMersion Simulation: Preventing Childhood Obesity with Kelly Robinson (see master assignment)</p> <p>ASSIGNMENT RESOURCES</p> <p>This week you have read about family therapy and theoretical frameworks. With this information in mind, think about two models you selected from Family Therapy With the Experts Series for discussion.</p> <p>For this week’s discussion, please respond to the following prompts:</p> <ul style="list-style-type: none"> • Provide an overview of the two models you reviewed.

		<p>influence intervention strategies and their effectiveness. (MLO 3.2, CLO 3, EPAS 1, 7, 8)</p> <p>Describe methods for remaining aware of and sensitive to diversity factors and social identities. (MLO 3.3, CLO 3, EPAS 1, 7, 8)</p>	<ul style="list-style-type: none"> • Identify how the selected models are compatible or incompatible with your preferences for practice. What are some things to consider? • How is family conceptualized in the models presented in readings and videos for this module? • What considerations and adjustments may be necessary to recognize diversity in family structures? <p>In follow-up responses to two peers' posts, address the following:</p> <ul style="list-style-type: none"> • Share how your experience with theoretical frameworks of family intervention differs or is similar to your peers' experiences. • Share how your experiences, expectations, and conceptualizations might influence your view of peer's approaches and how you might expand or develop in these areas. • Share how your experience or lack of cross-cultural experiences might influence your practice and how you might expand or develop in these areas. <p><u>Family Engagement Script</u></p> <p>In this assignment, you will create a script that describes your theoretical approach to working with families. Consider the information provided in articles and videos. Then, incorporating engagement strategies, describe how the theory will be seen in your practice.</p> <p>As you write your script, reflect on your experience with the mother in the SIMmersion: Preventing Childhood Obesity with Kelly Robinson. Incorporate what you learned.</p> <p>In your script, consider including the following components:</p> <ul style="list-style-type: none"> • Reference family practice models from the videos • Describe your role as a practitioner to families • Identify and describe the roles of the parents and children • Describe how you will work with families
--	--	--	--

			<p>READING RESOURCES</p> <p>Santisteban, D. A., Mena, M. P., & Abalo, C. (2012). Bridging Diversity and Family Systems: Culturally Informed and Flexible Family Based Treatment for Hispanic Adolescents. <i>Couple & family psychology</i>, 2(4), 246–263. http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2014-00822-002&site=ehost-live&scope=site</p> <p>Mazza, C., & Perry, A. R. (2017). <i>Fatherhood in America : Social Work Perspectives on a Changing Society</i>. Charles C Thomas.pp. 265-268</p> <p>Williams, Natasha & Foye, Angelique & Lewis, Florence. (2016). Applying Structural Family Therapy in the Changing Context of the Modern African American Single Mother. <i>Journal of Feminist Family Therapy</i>. 28. 30-47. 10.1080/0895</p> <p>“Parent-Child Interaction Therapy (PCIT)” CEBC » parent child interaction therapy › program › detailed. (n.d.). https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed</p> <p>Clinton, J., Feller, A. F., & Williams, R. C. (2016). The importance of infant mental health. <i>Pediatrics & child health</i>, 21(5), 239–241. https://doi.org/10.1093/pch/21.5.239</p> <p>“Angels and ghosts in the nursery: Trauma-informed child-parent therapy”</p> <p>Thompson, G. (2020, December 21). Angels and ghosts in the nursery: Trauma-informed child-parent therapy. Wilder Foundation. https://www.wilder.org/articles/angels-and-ghosts-nursery-trauma-informed-child-parent-therapy#:~:text=In%201975%2C%20Selma%20Fraiberg%2C%20a,and%20their%20own%20parenting%20style</p>
--	--	--	--

			<p>Farley et.al, (2017) Expanding infant mental health treatment services to at-risk preschoolers and their families through the integration of relational play therapy. <i>Infant Mental Health Journal</i>, vol. 38(5), 669–679. https://onlinelibrary-wiley-com.proxy.lib.umich.edu/doi/full/10.1002/imhj.21663</p> <p>Shapiro, F., Kaslow, F. W., & Maxfield, L. (2007). <i>Handbook of EMDR and family therapy processes</i>. John Wiley & Sons, Inc.</p> <p>Competency details infant family specialists (IFS). (2017). <i>Promoting mental health Iowa</i>. https://static1.squarespace.com/static/5884ec2a03596e667b2ec631/t/59f102cbc027d83296f7816c/1508967116505/IFS_ECFS_requirements+only+2017.pdf</p> <p>Michigan Department of Community Health. (n.d.). <i>Social-emotional development in young children: A guide produced by the Michigan Department of Community Health</i>. https://www.michigan.gov/documents/Social_Emotional_Development_in_Young_Children_Guide_88553_7.pdf</p>
4 9/24	<p>Goal Planning/Individualized Plan of Service</p>	<p>Describe the concept of person-centered treatment. (EPAS 1, 2, 8)</p> <p>Discuss person-centered treatment goals, objectives, and interventions. (EPAS 1, 2, 8)</p> <p>Apply a person-centered approach to a clinical</p>	<p>ASSIGNMENT RECOMMENDATION:</p> <p>Treatment Plan Script</p> <p>For this activity, prepare a script to describe the treatment planning process to a 7-year-old and a second script that describes the treatment planning process to a 13-year-old.</p> <p>Utilize 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.”</p> <p>Be prepared to use these scripts in the Live Zoom Session</p> <p>READING RESOURCES:</p>

		<p>scenario. (EPAS 1, 2, 8)</p>	<p>Tondora, J., Miller, R., Slade, M., Davidson, L., & Davidson, D. L. (2014). Partnering for recovery in mental health: A practical guide to person-centered planning : https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=1693587 (pp. 53 -70)</p> <p>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 (pp. 18 - 27)</p> <p>Developing meaningful treatment plans. (2021). Improving Mi Practices. https://www.improvingmipractices.org/focus-areas/courses/person-centered-planning/developing-meaningful-treatment-plans</p> <p>Knapp, S. E., Jongsma, A. E. J., & Dimmitt, C. L. (2014). The school counseling and school social work treatment planner, with dsm-5 updates, 2nd edition. Retrieved from https://ebookcentral-proquest-com.proxy.lib.umich.edu</p> <p>Tondora, J., Miller, R., & Slade, M. (2014). Partnering for recovery in mental health: A practical guide to person-centered planning. Module 2 Retrieved from https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=1693587</p> <p>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, (pp 204-225)</p> <p>Youth in America: An Ecological Systems Analysis. Journal of Adolescence 34, 885-894.</p> <p>Malpas, Jean, (2016) The Transgender Journey: What Role Should Therapists Play? Psychotherapy Networker, March/April 2016</p>
--	--	---------------------------------	---

			<p><u>Beck, Judith S., & Beck, Aaron T. (2020). Cognitive Behavior Therapy, Third Edition : Basics and Beyond. New York: Guilford Publications. Chapters 2,3, and 9.</u></p> <p>Tondora, J., Miller, R., Slade, M., & Davidson, L. (2014). Partnering for recovery in mental health: A practical guide to person-centered planning. John Wiley & Sons: Module 2. Retrieved from https://ebookcentral-proquest-com.proxy.lib.umich.edu</p> <p>Recovery-Oriented Systems of Care (ROSC) Resource Guide, September 2010. SAMHSA - Substance Abuse and Mental Health Services Administration. https://www.samhsa.gov/sites/default/files/rosc_resource_guide_book.pdf</p> <p>MEDIA RESOURCES:</p> <p>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</p> <p>DDlatWSU. (2020, June 22). MDDC Webinar #9: Person-Centered Planning Amidst COVID-19 [Video]. YouTube. https://www.youtube.com/watch?v=1fuoRSmKcJk</p>
5 10/1	<p>Interventions and monitoring: Motivational Interviewing and tools to monitor effectiveness</p>	<p>Develop a plan for monitoring and evaluating effectiveness of interventions. (EPAS 1, 2, 8)</p> <p>Discuss evidence-based prevention and goal-oriented</p>	<p>ASSIGNMENT:</p> <p>SIMmersion Simulation: Engaging Adolescent Patients About Marijuana Use with David Martin (CME) (see master assignment outline)</p> <p>ASSIGNMENT RESOURCES</p> <p>Client Session Rating Script</p>

		<p>intervention strategies that are culturally and situationally appropriate. (EPAS 1, 2, 8)</p> <p>Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario. (EPAS 1, 2, 8)</p> <p>Explain how social and personal identities could influence intervention strategies and their effectiveness. (EPAS 1, 2, 3, 4, 8)</p> <p>Examine effective trauma-informed and culturally relevant interventions. (EPAS 1, 2, 3, 4, 8)</p> <p>Apply an evidence-based intervention to a clinical</p>	<p>Develop a written script to explain session rating scales (SRS) with a client to assess their satisfaction with sessions. The script should provide information on the purpose of the evaluation. Utilize the tools in the supplemental and resource section to create your script.</p> <p>READING RESOURCES</p> <p>(n.d.). Indian Health Service Indian Health Service (IHS). https://www.ihs.gov/california/tasks/sites/default/assets/File/BP2015-4_TeachingSBIRTFacultyGuideSession3Part2.pdf</p> <p>Johnson, L.D. (2000). The Session Rating Scale Manual: A Practical Approach to Improving Psychotherapy. https://drive.google.com/file/d/15HAsEVoLoanzMc7ahgvTc9hDTbDqpszo/view?ts=6061f4b8 (pp 1-17)</p> <p>SAMSHA: Substance Abuse and Mental Health Services Administration. (2014). Trauma-Informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57. Search SAMHSA Publications and Digital Products Publications and Digital Products. https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4816.pdf</p> <p>Allen, B. & Kronenberg, M. (2014). Treating traumatized children: a casebook of evidence-based therapies. NY: Guilford. Chapters 9, 10 &11</p> <p>MEDIA</p> <p>PsychotherapyNet. (2019, February 13). Motivational Interviewing for Adolescent Substance Use [Video]. YouTube. https://www.youtube.com/watch?v=K-zJme3RTzM</p> <p>SafeLives. (2017, March 9). Using Motivational interviewing with young people who harm [Video]. YouTube. https://www.youtube.com/watch?v=ivPIhCD0pFY</p>
--	--	---	--

		scenario. (EPAS 1, 2, 3, 4, 8)	Low, D. (2017, November 21). Introducing fit -- Ors/Cors & srs/Csrs -- in family therapy [Video]. YouTube. https://youtu.be/vIHT3JuWjs8
6 10/8	Intervention: Introduction to CBT	<p>Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1, 2, 8)</p> <p>Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1, 2, 8)</p> <p>Explain how social and personal identities could influence intervention strategies and their effectiveness. (EPAS 1, 2, 8)</p> <p>Examine effective trauma-informed and culturally relevant</p>	<p>ASSIGNMENT RECOMMENDATION:</p> <p>Cognitive Behavioral Therapy (CBT) Script</p> <p>For this assignment, develop a written script to describe the concept of CBT. Remember that services to children and adolescents include their families, so prepare the script to share directly with a client and their family. Identify the age that you are preparing the script for (7-year-old or 17-year-old). In your script, include:</p> <ul style="list-style-type: none"> • Theory of the model • Efficacy for client • What the client can expect from the sessions <p>READING RESOURCES</p> <p>A.M., Smith, S.N., Choi, S.Y., Koschmann, E., Liebrecht, C., Rusch, A., Abelson, J.L., Eisenberg, D.S., Himle, J., Fitzgerald, K.D., & Almirall, D. (2018). Adaptive School-based Implementation of CBT (ASIC): clustered-SMART for building an optimized adaptive implementation intervention to improve uptake of mental health interventions in schools. <i>Implementation science</i>, 13, 119.</p> <p>Cully, J.A., & Teten, A.L. 2008. A Therapist's Guide to Brief Cognitive Behavioral Therapy. Department of Veterans Affairs South Central MIRECC, Houston. Modules 1 and 5. (pp. 6 - 9 and 28 - 31) https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf</p> <p>Greenberger, Dennis, Padesky, Christine A., & Beck, Aaron T. (2016). <i>Mind over mood : change how you feel by changing the way you think</i>. New York, NY : Guilford Press. Retrieved from</p>

		<p>interventions. (EPAS 1, 2, 3, 4, 8)</p> <p>Apply an evidence-based intervention to a clinical scenario. (EPAS 1, 2, 3, 4)</p>	<p>https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=400017</p> <p>TRAILS. (n.d.). Psychoeducation: CBT. TRAILS to Wellness. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/psychoeducation-cbt</p> <p>MEDIA RESOURCES</p> <p>TRAILS. (2019, April 8). TRAILS short film series - Psychoeducation on CBT [Video]. YouTube. https://youtu.be/fU6CvZDkuEU</p> <p>Therapist Aid. (2014, November 28). What is CBT? [Video]. YouTube. https://www.youtube.com/embed/bUOaHsxe8OQ</p> <p>In-Shape Habits. (2014, September 2). What is CBT? Cognitive Behavioral Therapy Explained [Video]. YouTube. https://www.youtube.com/watch?v=0ViaCs0k2jM</p>
7 10/15	<p>Interventions CBT: Identifying and Challenging Automatic Negative Thoughts and Beliefs</p> <p>Realm of the Dead Visit</p>	<p>Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate. (EPAS 1, 2, 8)</p> <p>Apply an evidence-based, culturally, and situationally sensitive prevention and intervention</p>	<p>ASSIGNMENT RECOMMENDATION:</p> <p>Automatic Negative Thoughts</p> <p>This week you have read about automatic negative thoughts. With this information in mind, think about the ways that thinking can be helpful, unhelpful, or neutral. Thinking about how you support clients in seeing the differences? What types of thinking do you see yourself doing as an individual and a professional?</p> <p>For this week’s discussion, please respond to the following prompts:</p> <ul style="list-style-type: none"> • Describe which types of thoughts are most difficult for you to engage with. • What types of thoughts are most difficult for you to refrain from? • Are there situations where thoughts that are not positive, but should not be contextualized as negative?

		<p>strategy to a clinical scenario. (EPAS 1, 2, 8)</p> <p>Explain how social and personal identities could influence intervention strategies and their effectiveness. (EPAS 1, 2, 8)</p> <p>Examine effective trauma-informed and culturally relevant interventions. (EPAS 1, 2, 3, 4, 8)</p> <p>Apply an evidence-based intervention to a clinical scenario. (EPAS 1, 2, 3, 4, 8)</p> <p>Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families'</p>	<ul style="list-style-type: none"> • How do social identities impact thoughts? <p>In follow-up responses to two peers' posts, address the following:</p> <ul style="list-style-type: none"> • Share how your experience with considering social identity and thoughts differs or is similar to your peers' experiences. • How your peer's response influenced your perspective. <p>Automatic Thoughts Script</p> <p>In this assignment, you will utilize one CBT resource to develop a script to provide instructions to your mock client about completing a thought record as homework (pg. 51 in Brief CBT manual, pg 151 in CBT in School Settings, Resources for CBT pdf). Identify the client age that you are delivering the script to. If families will need to support due to their age, how will you introduce the assignment to them?</p> <p>Prepare a script to describe the different automatic negative thoughts (all or nothing, emotional reasoning, over-generalizing, worst possible outcome, etc.) based on culturally and developmentally responsive language. You can utilize resources on automatic negative thoughts as a part of your script (for example, What is an ANT in the Trails to Wellness group manual). If you are utilizing a specific source, please share the document that you are using. Be prepared to practice the explanation during the live session.</p> <p>READING RESOURCES</p> <p>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. <i>Depression and Anxiety</i>, 28(1), 67-75. https://doi.org/10.1002/da.20744</p> <p>Friedberg, R.D., McClure, J.M., & Garcia, J.H. (2009). Chapter 4: Behavioral Interventions. In <i>Cognitive Therapy Techniques for Children and Adolescents: Tools for enhancing practice</i>. NY: Guilford Press. (pp. 79-120).</p>
--	--	--	---

		<p>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)</p>	<p>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. (pp. 44 - 53)</p> <p>Trails to Wellness. (2020). Session 5 Agenda: Depression and Anxiety. https://storage.trailstowellness.org/trails-2/manuals/9-12--depression-anxiety--session-5.pdf.</p> <p>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</p>
<p>8 10/22</p>	<p>Interventions CBT: Behavioral Activation</p>	<p>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)</p>	<p>ASSIGNMENT RECOMMENDATION: Behavioral Activation Discussion</p> <p>This week you have read about the skill of behavioral activation. With this information in mind, think about your previous personal and practice experiences in attempting to change behaviors that are consistent with identified goals.</p> <p>For this week’s discussion, please respond to the following prompts:</p> <ol style="list-style-type: none"> 1. When is behavioral activation not effective for clients (consider stages of change from motivational interviewing)? 2. How do your social and personal identities impact the focus on behavioral activation? 3. What ways can you ensure that the social and personal identities of clients are integrated into intervention implementation? 4. Are there incongruences with the texts and resources provided that are not culturally responsive and trauma informed?

		<p>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)</p>	<p>In follow-up responses to two peers' posts, address the following:</p> <ol style="list-style-type: none"> 1. Share how your experience differs or is similar to your peers' experiences. 2. Challenges your peers may or may not experience as a result of their approach. 3. How your peers' experience has influenced your perspective and approach. <p>Behavioral Activation Script</p> <p>In this assignment, you will develop a script to describe behavioral activation. Identify the age that you are preparing the script for and be sure to include the family as appropriate.</p> <p>In your script consider including the following components:</p> <ul style="list-style-type: none"> • Definition of behavioral activation • Alignment with previous sessions on thoughts and feelings • Expectations for homework assignment • Barriers to completing assignment <p>Also review the Behavioral Activation worksheet on page 176 of the Behavioral Activation guide. Practice using the worksheet with yourself. You will use this worksheet in the live session with a peer.</p> <p>READING RESOURCES</p> <p>Behavioral-Activation-for-Depression.pdf https://medicine.umich.edu/sites/default/files/content/downloads/Behavioral-Activation-for-Depression.pdf</p> <p>SAMSHA: Substance Abuse and Mental Health Services Administration. (2014). Trauma-Informed Care in Behavioral Health Services. Treatment Improvement Protocol (TIP) Series 57. Search SAMHSA Publications and Digital Products Publications and Digital Products. https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4816.pdf</p>
--	--	--	--

			<p>McCauley, E., Schloredt, K. A., Gudmundsen, G. R., Martell, C. R., & Dimidjian, S. (2016). Behavioral activation with adolescents : A clinician's guide. Chapter 5. ProQuest Ebook Central https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4000669</p>
<p>9 10/29</p>	<p>Interventions: Relaxation and Mindfulness</p>	<p>Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8, 2)</p> <p>Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,8, 2)</p> <p>Explain how social and personal identities could influence intervention strategies and their</p>	<p>ASSIGNMENT RECOMMENDATION:</p> <p>Mindfulness Script</p> <p>Mindfulness strategies include being aware of your internal and external feelings.</p> <p>In this assignment, you will complete a script to describe mindfulness and prepare to complete a body scan and feeling rating scale with a client.</p> <p>Utilize resources provided in readings and resources (Trails to Wellness Mindfulness Groups) to develop a script. Before you begin your script, identify the age group you will write for and note this at the top of your script. Be prepared to use the script in the live session.</p> <p>READING RESOURCES</p> <p>Wisner B.L. (2017) Mindfulness for Adolescents in Counseling, Behavioral Health, and Medical Settings. In: Mindfulness and Meditation for Adolescents. Palgrave Macmillan, New York. https://link-springer-com.proxy.lib.umich.edu/content/pdf/10.1057%2F978-1-349-95207-6_5.pdf</p> <p>Thompson, V. L. S., & Alexander, H. (2006). Therapists' race and African American clients' reactions to therapy. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 43(1), 99–110. https://doi-org.proxy.lib.umich.edu/10.1037/0033-3204.43.1.99</p>

		<p>effectiveness (EPAS 1,8, 2)</p> <p>Examine effective trauma-informed and culturally relevant interventions (EPAS 1, 2, 3, 4, 8)</p> <p>Apply an evidence-based intervention to a clinical scenario EPAS 1, 2, 3, 4, 8)</p>	<p>Kallapiran, K., Koo, S., Kirubakaran, R., & Hancock, K. (2015). Review: Effectiveness of mindfulness in improving mental health symptoms of children and adolescents: a meta-analysis. <i>Child and Adolescent Mental Health</i>, 20(4), 182-194. https://doi.org/10.1111/camh.12113</p> <p>DeLuca, Sarah M, Kelman, Alex R, & Waelde, Lynn C. (2018). A Systematic Review of Ethnoracial Representation and Cultural Adaptation of Mindfulness- and Meditation-Based Interventions. <i>Psychological studies</i>, 63(2), 117–129.</p> <p>Gould, Laura Feagans, Dariotis, Jacinda K, Mendelson, Tamar, & Greenberg, Mark. T. (2012). A SCHOOL-BASED MINDFULNESS INTERVENTION FOR URBAN YOUTH: EXPLORING MODERATORS OF INTERVENTION EFFECTS. <i>Journal of community psychology</i>, 40(8), 968–982.</p> <p>Fung, Joey, Guo, Sisi, Jin, Joel, Bear, Laurel, & Lau, Anna. (2016). A Pilot Randomized Trial Evaluating a School-Based Mindfulness Intervention for Ethnic Minority Youth. <i>Mindfulness</i>, 7(4), 819–828. New York: Springer US.</p> <p>Salem-Guirgis, Sandra, Albaum, Carly, Tablon, Paula, Riosa, Priscilla Burnham, Nicholas, David B, Drmic, Irene E, & Weiss, Jonathan A. (2019). MYmind: a Concurrent Group-Based Mindfulness Intervention for Youth with Autism and Their Parents. <i>Mindfulness</i>, 10(9), 1730–1743</p> <p>Treating Co-occurring Adolescent PTSD and Addiction: Client Workbook: Appendix A: Guided Mindfulness Scripts. (2015). Charleston Counseling Resource Portal. https://www.charlestoncounselingportal.com/uploads/1/2/1/6/121600458/mindfulness.pdf</p>
--	--	---	--

			<p>Erica M.S. Sibinga, Carisa Perry-Parrish, Shang-en Chung, Sara B. Johnson, Michael Smith, Jonathan M. Ellen, School-based mindfulness instruction for urban male youth: A small randomized controlled trial, Preventive Medicine, Volume 57, Issue 6, 2013, Pages 799-801, ISSN 0091-7435, https://doi.org/10.1016/j.ypmed.2013.08.027.</p> <p>MEDIA RESOURCES</p> <p>3 Minute Body Scan</p> <p>Urban Yoga</p> <p>3-Minute Compassion meditation for Children and Families</p> <p>TRAILS to wellness. (n.d.). TRAILS to Wellness. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/mindfulness</p>
10 11/5	<p>Interventions:</p> <p>CBT PRACTICE</p>	<p>Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8, 2)</p> <p>Apply an evidence-based, culturally, and situationally sensitive prevention and</p>	<p>ASSIGNMENT</p> <p>Complete three SIMmersions:</p> <ul style="list-style-type: none"> • 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 <p>ASSIGNMENT RESOURCE</p> <p>SIMmersion Reflection and Approach Modifications</p> <p>Reflect on what you learned from completing the SIMmersion titled Cognitive Behavioral Therapy Training with Roger Ellison. Think about the experience</p>

		<p>intervention strategy to a clinical scenario (EPAS 1,8, 2)</p> <p>Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,8, 2)</p> <p>Examine effective trauma-informed and culturally relevant interventions (EPAS 1, 2, 3, 4, 8)</p> <p>Apply an evidence-based intervention to a clinical scenario EPAS 1, 2, 3, 4, 8)</p>	<p>and how core skills could be utilized with parents. Also think about how we could modify this for use with different age groups and parents.</p> <p>In your initial response address the following questions:</p> <ul style="list-style-type: none"> • What could you do to modify the approach you used with Roger Ellison in the simulation to work with children? • How could you use core skills employed in your work with Roger Ellison in the simulation to work with the parents of the children you serve? <p>In follow-up responses to two peers' posts, address the following:</p> <ul style="list-style-type: none"> • How your peer's response may inform your approach to utilizing core skills with parents. • How your peer's response may inform your approach to modifying your approach to work with children. • What you might do differently as a result of reading their response to the initial question. • Strengths and weaknesses to their approach or modifications.
11 11/12	Interventions CBT and Beyond	Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research informed	<p>READING RESOURCES</p> <p>https://fcbt.org/wp-content/uploads/2019/02/Revised-Dealing-with-Trauma-TF-CBTWorkbook-for-Teens-.pdf</p>

		for effectiveness. (EPAS Competency 1, 2, 3k 4, 8)	
12 11/19	Interventions: Problem Solving/Solution Oriented	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)	<p>READING RESOURCES</p> <p>Ratner, H., George, E., & Iveson, C. (2012). Solution focused brief therapy: 100 key points and techniques. Chapters 4-6 Retrieved from https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=987999</p> <p>Nims, Donald R. (2007). Integrating play therapy techniques into solution-focused brief therapy. International Journal of Play Therapy, 16(1), 54–68. https://doi-org.proxy.lib.umich.edu/10.1037/1555-6824.16.1.54. http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2007-11610-004&site=ehost-live&scope=site</p> <p>MEDIA RESOURCES</p> <p>National Adoption Competency Mental Health Training Initiative (NTI): Training for Mental Health Professionals</p> <p>Carlson, Jon, Selekman, Matthew D., & Kjos, Diane. (2000). Building on Adolescent Expertise: A Solution Oriented Brief Therapy Approach. Phoenix, AZ : Zeig, Tucker & Theisen, Inc. Retrieved from https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/building-on-adolescent-expertise-a-solution-oriented-brief-therapy-approach</p>
11/2 6	Campus Closed		
13 12/3	Interventions:	Develop trauma-informed intervention skills	<p>READING RESOURCES</p> <p>Kathleen Myers, Eve-Lynn Nelson, Terry Rabinowitz, Donald Hilty, Deborah Baker, Sara Smucker Barnwell,</p>

	<p>Various approaches and methods Beyond CBT</p> <p>Telehealth Services</p>	<p>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)</p>	<p>Geoffrey Boyce, Lynn F. Bufka, Sharon Cain, Lisa Chui, Jonathan S. Comer, Carroll Craddock, Felissa Goldstein, Barb Johnston, Elizabeth Krupinski, Katherine Lo, David D. Luxton, S. David McSwain, Jennifer McWilliams, Steve North, Jay Ostrowski, Antonio Pignatiello, David Roth, Jay Shore, Carolyn Turvey, James R. Varrell, Shawna Wright, and Jordana Bernard. Telemedicine and e-Health. Oct 2017. 779-804. http://doi.org.proxy.lib.umich.edu/10.1089/tmj.2017.0177</p>
<p>14 12/10</p>	<p>Evaluation, Termination, and Planning</p>	<p>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)</p>	<p>ASSIGNMENT</p> <p>Complete SIMmersion on Motivational Interviewing: <u>SELF EVALUATE DIFFERENCE IN SKILLS</u></p> <p>Revisiting SIMmersion: Engaging Adolescent Patients about Marijuana use with David Martin (CME).</p> <p>Read the instructions fully and carefully prior to beginning.</p> <p>For this assignment, you will revisit the simulation from Module 5. Download your previous transcript. Log into the SIMmersion website and access the simulation titled Engaging Adolescent Patients about marijuana use with David Martin (CME). If at all possible, use the “voice recognition” feature to get used to practice speaking with clients.</p> <p>Complete the simulation.</p> <p>Download your transcription. Then reflect on your experiences using the following questions:</p> <ul style="list-style-type: none"> • What differences did you notice in this simulation experience from Module 5? • What are areas of strength for you? • What skills do you notice that you need continued practice in? • What was challenging about the experience? <p>Termination Reflection</p>

			<p>According to the NASW Code of Ethics Preamble, social workers seek to enhance the capacity of people to address their own needs. Termination is a natural part of the service delivery process. For this activity, you will reflect on the challenges, benefits, and impacts of service termination.</p> <p>In your reflection, consider the following questions:</p> <ul style="list-style-type: none">• What feedback would you want from a client upon termination?<ul style="list-style-type: none">◦ What tools/methods will you use to evaluate outcomes?• Consider your cultural identity and your personal perception of ending relationships, what challenges do you predict in working with clients in the termination phase?• What strategies will you use to address them?• What adjustments will you make in the termination and prevention plan description and development following your mock session?• What specific considerations should be made regarding termination when considering social identities of clients? <p>ASSIGNMENT RESOURCES</p> <p>Mock Client Session</p> <p>In this assignment, you will prepare an outline/agenda for a 45 - 57-minute mock client session using engagement, goal identification, and a solution-oriented intervention. Include scaffolding of developing solutions.</p> <p>This will be used to complete a mock client session that includes demonstration of skills gained from previous modules. A recording and reflection will be submitted following the live session.</p> <p>READING RESOURCES</p> <p>McDowell, T. (2000). Practice evaluation as a collaborative process: A client's and a clinician's perceptions of helpful and unhelpful moments in a clinical</p>
--	--	--	---

			<p>interview. <i>Smith College Studies in Social Work</i>, 70(2), 375-387. https://doi.org/10.1080/00377310009517598</p> <p><u>Professional Quality of Life Scale (ProQOL)</u></p> <p>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. (pp. 44 - 53)</p> <p>Review and Wrap-Up: Reminder cards. (n.d.). Trails to Wellness: Review and Wrap Up. https://storage.trailstowellness.org/trails-2/resources/reminder-cards.pdf</p> <p>MEDIA RESOURCE</p> <p>David Low. (2017, November 22). Using FIT -- ORS & SRS -- with Teen Deteriorating in CBT Treatment [Video]. YouTube. https://www.youtube.com/watch?v=D9Cr-kiK5yk</p> <p>Feedback Informed Treatment (FIT). Directed by Tilsen, Julie and Scott D. Miller. Microtraining Associates, 2011. https://video.alexanderstreet.com/watch/feedback-informed-treatment-fit</p>
--	--	--	--

4. Assignments

- a. Master Assignments:
 - SIMmersion Modules
 1. Adolescent SUD/Motivational Interviewing module with David for CME (2)
 2. Suicide Prevention: Assessing Risk with Taye Banks
 3. Preventing Childhood Obesity with Kelly Robinson

4. Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
5. Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison
6. Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison

b. Additional Assignments:

- Peer recordings and clinical rationale
- Reflection Journal to be utilized throughout the term
- Completion of training for one modality

Assignment	Submission	Percent of overall grade
SIMmersion Modules	Transcript submitted via canvas by midnight on the due date	25%
Reflection Journal	Summary due at the end of the term with self-evaluation	10%
Training Module	Submission of certificate of completion	15%
Discussion Posts	Submission according to guidelines in Canvas	10%
Clinical Engagement	Recording and rationale submitted via canvas by midnight on the due date	40%
TOTAL		100%

Required Master Assignment 1: SIMmersion Module: Adolescent SUD/Motivational Interviewing module with David for CME INITIAL

Purpose

SIMmersion simulations allow students to interact with a ‘client’ that is responsive and unpredictable, much like an actual client. The ‘client’ responds differently to each topic/phrase you choose and their mood can change based on your chosen response.

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes:

- Demonstrate engagement strategies that are relevant to the practice setting (EPAS Competency 1,6)
- 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)
- 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)

P.O.D.S. Capacities

This assignment connects to the many [P.O.D.S. capacities](#), including:

- Recognize one’s own positionalities on multiple dimensions, including nationality/citizenship (the relative power of the nation) and other insider/outsider statuses. (D)
- Recognize how these intersect with each other and change in interactions with others and in different contexts. (D)
- Demonstrate intersectional humility in communication and interactions with others.(C)

Task

Engaging in a process reflection of simulated interactions may help you to critically reflect on your skills and facilitate self-assessment. Complete a Process Reflection

Steps:

- Selecting the simulation: Adolescent SUD/Motivational Interviewing module with David for CME
- Reading through the theory-based curriculum available within the application before you enter the simulation; this content contains valuable resources and information on the intervention technique before you begin to practice it. Review the curriculum as often as necessary.
- Utilize the “voice recognition” feature to get used to practice speaking with clients when possible.

POST SIMULATION REFLECTION

- What feedback did you receive from reviewing the transcript?
 - What did you learn from the experience?
 - What skills might you incorporate into practice?
- What was challenging about the experience?
 - Were there areas that were surprising to you?
- How did the personal and social identities of the client impact the interaction?
- How do your personal and social identities and experiences impact your views of substance use in adolescents?
- What opportunities for growth do you see for yourself in implementing motivational interviewing with youth and their families?

Grading Rubric

3 points for transcript submission

7 points (1 point for each prompt) for reflection submission

Required Master Assignment 2: SIMmersion Module: Suicide Prevention: Assessing Risk with Tye Banks

Purpose

SIMmersion simulations allow students to interact with a 'client' that is responsive and unpredictable, much like an actual client. The 'client' responds differently to each topic/phrase you choose and their mood can change based on the words you choose to say.

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes:

- Demonstrate engagement strategies that are relevant to the practice setting (EPAS Competency 1,6)
- Utilize evidence-informed assessment procedures to identify appropriate intervention strategies (1,2, 7,8)

P.O.D.S. Capacities

This assignment connects to the many P.O.D.S. capacities, including:

- Recognize one's own positionalities on multiple dimensions, including nationality/citizenship (the relative power of the nation) and other insider/outsider statuses. (D)
- Recognize how these intersect with each other and change in interactions with others and in different contexts. (D)
- Demonstrate intersectional humility in communication and interactions with others.(C)

Task

Engaging in a process reflection of simulated interactions may help you to critically reflect on your skills and facilitate self-assessment. Complete a Process Reflection

Steps:

- Selecting the simulation: Suicide Prevention: Assessing Risk with Taya Banks
- Reading through the theory-based curriculum available within the application before you enter the simulation; this content contains valuable resources and information on the intervention technique before you begin to practice it. Review the curriculum as often as necessary.
- Utilize the “voice recognition” feature to get used to practice speaking with clients when possible

POST SIMULATION REFLECTION

- What feedback did you receive from reviewing the transcript?
 - What did you learn from the experience?
 - What skills might you incorporate into practice?
- What was challenging about the talking and documentation experience?
 - Were there areas that were surprising to you?
 - Did you observe differences in the tools and strategies introduced in SIMmersion?
- How did the personal and social identities of the client impact the interaction?
- How do your personal and social identities and experiences impact your views of substance use in adolescents?
- What opportunities for growth do you see for yourself in completing suicide screenings and assessments with youth and their families?

Grading Rubric

3 points for transcript submission

7 points (1 point for each prompt) for reflection submission

Assignment: Peer Recordings (3 separate submissions)

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes: **EPAS 2,3,4,6,7,8**

Task

Student clinician will record a session with a client that will focus on implementation of an intervention. During the interaction, student clinicians will work with their client to address their identified goals and objectives using an evidence-based model of practice.

Submission of Video and reflection that includes the following will be evaluated:

- Partnership and Collaborations- Did you acknowledge client's courage, perseverance, success? Does the Client feel this acknowledgment from you?
- Overall engagement--Overall, how effectively did you engage your client in the session?
- Client Goals: Summarize the key goals that the client wants to work on.
- Session Plan: What ways were the session plan/agenda followed and adjusted?
- Skills insights – What key things did you learn by comparing and contrasting your interaction with the recorded/modeled interaction?
- Skills Goals for next session – What goals do you have for your intervention skills in the next session?

Grading Rubric

Recording: Interview submitted electronically with audible sound | (3.0 pts)

Reflection includes factors that highlight partnership and collaboration | (5.0 pts)

Reflection includes: What ways did Privilege impact engagement for the clinician AND the client? What ways did Oppression impact engagement for the clinician AND the client? What ways did Diversity impact the engagement for the clinician AND the client? What Social Justice issue impacted the engagement for the clinician AND the client? | (5.0 pts)

Reflection includes 3 areas for improvement | (4.0 pts)

Reflection includes 3 areas strengths | (3.0 pts)

Reflection includes plans for next session | (5.0 pts)

Total Points: 25.0

Assignment: Completion of Intervention Training

Course Outcomes

This assignment provides documentation of student ability to meet the following course outcomes: **EPAS 4, 7,9**

Task

Complete one web-based course and turn in your proof of completion with a brief, two-page reflection following the guidelines for the reflection below.

Grading Rubric

Describe the overall process of the model | (2.0 pts)

Describe specific aspects of the intervention that are you most attracted to and why? If you have had the opportunity to use any of them, reflect on this | (2.0 pts)

Provide personal reactions you noticed as you worked through the certification program. Include strengths and critiques of the method. | (2.0 pts)

Identify counter-transferences to the material that you notice. How might these come up in your work with clients? | (2.0 pts)

Describe how you will prevent vicarious stress (taking on symptoms and stress from working with people who are traumatized) as you work with clients with this model. Provide an example of how will you practice self-care? | (2.0 pts)

Total Points: 10.0

c. Attendance and class participation

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide. Assignments may be submitted up to one week without point reduction.

d. Grading

- Grading Scale
 - A (300-283 points) C+ (239-232 points)
 - A- (282-270 points) C (231-220 points)
 - B+ (269-262 points) C- (219-210 points)

B (261-250 points) D (209-180 points)
B- (249-240 points) F (less than 179 points)

Review [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

How you will be graded:

- Critical reflection that demonstrates growth
- Engagement in content
- Engagement in self evaluation
- Ability to learn from practice

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*

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](#).