



Course title:	Strengthening Youth Engagement and Retention Skills		
Course #/term:	SW713, 001, Fall, 2021		
Time and place:	Saturday November 6 and Saturday November 13, 9:00AM-5:00PM, REMOTE		
Credit hours:	1		
Prerequisites:			
Instructor:	David Cordova Ph.D		
Pronouns:	He, El		
Contact info:	Email: cordovad@umich.edu	Phone: 734-763-6201	
	You may expect a response within 2 business days		
Office:	2772 SSW		
Office hours:	By appointment		

Accommodations for Students with Disabilities

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

1. Course Statement

a. Course description

Youth living in impoverished communities experience high incidents of involvement with the juvenile justice system, high rates of school dropout, high levels of suicidal behavior, economic hardships that result in frequent moves and often unstable family support networks and lower levels of successful engagement and retention in behavioral health services (Carson, Cook &

Alegria, 2010; Hogue & Dauber, 2011; Huey & Polo, 2008). In their daily lives they face violence, homelessness, incarceration, foster care, disabilities, immigration and sexual orientation and racial intolerance. Engagement and retention in treatment are major problems for mental health prevention and intervention programs. This course will present evidence based interventions designed to enhance the knowledge and skills of engagement and retention in treatment when working with high need youth, young adults and their families. We will review commonly utilized theoretical models that inform engagement and retention strategies: the Health Belief Model; Behavior Modification; Strategic and Structural Family Systems Theory; the Ecological Model and the Therapeutic Alliance. We will present promising approaches to engagement and retention which include the Strategic Structural-Systems Engagement (SSSE) model (Szapocznik's et al.,1988) in which engagement resistance is part of the process; adjunctive family support interventions (Miller & Prinz, 2003); interventions that utilize Motivational Interviewing to address engagement (Nock & Kazdin, 2005; Grote et al. 2009); and McKay and colleagues (1996) provider engagement training to enhance the therapeutic alliance early on in treatment. Special attention will also be given to issues of diversity as it relates to building therapeutic relationships and intervening with youth and their families.

b. Course content

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

c. Course objectives and competencies

- Describe the prevalence and risk and promotive factors that shape youth engagement and retention in social work practice
- Identify theoretical frameworks to inform engagement and retention approaches to working with youth
- Identify dimensions of privilege, oppression, diversity, and social justice (PODS) to inform youth engagement and retention
- Describe prevention and treatment approaches that have shown to be effective with youth engagement and retention
- Demonstrate skills to conceptualize a treatment plan that centers engagement and retention when working with youth

d. Course design

Two day Summer Mini Course

e. Curricular themes

Students in this course will acquire a general understanding of:

- (1) the prevalence and variations of risk and promotive factors that shape youth engagement and retention,
- (2) commonly used theoretical frameworks to inform engagement and retention with youth,
- (3) best programs and practices that have been shown to have high engagement and retention when working with youth.

f. Relationship to social work ethics and values

Social work practitioners and researchers alike play an essential role in youth engagement and retention in behavioral health preventive interventions. This course focuses on the state of the science and practice when working with youth.

2. Class Requirements

a. Text and class materials

See Resource List (Canvas Site- Files Tab)

- All materials will be posted to Canvas
- Expectations around completing readings: To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
- Required readings will be discussed/debriefed in class via small group and large group discussions.
- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Day 1: Nov 6 9:00am-12:00 pm	Asynchronous Activities	Please see Canvas site
12:00PM-3:00PM	Synchronous Activities (In Class)	

12:00-1:00PM	Introduction and Overview	Youth Risk Behavior Surveillance Survey (CDC) https://nccd.cdc.gov/Youthonline/App/Default.aspx
1:00PM-2:00PM	Theoretical Frameworks	
2:00PM-3:00PM	Case Studies	
3:00PM-5:00PM	Group Work and Individual Consultation	
DAY 2: Nov 13 9:00am-12:00 pm	Asynchronous Activities	Please see Canvas site
12:00PM-3:00PM	Synchronous Activities (In Class)	
12:00PM-1:00PM	Discuss Day 1 and Day 2 Content	
	Engagement and Retention Approaches	
	Treatment and Prevention Approaches	Best Practices: https://www.samhsa.gov/resource-search/ebp
1:00PM-2:00PM	Case Study	
2:00PM-3:00PM	Self-of-the-Social Worker	
	Self-of-the-social worker	
	Summary of Strengthening Youth Engagement and Retention Skills	
3:00-5:00PM	Group Work and Individual Consultation	

c. Assignments

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

1. Develop a case conceptualization centered on youth engagement and retention. Examples of what could be discussed in your paper, include (a) context of youth that may explain, in part, the behavioral health condition, (b) developmental and cultural aspects related to your client’s behavioral health, (c) biological, psychological,

social/ecological, spiritual factors that shape your client’s behaviors, (d) theoretical framework to guide your engagement and retention approach, (e) ideas and techniques for strengthening youth engagement and retention, (f) aspects of privilege, oppression, diversity, social justice, anti-racism and anti-oppression that may enhance engagement and retention, and (g) any other aspects you believe are important to your case study.

Assignment	Due date	Required for Academic Credit
Case Conceptualization	Dec 4, 5:00 PM This assignment should be APA format. Assignment may be uploaded to Canvas or sent via email	Yes
Attendance/Participation	Nov 6 and 13	Yes

d. Attendance and class participation

Students are expected to attend and participate in synchronous and asynchronous aspects of class.

e. Grading

The course is graded on an S (Satisfactory) / U(Unsatisfactory) dichotomy.

- Late assignments will not be accepted, unless arranged in advance.

f. Resources

- Johnston, L. D., O’Malley, P. M., Miech, R. A., Bachman, J. G., & Schulenberg, J. E. (2021). Monitoring the Future national survey results on drug use: 1975-2020: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, The University of Michigan.
- Kann, L., Kinchen, S., Shanklin, S. et al. (2021). Youth risk behavior surveillance – United States, 2018. Morbidity and Mortality Weekly Report. (63); 1-172.
- Newman DL, Moffitt TE, Caspi A, et al. Psychiatric disorder in a birth cohort of young adults: Prevalence, comorbidity, clinical significance, and new case incidence from ages 11 to 21. Journal of Consulting and Clinical Psychology. 1996;64(3):552–562. 6
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=36>
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=282>
- <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=372>
- Substance Abuse and Mental Health Services Administration, Results from the 2019 National Survey on Drug Use and Health: Summary of National Findings, NSDUH

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](#).

g. Health-Related Class Absences

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. 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*