



<b>Course #/term:</b>	SW 602-002 Interpersonal Practice Interventions in Integrated Health, Mental Health and Substance Use for Adults	
<b>Time and place:</b>	Monday 8:00 AM-12:00 Noon	3752 SSWB
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation essentials required	
<b>Instructor:</b>	Tammie B. Glenn	
<b>Pronouns:</b>	[She, her, hers	
<b>Contact info:</b>	<b>Email:</b> tbglenn@umich.edu	<b>Phone:</b> 810-919-9009
	You may expect a response within 24 hours	
<b>Office:</b>	<b>2764 SSWB</b>	
<b>Office hours:</b>	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. Emotion Regulation, 5. Functional Analysis, 6. Problem solving and 7. Distress Tolerance.

### b. Course content

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), 3)

dialectical behavior therapy (DBT), and 4) acceptance and commitment therapy (ACT). This course is adult-focused. Attention will be given to application of interventions with clients across diverse populations and need 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.

### **c. Course objectives and competencies**

Upon completion of the 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 client's goals, needs, circumstances, culture, and values. (EPAS Competency 1, 8, 2)
5. Develop trauma-informed intervention skills in working with adults that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3, 4, 8)
6. Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of adults' social identities on their experience of power and privilege; and appropriateness of the intervention to specific client needs resulting from conditions (EPAS Competency 1, 2, 8, 9)

### **d. Course design**

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential involving problem-solving, project planning, simulations and hands-on applications of real-world situations arising in the field.

### **e. Curricular themes**

Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to differences in health outcomes, beliefs, behaviors, and the role of protective factors and social support in health status and disease outcomes. The key diversity dimensions will be examined as they relate to health beliefs and health behavior. Social Justice and Social Change will be addressed in content examining differences in mortality and morbidity in 3 population subgroups, and access and barriers to care. This course emphasizes the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Promotion, Prevention,

Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the life span. Behavioral and Social Science Research will be explored and read throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

#### **f. Relationship to social work ethics and values.**

This course will examine current ethical issues and controversies in the field integrated health care. The NASW Code of Ethics will be used to inform practice in this area. Students will analyze ethical issues related to: stigmatization and psychiatric labels; client confidentiality; client rights and prerogatives; especially the rights of populations at risk; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public. Students are required to abide by the NASW Code of Ethics while enrolled in the program.

#### **g. Intensive focus on PODS**

This course integrates PODS (privilege, oppression, diversity, and social justice) 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

## **2. Class Requirements**

a. Text and class materials Required books (all available through UM Library electronically!); **don't need to purchase unless desired**

1) Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond. Guilford Press. [third edition is expected Sep. 2020] Available for all students electronically (no cost) via the UM Library: <https://search.lib.umich.edu/catalog/record/015648219>

2) 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\\_4](https://search.lib.umich.edu/catalog/record/015992969_4)

3) 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** if interested in learning more (not required for course):

1) 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>

2) Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program*. New Harbinger Publications.

3) Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitivebehavior therapy: An illustrated guide*. American Psychiatric Pub.

4) Linehan, M.M. (2014). *DBT skills training handouts and worksheets* (2nd ed). New York, NY: The Guilford Press.

5) Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. WW Norton & Company.

6) 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>

Article readings will be posted each week in advance on Canvas. All required articles will be clearly marked in the class schedule below for a given week and in CANVAS, and recommended articles will be provided in list-form at the end of the syllabus if interested in learning more.

Canvas Log In: <https://canvas.umich.edu> SIMmersion Log In:  
<https://training.simmersion.com/index.html>

Students are expected to engage all required course material prior to class.

## **b. Class schedule**

All classes will be in person unless recorded sessions are assigned. Additional supportive materials will be added throughout the semester.

Date/Time	Agenda	Required Readings & Assignments
Week 1 May 9th	Introductions, overview of the course, ethics. Core intervention/treatment skills in integrated care	SEE CANVAS
Week 2 May 16th	Refresher/overview into engagement Motivational Interviewing	SEE CANVAS
Week 3 May 23rd	MI- Focused assessment and application of treatment for SUD and Smoking.	SEE CANVAS
Week 4 May 30	Memorial Holiday No Class	
Week 5 June 6th	Planning, Resistance and application in integrated health, mental health and substance use	SEE CANVAS <b>MI Role Play, Reflection and Peer evaluation due</b>
Week 6 June 13th	Cognitive Behavioral Therapy	SEE CANVAS
Week 7 June 20th	CBT Application-Depression	SEE CANVAS <b>SIMmersion virtual client (CBT Functional Analysis with Roger Ellison)</b>
Week 8 June 27th	CBT Application anxiety and OCD	SEE CANVAS
Week 9 July 4th	Fourth of July Celebration No Class	
Week 10 July 11th	DBT overview and treatment process and Chronic Illness	SEE CANVAS

Date/Time	Agenda	Required Readings & Assignments
Week 11 July 18th	ACT Overview ACT Chronic Illness	SEE CANVAS
Week 12 July 25th	Trauma Sensitive Mindfulness	SEE CANVAS <b>CBT or DBT Role Play, Reflection and Peer Evaluation due</b>
Week 13 August 1st	Termination Process  Wrap-Up	SEE CANVAS  <b>DUE: Final Integrative Analysis and Case Application Paper</b>

**c. Assignments**

Assignment	Due date	Percent of overall grade
Attendance and Active Participation	<b>Ongoing</b>	20%
SIMmersion virtual client (CBT Functional Analysis with Roger Ellison)	<b>DUE: 6/20/22</b> Submit screenshot of score in canvas-Discuss in class	5%
Role play, reflection and peer evaluation (x2)	<b>DUE: 6/6/22</b> Vignette-based using MI  <b>DUE: 7/25/22</b> Vignette-bases using CBT or DBT You will choose a partner for these assignments	40% 20% for each Vignette
Final Integrative Analysis and Case Application Paper	<b>DUE: 8/1/22</b>	35%

Assignment	Due date	Percent of overall grade
(Vignette-based)		

**All Assignments need to be uploaded to Canvas.**

**c (1). Attendance and Active Participation:** It is expected that students attend all class sessions. If there is an absence, it is the students responsibility to inform the instructor. Students are expected to be on time and stay throughout all class sessions. Attendance is necessary but not sufficient for engaging fully in course material. Participation is assessed by level of engagement in the course, including taking part in group activities, providing feedback to colleagues, asking questions, and contributing to class discussions. If personal or professional circumstances require your absence from class or tardiness, please contact the instructor. Note that, even if you are absent from a class, you are still responsible for learning the material and submitting any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide. Also see information regarding COVID-19 (section K) Health-Related Class Absences below (section L).

- 2. SIMmersion virtual client:** Virtual work with 1 of the SIMmersion clients (CBT Functional Analysis with Roger Ellison). The goal is to get 75% or better in this 15-20 min conversation. You can attempt as many times as needed and will submit the screenshot of a score of 75% or better through CANVAS (upload a screen shot of your performance report score into the assignment section). SIM with Roger: Using a self monitoring worksheet, the student will examine a recent drinking episode and work with the client (Roger) to show how his thoughts, feelings, and events in the recent episode might be interacting. In addition to doing a functional analysis, students practice using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.
- 3. Role play, reflection, and peer-evaluation (two are due):** Students will record and share 10 minutes (video clip is a piece of your role play) of a role play in which they are using skills from interventions of focus. Students will chose a partner in class. There will be 2 videos/reflections/evaluations due during the semester: the first one using motivational interviewing, and the second one using either CBT or DBT. The 10 minutes should show application of skills (you as the clinician with a student as the client). In addition to submitting the short video, you will submit a 1-page reflection (questions for the reflection will be provided in CANVAS). Lastly, you will complete a peer evaluation of your partner for when they were the clinician. All will be uploaded in CANVAS under this assignment header.
- 4. Final Integrative Analysis and Case Application Paper:** This final paper assignment will focus on integration of cumulative course concepts and intervention skills learned

across the semester. A vignette of a clinical case will be provided to students and a series of questions will be asked for response in a written paper (max of 6 pages). Responses will demonstrate students' ability to compare/contrast intervention approaches including strength/limitations; application to diverse clients; comfort level in using various models, etc.

Assignment Guidelines: All assignments and papers to be handed-in are due by 11:59 pm on the dates posted in the syllabus and in CANVAS. Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted. For all assignments you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow (see next section) • Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity) • Insightfulness and clinical judgment
- Integration of reading materials
- Ability to discern which aspects of use of self would be important in assessment or intervention

Writing skills: Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and most of your classes you will be asked to demonstrate grammar, spelling, and the rules of the American Psychological Association Publication Manual (6th Ed). Note: when APA is expected, it will be clearly requested on assignment descriptions.

You are not required to purchase the manual; however, I do encourage you to access it and other writing recourses online (e.g. <https://owl.english.purdue.edu/owl/> and <http://guides.lib.umich.edu/c.php?g=282964&p=1885441> ). Please be aware that there will be a reduction of points for poor writing skills (including grammatical errors) and APA errors (when APA is requested). Please use the Sweetland Writing Center if you require writing assistance.

### **e. Course Requirements and Grading**

I will provide feedback to help you deepen awareness of: 1) the process of working with clients, 2) who you are in your work (strengths/challenges), 3) themes that arise in interpersonal practice, and, 4) writing and communication skills.

Both content and format will be considered in assignment grades. Failure to follow APA style including references will result in a lower grade. Rubrics for each assignment that is a written submission (i.e., papers) will be posted in CANVAS along with the assignment descriptions. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contribution. You can work towards bonus points in the



assignments as well (look at the bottom of each assignment description in CANVAS to see what can be done for potential point(s)).

Assignments more than 5 days late will not be accepted. Please email the instructor regarding any lateness. Letter grades ranging from “A” to “F” are earned, with “+” or “-” distinguishing the degree of performance. Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

A+ =100	B+ = 87-89	C+ = 77-79	D= 66-69
A = 96-99	B = 83-86	C =73-76	F = less than 66
A - =90-95	B-= 80-82	C- =70-72	

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A grade of C– is the lowest which carries credit. D indicates deficiency and carry no credit. A grade of F indicates failure and carry no credit. If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. I will contact you to set up a time to review your concerns in a virtual meeting. Additional information can be found in the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

#### **f. Class Recording and Course Materials**

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.

Class recordings and all course materials (pre-recorded videos, lecture slides, handouts, readings) may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

#### **g. COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to

campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person 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.

I also encourage you to review the Statement of 13 Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### **h. 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 at [tbglenn@umich.edu](mailto:tbglenn@umich.edu) 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.

- i. Mental Health and Well-being** The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources
- The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

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*