



Course Title:	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Use with Adults
Course # Term:	SW 602 Spring Summer 2022
Time and Place:	Tuesdays 8a – 12N In-person Room 2752 SSWB
Prerequisites:	None
Credit Hours:	3
Instructor:	Daphne M. Brydon, PhD, LMSW
Pronouns:	She/Her/Hers
Email:	dmbrydon@umich.edu Phone: 734-272-5634 (call/text) <ul style="list-style-type: none">➤ Please include “SW 602” in the subject line of emails➤ Allow 24-48 hours for a response.➤ Weekend correspondence (after 1p on Fridays) will be returned on Mondays
Office Hours:	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, goal setting, use of evidence based and informed interventions, and the termination and evaluation phases of treatment. Particular focus will be on advanced clinical competency development regarding: 1. Engagement and rapport building, 2. Goal setting and problem solving, 3. Identifying and implementing appropriate intervention approaches, and 4. Termination and evaluation of treatment.

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: 1. Case conceptualization, 2. Behavioral activation, 3. Cognitive restructuring, 4. Exposure, 5. Managing ambivalence and resistance, 6. Emotion regulation and distress tolerance, and 7. Trauma-sensitive mindfulness.

Core evidence-based/evidence-informed therapies will be the focus of this class including: 1. Motivational interviewing, 2. Cognitive behavioral therapy (CBT) and 3. emerging acceptance-based therapies such as Dialectical Behavioral therapy (DBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT).

Attention will be given to application of interventions with clients across diverse populations and needs, with a focus on common health and mental health conditions such as depression/anxiety, substance use, chronic pain, etc. Attention will also be given to application of interventions in a variety of integrated health, mental health, and substance abuse practice settings such as community mental health agencies, health care facilities and non-profit agencies.

b. Course objectives and competencies

Upon completion of the course, students will be able to:

- 1) Identify and assess evidence-based interventions and best social work practices for application in a variety of health settings including integrated health, mental health, behavioral health, hospital, outpatient and community care settings. *(EPAS Competency 2, 4, 8)*
- 2) Demonstrate brief, trauma-informed interventions for mental health conditions, risky or harmful substance use conditions, adjustment to illness and chronic disease management. *(EPAS Competency 2, 4, 8)*
- 3) Analyze clinical, evidence-based/evidence-informed rationale for use of a specific intervention to match client needs, preferences and response. *(EPAS Competency 2, 4, 8)*
- 4) Apply focused interventions to engage clients in change processes to improve health and to adhere to patient-centered treatment and care plans (e.g., motivational interviewing). *(EPAS Competency 4, 6, 8)*
- 5) Demonstrate brief supportive interventions addressing holistic consequences of physical, mental illness and injury. *(EPAS Competency 6, 8)*
- 6) Identify and apply longer-term models of treatment and support for clients with persistent illnesses/conditions that require follow-up over time. *(EPAS Competency 6, 8)*
- 7) Explain information, education, guidance, and support to family members about health conditions, prevention, available treatments, illness and self-management, peer support and recovery. *(EPAS Competency 2, 6, 8)*
- 8) Monitor and evaluate outcomes of interventions and modify, adjust interventions accordingly. *(EPAS Competency 7, 9)*

c. Course design

This course supports a flipped classroom approach in which students complete pre-work (readings, lecture materials, viewing videos) and class time has minimal didactic lecture and is primarily spent practicing intervention techniques. Use of student generated standardized clients developed in the required assessment course may be used to practice intervention skills.

Active engagement in intervention practice, engagement in role plays, observation and critical analysis of various interventions, matching interventions to client needs, and mutual constructive feedback is critical to the skill development focus of this class.

d. Intensive focus on privilege, oppression, diversity and social justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, disadvantaged, oppression, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behaviorally focused interventions.

e. Relationship to social work ethics and values

In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients. The NASW Code of Ethics can be found here: www.socialworkers.org/pubs/code/code.asp

2. Class Requirements

a. Text and class materials.

The following texts are required for the course and are available to you electronically (for no additional cost) through the UM Library or corresponding website. Requisite chapters selected from each text will be noted in the Pre-Session Content page posted in Canvas for each week.

Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond*. (3rd ed.) New York, NY: The Guilford Press. <https://search.lib.umich.edu/catalog/record/990182663790106381>

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: helping people change* (3rd ed). New York, NY: The Guilford Press. <https://search.lib.umich.edu/catalog/record/013592508>

National Association of Social Workers (NASW). (2021). [*NASW Code of Ethics*](#). National Association of Social Workers: Washington, D.C

Additional readings and course materials are housed on the University's web-based course management platform, "Canvas." Session materials will be available on Canvas at least one week in advance, organized in the "MODULES" tab by class date or available from a specified website. Auxiliary online content will be available from the SIMmersion website.

Canvas Log In: <https://canvas.umich.edu>

SIMmersion Log In: <https://training.simmersion.com/index.html>

Recommended texts. For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:

Hayes, S., Strosahl, K., & Wilson, K. G. (2012). *Acceptance and commitment therapy the process and practice of mindful change*. New York, NY: The Guilford Press.

<https://search.lib.umich.edu/catalog/record/011163178>

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

Linehan, M.M. (2014). *DBT skills training manual* (2nd ed). New York, NY: The Guilford Press. <https://search.lib.umich.edu/catalog/record/015992969>

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

Naar-King, S., & Suarez, M. (2011). *Motivational interviewing with adolescents and young adults*. New York, NY: The Guilford Press.

<https://search.lib.umich.edu/catalog/record/013984637>

Rollnick, S.; Miller, W.R. and Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: The Guilford Press.

<https://search.lib.umich.edu/catalog/record/013984561>

Teybor, E. & Holmes Teybor, F. (2017). *Interpersonal process in therapy: An integrative mode, 7th edition*. Boston, MA: Cengage Learning.

Treleaven, D. A. (2018). *Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing*. New York, NY: WW Norton & Company.

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

Yalom, I.D. (2017). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York, NY: HarperCollins Publishers.

Expectations for student engagement with requisite course material. You are expected to engage all requisite course material prior to each class session. These materials can be found in the “Pre-Session Content” page in each week’s module. Engaging pre-session content is important to ensure your learning outcomes with the modified (i.e., more intensive) summer schedule.

Expectations for student time. This is a 3-credit graduate course offered during the Spring Summer 2022 term. This means that, as a student, you are expected to spend a total of 112.5 hours on this course throughout the 11 instructional weeks (i.e., 10-11 hours per week), including synchronous and asynchronous class time. For more information, you can check out the UM Center for Academic Innovation at <https://ai.umich.edu/>.

b. Class schedule: SpSu 2022 (May be revised by instructor to fit the needs of the course)

CLASS SESSION	TOPIC FOR CLASS SESSION	REQUISITE PREP for CLASS SESSION (due dates highlighted in yellow)
Week 1 5/10	Introductions & Course Overview	<ul style="list-style-type: none"> Bring yourself & a ready attitude Complete Pre-Session Content
Week 2 5/17	Arc of Therapy & Advancing Therapeutic Alliance <ul style="list-style-type: none"> Motivational Interviewing #1 	<ul style="list-style-type: none"> SIMmersion: Register & Log in Complete Pre-Session Content
Week 3 5/24	Intervention: Motivational Interviewing #2	<ul style="list-style-type: none"> Complete Pre-Session Content Written Assessment due
Week 4 5/31	Intervention: Motivational Interviewing #3 <ul style="list-style-type: none"> Clinical Skills Lab Day [No Synchro Session] 	<ul style="list-style-type: none"> Complete Pre-Session Content
Week 5 6/7	Intervention: Cognitive Behavioral Therapy	<ul style="list-style-type: none"> Complete Pre-Session Content Role Play due
Week 6 6/14	Intervention: Cognitive Behavioral Therapy #2	<ul style="list-style-type: none"> Complete Pre-Session Content
Week 7 6/21	Intervention: Cognitive Behavioral Therapy #3	<ul style="list-style-type: none"> Complete Pre-Session Content SIMmersion #1 due
Week 8 6/28	Intervention: Cognitive Behavioral Therapy #4	<ul style="list-style-type: none"> Complete Pre-Session Content SIMmersion #2 due
Week 9 7/5	Intervention: Dialectical Behavioral Therapy <ul style="list-style-type: none"> Clinical Skills Lab Day [No Synchro Session] 	<ul style="list-style-type: none"> Complete Pre-Session Content
Week 10 7/12	Intervention: Acceptance & Commitment Therapy	<ul style="list-style-type: none"> Complete Pre-Session Content Role Play due
Week 11 7/19	Intervention: Trauma-Sensitive Mindfulness <ul style="list-style-type: none"> Bringing it all Together & Saying Goodbye 	<ul style="list-style-type: none"> Complete Pre-Session Content Final Integrative Assignment due on 7/26 @ 12N

c. Assignments

This is an advanced clinical skills course in which you will learn how to apply a variety of psychotherapeutic interventions with clients from different backgrounds, who experience a variety of psychosocial challenges (and strengths). The assignments are designed to support your learning, practice, reflection, and improvement related to clinical social work intervention.

Assignment guidelines will be posted to Canvas, organized by assignment within the "ASSIGNMENTS" tab of the navigation toolbar. Assignments for this course and corresponding guidelines will be reviewed in full during class and the instructor will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding. All assignments will be submitted in Canvas, unless otherwise specified.

Your grade for this course will be based on:

Assignment	Due date	% of overall grade (points)
ATTENDANCE & PARTICIPATION	ONGOING	15%
<ul style="list-style-type: none"> Student-centered Learning Opportunities (SLOs) 	Sundays @ 9p	(20)
<ul style="list-style-type: none"> Overall Engagement & Rapport in Course 	July 19 @ 12N	(25)
MINOR ASSIGNMENTS	VARIED—see below	15%
<ul style="list-style-type: none"> Written Assessment (& Role Play) 	May 24 @ 9a	
<ul style="list-style-type: none"> SIMmersion 1 (75% or better) 	June 21 @ 9a	
<ul style="list-style-type: none"> SIMmersion 2 (75% or better) 	June 28 @ 9a	
MAJOR ASSIGNMENTS	VARIED—see below	70%
1 Clinical Role Play—Motivational Interviewing <ul style="list-style-type: none"> Partnered recording, reflection, peer review 	June 7 @ 9a	(20)
2 Clinical Role Play—Cognitive Behavioral Therapy <ul style="list-style-type: none"> Partnered recording, reflection, peer review 	July 12 @ 9a	(20)
3 Final Integrative Assignment—Vignette <ul style="list-style-type: none"> Individual, written assignment 	July 26 @ 12N	(30)

A brief summary of each assignment is outlined below. Full guidelines—including due dates—will be posted to Canvas.

Student-centered Learning Opportunities (SLOs). SLOs are regular touchpoints designed as opportunities to practice a technical skill related to clinical work, critically reflect on and integrate course material, and individually engage with instructor related to your learning.

Overall Engagement & Rapport in Course. This is an assessment of your overall engagement in the course and rapport with classroom colleagues. Please see page 8 for evaluation criteria.

Clinical Role Plays and Written Assessment. This is a partnered assignment block. You will work with a classmate (or 2) to practice full-length (50-minute) sessions using vignette-based clients. You will record one (1) assessment and two (2) clinical intervention role plays with a partner. For the assessment, you will submit a written assessment for a grade. For the clinical role plays, you will submit the recording, responses to reflection prompts, and a peer review for a grade.

SIMmersion simulated practice. You will complete two (2) modules from the SIMmersion clinical training platform and submit transcripts reflecting a score of 75% or better.

Final Integrative Assignment. Your final assignment for this course is an integrative, vignette-based experience designed to demonstrate your clinical and integrative skills related to the course content.

d. Attendance and class participation

Attendance and participation reflect the basic elements of any social work relationship – to show up **and** remain present. Therefore, your attendance and active, focused participation is a requirement of this course.

I use both synchronous and asynchronous methods for instruction in this course. **Synchronous** is when we engage course content during a formal meeting time. **Asynchronous** is when you engage instructional content from the course (e.g., pre-recorded lectures, discussions, videos) outside of the formal meeting time.

This course will have a REQUIRED synchronous meeting time each week on Tuesdays (9a – 11:30a EST). Each session will include one break of approximately 10 minutes.

Student Absences. If you need to miss a class, in part or in total, you are required to notify the instructor via email (dmbrydon@umich.edu) or phone/text (734-272-5634) **at least 12 hours in advance of our class meeting time**. Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of upcoming session) will result in an automatic deduction of (up to 3) points toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction of (up to 3) points per missed class session toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

Students will have access to annotated synchronous session content for any missed class sessions, as appropriate, and will be welcome to complete any corresponding SLOs. I will not offer any “make-up” opportunities for students who are absent from class.

Exceptions to this student absence policy will only be granted on a case-by-case basis at the discretion of the instructor.

Evaluation of Overall Engagement & Rapport in Course. I recognize levels of engagement and rapport may vary based on comfort, other life events, interest in topics of discussion, and considerations inherent to remote learning. The dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and take action, as appropriate.

I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

I will use the following rubric/guide to determine this portion of your grade, in accordance with the [Policy on Class Attendance](#) found in the MSW Student Guide:

Overall Engagement & Rapport in Course		
25 points	Consistently & Regularly	No absences and arrive on time for class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students' identities. Engage only in class activities while in the synchronous session. Complete all assigned student-centered learning opportunities (SLOs) on time. Quality of submissions is excellent.
20-24 points	Often & Generally	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students' identities most times. Engage only in class activities while in the synchronous session most times. Complete most to all student-centered learning opportunities (SLOs) on time. Quality of submissions is good to excellent.
10-19 points	Occasionally & Sometimes	Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students' identities. Engage in occasional activities not relevant to course requirements/content. Complete some to most assigned student-centered learning opportunities (SLOs). Quality of submissions is fair to good.
0-9 points	Rarely & Irregularly	Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in activities not relevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities (SLOs). Quality of submissions is poor to fair.

In sum, full credit for Overall Engagement & Rapport is achieved by students who:

- Attend every synchronous class and arrive on time
- Are attentive and present + responsive to and inclusive of others
- Engage in practice that is critical, curious, reflective, collaborative, culturally responsive, and demonstrates social work values
- Regularly contribute to discussion and demonstrate depth of engagement with course material

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance as follows:

A+ = 100%	B+ = 86 - 89.99%	C+ = 77 – 79.99%	D = 66 – 69%
A = 95 - 99.99%	B = 83 - 85.99%	C = 73 – 76.99%	E = < 66
A- = 90 - 94.99%	B- = 80 - 81.99%	C- = 70 – 72.99%	

***Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.*

For all assignments, you will be graded on:

- Meeting assignment parameters
 - *We will review parameters for each assignment ahead of time*
- Quality of writing and presentation skills: clarity of thought, organization, and flow
- Quality of critical reflection and integration
 - *Effort/ability to self-reflect, think critically, & integrate learning*
 - *Demonstration of social work values*
 - *For example: PODS, empathy, strengths-based thinking*
- Ability to discern which aspects of use of self would be important in assessment

Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for citations will result in a lower grade.

Writing skills. Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class you are asked to demonstrate proper grammar, spelling, and general rules of the *American Psychological Association Publication Manual (7th edition)*. **Note: Student papers are not required to have a cover/title page and/or running head for this course.** You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

- <http://apastyle.apa.org/>
- <http://grammar.ccc.commnet.edu/grammar/>
- [https://owl.english.purdue.edu/owl/resource/560/01/ \)](https://owl.english.purdue.edu/owl/resource/560/01/)

When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

Plagiarism. Don't do it. Representing someone else's words, statements, ideas of works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Incompletes. Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an "I" grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor.* The student must formally request an incomplete from the instructor prior to the final week of classes.

f. Class Recording(s)

Individual students' audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Taking screenshots during formal and informal synchronous class time is also prohibited. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done.

The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University. Applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#).

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 by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

3. Additional Course Information

Professor Brydon's notes on the classroom environment. Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity.** There will be a variety of ways you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing.

We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field. This is an important and necessary part of the learning process; please ***honor the process – for yourself and for your colleagues***.

Professor Brydon's notes on feedback. I try to provide clear, thoughtful feedback in your SLOs and assignments—designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. Know that my goal is to support your development as a practitioner I'd like to work alongside and/or refer to others. **If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!** Likewise, if I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.

Use of names and pronouns. All students will be referred to by the names and pronouns they use (e.g., they, ze, she, he). If you have a name or pronouns that differs from the what appears on the roster, please let me know before the 2nd class session so we can use your correct name and/or pronouns. You can also designate your personal pronouns on the class roster via Wolverine Access (Student Business → Campus Personal Information → Gender Identity).

Learning needs and accommodations. If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:
Location: G664 Haven Hall
Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661
Email: ssdoffice@umich.edu

Health and wellness services. Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu) at 734-936-0961 regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

University of Michigan is committed to advancing the mental health and wellbeing of its 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 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

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*
 - *Religious/Spiritual observances*
 - *Military deployment*
-

This section offers a compilation of the material posted in the weekly Pre-Session Content on Canvas for SW 602. In our Canvas container, each reading in Canvas is linked to a pdf (the UM-library catalog), each resource links to a website (or pdf), and each video links to YouTube.

FYI: Required content will take ~4 hours of asynchronous engagement per week.

Week 1 | Introductions & Course Overview

REQUIRED

- SW 602-003 Syllabus
- Canvas Page | How to Navigate our Canvas Container
- VIDEO | Instructor Introduction [~30 mins]
- VIDEO | SW Ethics in Everyday Practice with Dr. Daphne Brydon [~48 mins]
 - NASW Code of Ethics (2021)—pay special attention to ethical **standards**
- VIDEO | The Power of Vulnerability with Brené Brown [~21 mins]
 - This may be review for some of you
- Edwards, J.B. (2016). Cultural intelligence for clinical social work.

Week 2 | The Arc of Therapy & Advancing Therapeutic Alliance

REQUIRED

- Miller & Rollnick—Part 1: What's Motivational Interviewing?
- Video| Key Dynamics in SW Practice and the Imperative for Self-Reflection w/ Dr. Daphne Brydon [~22 mins]

Note: You will complete a 50-minute assessment with a class colleague during this synchronous session. This assessment will be the basis for your subsequent role plays.

Week 3 | Intervention: Motivational Interviewing #2

REQUIRED

- Fraser et al—Chapter 3: Step 1—Specify the problem and develop a program theory
- Naar-King & Suarez—Chapters 3, 4, & 5

OPTIONAL

- Miller & Rollnick—Parts 2 & 3

Week 4 | Intervention: Motivational Interviewing #3

REQUIRED

- No new requisite materials. This week dedicated to asynchronous work/completing your first major assignment
 - Role Play session using MI

Week 5 | Intervention: Cognitive Behavioral Therapy

REQUIRED

- Miller & Rollnick—Parts 4 & 5 (with particular attention to Chapters 12, 13, 15, 18, 20)
- Naar-King & Suarez—Chapters 6, 7, & 8
- VIDEO | Introduction to Cognitive Behavioral Therapy w/ Dr. Daphne Brydon [~36 mins]

OPTIONAL

- Westra, Constantino, & Antony. (2016). Integrating Motivational Interviewing with Cognitive Behavioral Therapy for severe Generalized Anxiety Disorder.

Week 6 | Intervention: Cognitive Behavioral Therapy #2

REQUIRED

- Beck, J. (2020). Chapters 1 – 6
- Levita et al., (2016). Facets of clinicians' anxiety and delivery of CBT
- Rubin, L.B. (2003). Doing Therapy (from the Man with the Beautiful Voice and More Stories from the Other Side of the Couch)

Week 7 | Intervention: Cognitive Behavioral Therapy #3

REQUIRED

- Beck, J. (2020). Chapters 7 – 10, 14 – 15, 19 – 21 (approx. 161 medium length pages)
 - Be familiar with the concepts of behavioral activation, cognitive restructuring, exposures, and action plans (aka: homework)
- VIDEO | Session 2 with Abe [~50 mins]
- VIDEO | Session 10 with Abe [~45 mins]

Week 8 | Intervention: Cognitive Behavioral Therapy #4

REQUIRED—FYI this week is video-heavy

- VIDEO | Structure of a CBT Session
- VIDEO | Cognitive Restructuring: Identifying automatic thoughts, opposite technique
- VIDEO | Cognitive Restructuring: CBT demo socratic questioning
- VIDEO | Behavioral Activation: Making a behavioral plan
- VIDEO | Behavioral Activation: Activity scheduling
- VIDEO | Behavioral Activation: Developing a behavior experiment
- VIDEO | Exposures: CBT demo constructing an exposure hierarchy
- VIDEO | Exposures: CBT demo interoceptive exposures
- VIDEO | Exposures: CBT demo interoceptive exposures, part 2

OPTIONAL

- Catch up on any of the CBT readings you have missed in the last few weeks and/or dig into some of the More Resources | CBT page to better support your next role play assignment
- VIDEO | Application of CBT with Anxiety & OCD w/ Dr. Lindsay Bornheimer [~2.25 hours]
- VIDEO | Application of CBT with Depression w/ Dr. Lindsay Bornheimer [~53 minutes]
- VIDEO | Behavioral Activation: When clients demonstrate difficulty completing an activity schedule
- VIDEO | Cognitive Restructuring: Thought record part 1, identifying hot thoughts
- VIDEO | Difficulty finding rational alternatives

Week 9 | Intervention: Dialectical Behavioral Therapy

REQUIRED

- Intro to Dialectical Behavioral Therapy—Powerpoint slides and notes
- Linehan, M. (2015). Chapters 1, 3, 4, & 5
- This week is dedicated to asynchronous work/completing your 2nd major assignment
 - Role Play session with CBT

OPTIONAL

- VIDEO | Dialectical Behavioral Therapy for the treatment of personality disorders w/ Dr. Lindsay Bornheimer [~2 hours]

Week 10 | Intervention: Acceptance and Commitment Therapy

REQUIRED

- Linehan, M. (2015). Chapters 8, 9, & 10
- Hayes, Strosahl, & Wilson (2011). Chapters 1 – 4
- VIDEO | Overview and Application of Acceptance & Commitment Therapy w/ Dr. Lindsay Bornheimer [~67 minutes]
- VIDEO | What is the ACT Matrix (Life Map Adaptation) with Timothy Gordon [~18 mins]

Week 11 | Intervention: Trauma-Sensitive Mindfulness + Bringing it all Together

REQUIRED

- VIDEO | Developing a Trauma-Informed Approach in Your Social Work Practice w/ Dr. Daphne Brydon [~45 minutes]
- VIDEO | Overview and Application of Trauma-sensitive Mindfulness w/ Dr. Lindsay Bornheimer [~55 mins]

Note: Check out the following pages in the Essential Course Information module on Canvas to take a deeper dive into the material we covered in class:

- More Resources | Clinical Documentation + Tools to Assess Therapeutic Effectiveness
- More Resources | Motivational Interviewing
- More Resources | Cognitive Behavioral Therapy
- More Resources | Dialectical Behavioral Therapy
- More Resources | Acceptance and Commitment Therapy
- More Resources | Trauma-Sensitive Mindfulness + Trauma-Informed Approach