<table>
<thead>
<tr>
<th><strong>Course title:</strong></th>
<th>Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #/term:</strong></td>
<td>603, sec 2, Spring/Summer 2022</td>
</tr>
<tr>
<td><strong>Time and place:</strong></td>
<td>Monday, 8:00-12:00, in person, room 1636 SSWB</td>
</tr>
<tr>
<td><strong>Credit hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>[Course Number] or permission of instructor</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Laura Sanders</td>
</tr>
<tr>
<td><strong>Pronouns:</strong></td>
<td>She/her, they (is fine too)</td>
</tr>
<tr>
<td><strong>Contact info:</strong></td>
<td>Email: <a href="mailto:lsanders@umich.edu">lsanders@umich.edu</a>, <a href="mailto:createcoun333@gmail.com">createcoun333@gmail.com</a></td>
</tr>
<tr>
<td><strong>Office:</strong></td>
<td>2760</td>
</tr>
<tr>
<td><strong>Office hours:</strong></td>
<td>After class and by appointment</td>
</tr>
</tbody>
</table>
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.

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. Class Requirements

Required textbooks and other 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 and independent assignments to demonstrate integration into practice.

Textbooks:


We will use parts of this Manual and you can use it as a reference:

- All required articles and resources will be posted on canvas or accessible through the UM Library with unique name kerborized password.
- Readings will not regularly be reviewed in class however students will be asked to integrate reading into a course assignment.

Helpful Resources and Course Materials:
  i. [TRAILS to Wellness](https://www.trailswellness.org)
  ii. [TF-CBT: Online Training: Medical University of South Carolina](https://cbtmedschool.com) (COST)
  iv. [The National Child Traumatic Stress Network](https://nctsn.org)
  v. [Georgetown University Center for Child and Human Development](https://www.georgetown.edu/cchd)
  vi. [Trauma-Informed Care in Behavioral Health Services](https://www.samhsa.gov) : SAMHSA TIP 57
  vii. NTI: National Training Institute: MENTAL HEALTH
  viii. SIMmersion: Adolescent SUD
https://sites.google.com/umich.edu/simmersion/video-tutorials?authuser=0

Attendance, class participation and expectations:

1) Class attendance, in person, is expected and required to pass the course. Usually there will be approximately one hour of asynchronous media preparation for each class, in addition to the readings, and the class will meet from 9:00 to 12:00. Class attendance is important because lecture, activities and discussion will focus on the details of how to practice and will be experiential. You have one free absence. I would like to know you will be absent through an email, but I do not excuse absences. Beyond one absence you will lose points from your final points for the course. If you are having on-going difficulty, please talk to me early on, so we can try to plan for your success in the course.

2) Computers and Electronics: In class, I ask you to be ready to fully participate with me and your peers. Please put away your electronics unless you need a computer to take notes, but I expect your attention to be on what is happening in class.

3) Preparation for each class appears at the end of this syllabus for each week. It is required that you “watch” all the asynchronous videos assigned before the class period each week and be able to join in discussions about them.

4) You are expected to read the “required readings” for each week although we will not regularly discuss them in detail, necessarily. Some of them are supplemental to the course content and you will be expected to be able to apply them in depth in several of your assignments. This is the most significant way, I know you read for the course, so please be intentional about applying the readings when required.

5) It is expected that you will turn in all assignments and that they reflect your best work to date, as we are all a work in progress.

6) Please communicate with me over email if you want an extension on an assignment other than the six Simmersion exercises which need to be turned in on time. I am much more flexible about due dates than I am about attendance. I would rather have you come to class prepared and take longer on an assignment than miss preparing for, or being in class, so please contact me if you need an extension and I will very likely be flexible with no reduction in points.

Accommodations:
If you need or desire an accommodation for a disability, please let me know soon. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site and the like. If you do decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also, all preferred name and gender pronoun uses will be honored.
Trauma Warning:
This course is heavily trauma-informed and focused. For any student who has experienced adversity in childhood or trauma it will likely bring up painful material. Students may experience a range of emotions throughout the course and may feel vulnerable. All feelings are acceptable, but students will be expected to be able to manage them. There will not be sufficient follow up for processing painful memories or severe anxiety that might get brought up by the course content. In general, it is important that students who expect to struggle seek support or therapeutic assistance to work through their own recovery during their graduate education to be present and effective in working with hurt clients. Wounded healers who are aware and have worked toward resilience make some of the best therapists. See resources for this below.

Health and Wellness:
Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109 caps.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
COVID-19 Statement - Required

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, 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/hybrid 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. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

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

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. 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.
## Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Case Presentation and Summary in Peer Consultation Groups</td>
<td>Fluctuates depending on your presentation date Submit your presentation preparation notes and reflection under assignments on canvas</td>
<td>20%</td>
</tr>
<tr>
<td>TF-CBT or PCIT online training and written reflection</td>
<td>July 25 Submit under assignments on canvas</td>
<td>20%</td>
</tr>
<tr>
<td>Six Simmersion Exercises: (Master Assignment by the Pathways Curriculum team)</td>
<td>Due dates: May 16, SIM with Taye Banks, May 23, SIM with Mrs. Robinson June 20: SIM with Tanisha Mosley June 27: SIM with Roger Ellison July 11: SIM with Melody Dennison July 18: SIM with David Martin Submit your transcripts, and your reflections for each SIM on canvas</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Assignment 1:

**Clinical Case Presentation and Summary in Peer Consultation Groups:**

This assignment is an in-class (on-line or in person) clinical case presentation and written case summary reflection. You will be split into groups of four or five students who will provide peer consultation. I will present a schedule, and students will sign up to present a case to their small group – one student will present each time the group meets. Presentations will be approximately 20 minutes long in full including the clinical case discussion. The purpose of the clinical case presentation is to address, in a concise way, any area where you would like feedback from your peers to gain a greater
understanding or new perspective on a case situation. The case presentations will be addressing areas where you as a worker have felt stuck or need additional feedback on a particular process or issue. It is not intended to be a total case review. The clinical case presentation should follow this format:

Prepare case consultation notes for the day of your presentation. They should include the following and your notes should be no longer than two pages (double-spaced and bulleted) so these are only notes – not a paper:
• Your clinical question or the learning outcome you would like to address in this case presentation. Be specific as this is not a general case consultation. You will begin your presentation with this specific question.
• Provide a brief case review: a description of the client(s), presenting problem/concern, any critical issues, and relevant histories including psychosocial, genetic, familial, social systems, cultural issues. Please remember to protect confidentiality of any case material and alter case information to ensure that clients are not able to be identified. The purpose of this background information is to help us to engage in the clinical formulation and intervention planning. Keep this case description information to a minimum.
• Summarize your clinical formulation or impressions. Include your clinical hypothesis. Also discuss any worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.
• Summarize the interventions you have utilized and their efficacy along with the treatment plan.
You will only have about 10 minutes to share this information, so prepare to be concise. Your group will then have about 10 minutes to ask you clarifying questions and provide consultation and suggestions.

The week after your presentation: Submit on canvas your notes and a 3-page summary reflection, double-spaced. This case reflection should integrate what you learned about your clinical question or learning outcomes based on the feedback that you received from the class discussion. It should include:

• A brief overview of the clinical question or learning outcome
• What issues did this clinical question or learning outcome evoke in you? (Reflect on your emotional/cognitive response to what you are finding challenging with this situation.)
• What skills did you identify as critical to resolving this clinical question or meeting the learning outcome?
• What clinical resources, including readings from the course and additional resources did you identify as helpful to you to better understand the clinical question or learning outcome? Integrate at least two course readings into your reflection, using substantial quotes from the author, and include a reference page at the end of your reflection.
• What cross-cultural and issues of power, oppression and diversity are present in this case, for you and your client interpersonally, based on your similar and/or different intersections of identity, and on the systemic level for your client?

**What did you learn about yourself and your development as a reflective practitioner from this presentation and review?

This assignment is worth 20% of your grade, and dates for presentations will be selected during the first few classes. Varying due dates depending on when you present

**Assignment 2:**

**Complete one on-line Trauma-informed, evidence-based training:**
(leave plenty of time for this assignment as they require 5-12 hours for completion)
For an introduction to these options, visit the Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57 website and click on this link to evidence-based treatment training programs:
http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module4.html
You can see what it best suited for you and your role in your placement or interest.

You must fully participate in one of these on-line courses and submit your certificate and a two-page reflection paper on the training, following the instructions below. Your choices are Trauma-focused Cognitive Behavioral Therapy (TF-CBT), Parent Child Interaction Training (PCIT), or Cognitive Behavioral Interventions for Trauma in Schools (CBITS).

**TF-CBT, PCIT or CBITS online training:**
*There is a $35 charge for the TF-CBT on-line course. The PCIT and CBITS trainings are free.*

**Trauma Focused Cognitive Behavioral Therapy (TF-CBT):**
Complete the internet course on the use of Trauma-Focused Cognitive Behavioral Therapy, by Cohen, Mannarina and Debringer, and turn in your certificate of completion with a short 2-page reflection paper. The course takes about 10 hours and will be completed at your own pace outside of class. You will earn 10 continuing education credits for taking this course and a certificate of completion that can be reflected in your resume. The certificate that proves you completed the course is worth 90% of the grade for this assignment.
This on-line course is sponsored by the National Child Traumatic Stress Network. The website for this curriculum is https://tfcbt2.musc.edu/en. It takes some time, so get
started a soon as you can. Be sure to attach a copy of the certificate to the reflection paper which is worth 10% of the grade.

Another option . . .

Parent Child Interaction Training for Traumatized Children (PCIT):
This course is free at this website: [https://pcit.ucdavis.edu/pcit-web-course/](https://pcit.ucdavis.edu/pcit-web-course/)

From the website: In 2011, the UCD PCIT Training Center developed the “PCIT for Traumatized Children” Web Course: a free, 10-hour, 11-module web course to provide fundamental information about providing PCIT. This web course was designed to increase access to information about PCIT and to make it easier for more therapists to learn the skills necessary to aid a greater number of families. The web course gives trainees a solid foundation in PCIT and partially fulfills the requirements to be a certified PCIT therapist. The course uses a combination of instruction, video examples, and interactive exercises to educate therapists on the principles of PCIT.

Another option. . .

Cognitive Behavioral Intervention for Trauma in Schools (CBITS):
From the website: The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.

CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters. CBITS uses cognitive-behavioral techniques (e.g., psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure).
[https://cbitsprogram.org/course](https://cbitsprogram.org/course)

The certificate that proves you completed one of these courses is worth 90% of the grade for this assignment. The reflection is worth 10%.

Reflection on the web courses: Worth 10% of your grade for this assignment
In your reflection paper (which is only two, double-spaced pages - be concise)
1) Describe briefly the overall process of the model (like if you had to describe it on an elevator ride to someone).
2) What specific interventions are you most attracted to and why?
3) If you have had the opportunity to use any of them, reflect on this.
4) What personal reactions did you notice as you work through the certification program? Do you have any critiques of the method?
5) What counter-transferences to the material do you notice? How might these come up in your work with clients?
6) What critical issues of power, oppression, and diversity do you think might surface in your attempts to use this method?
7) How will you prevent vicarious stress (taking on symptoms and stress from working with people who are traumatized) as you work with clients with this model? How will you practice self-care? Be specific. ("Oh ya, and self-care is important." . . )

The completion of this assignment is worth 20% of your grade.

**Assignment SIMmersion Activities:**
These assignments are required by the core curriculum team to ensure that you learn direct practice skills in suicide assessment, engaging parents, Cognitive-Behavioral Therapy and Motivational Interviewing. They will be graded according to your completion of a transcript showing that you completed the SIM, and submission of a thoughtful one- to two-page reflection commenting on all of the reflection prompts. Each SIM is worth 10% of your final grade. Please see the detailed instructions for each SIM. They are due on the dates listed in your course agenda. It is important that you do them on time in order to keep up with course content. Do not worry about your SIM score. Your grade will be based more on your insight related to the practice experience. Do try to use the speaking tool so you get used to speaking the script out loud. Because these SIMs are practice oriented, you should be able to complete them as a part of field so explore including them in your educational agreement with your field instructor.
Required Master Assignment 1: SIMmersion Module: Suicide Prevention: Assessing Risk with Taye 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 Taye 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
Achievement of a specific score is not recommended.

Recommendation:
It is advised to not have a specific score as a requirement for successful completion, however, weekly or monthly participation in the conversation should be encouraged. If students achieve a score of 90 or higher, encouraging students to begin speaking the response selections instead of clicking their response selections and to continue to engage with the simulated client as the temperament of the client does change.

3 points for transcript submission
7 points (1 point for each prompt) for reflection submission
Required Master Assignment 2: SIMmersion Module: Preventing Childhood Obesity with Kelly Robinson

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

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: Preventing Childhood Obesity with Kelly Robinson
- 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?
- 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 obesity?
  - How does that impact the interaction?
- What opportunities for growth do you see for yourself in working with parents to discuss health risk behaviors of their children?

Grading Rubric

Achievement of a specific score is not recommended.

Recommendation:

It is advised to not have a specific score as a requirement for successful completion, however, weekly or monthly participation in the conversation should be encouraged. If students achieve a score of 90 or higher, encouraging students to begin speaking the response selections instead of clicking their response selections and to continue to engage with the simulated client as the temperament of the client does change.

3 points for transcript submission
7 points (1 point for each prompt) for reflection submission
Required Master Assignment 3: SIMmersion Module: Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley

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)
- 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.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: Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
- 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 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 the interaction?
- What opportunities for growth do you see for yourself in working with children and parents to introduce CBT?
  ○ How would you adapt skills based on the age of the client?

Grading Rubric
Achievement of a specific score is not recommended.

Recommendation:
It is advised to not have a specific score as a requirement for successful completion, however, weekly or monthly participation in the conversation should be encouraged. If students achieve a score of 90 or higher, encouraging students to begin speaking the response selections instead of clicking their response selections and to continue to engage with the simulated client as the temperament of the client does change.

3 points for transcript submission
7 points (1 point for each prompt) for reflection submission
Required Master Assignment 4: SIMmersion Module: Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison

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)
- 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.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: Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison
- 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 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 the interaction?
- What opportunities for growth do you see for yourself in working with children and parents?
  - How would you adapt skills based on the age of the client?

Grading Rubric

Grade: Complete or Not Complete for a percentage or points
Achievement of a specific score is not recommended.

Recommendation:

It is advised to not have a specific score as a requirement for successful completion, however, weekly or monthly participation in the conversation should be encouraged. If students achieve a score of 90 or higher, encouraging students to begin speaking the response selections instead of clicking their response selections and to continue to engage with the simulated client as the temperament of the client does change.

3 points for transcript submission
7 points (1 point for each prompt) for reflection submission
Required Master Assignment 5: SIMmersion Module: Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison

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)
- 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 person-centered treatment goals, objectives, and interventions. (EPAS Competency 1, 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: Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison
  ● 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 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 the interaction?
  ● What opportunities for growth do you see for yourself in working with children and parents on creating plans for change?
    ○ How would you adapt skills based on the age of the client?

Grading Rubric
Grade: Complete or Not Complete for a percentage or points
Achievement of a specific score is not recommended.
Recommendation:
It is advised to not have a specific score as a requirement for successful completion, however, weekly or monthly participation in the conversation should be encouraged. If students achieve a score of 90 or higher, encouraging students to begin speaking the response selections instead of clicking their response selections and to continue to engage with the simulated client as the temperament of the client does change.
3 points for transcript submission
7 points (1 point for each prompt) for reflection submission
Required Master Assignment 6: SIMmersion Module: Adolescent SUD/Motivational Interviewing module with David Martin

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)

- 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

Achievement of a specific score is not recommended.

Recommendation:

It is advised to not have a specific score as a requirement for successful completion, however, weekly or monthly participation in the conversation should be encouraged. If students achieve a score of 90 or higher, encouraging students to begin speaking the response selections instead of clicking their response selections and to continue to engage with the simulated client as the temperament of the client does change.

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

Writing and Grading:

All written assignments are expected to be typed, double-spaced, using 12-point font, with 1” margins on each side, using APA style. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. If writing or editing is difficult for you, please seek help at the Gayle Morris
Sweetland Writing Center (764-0429). If writing errors interfere with the flow of your good ideas, I will return the paper to you for further editing and writing assistance.

The grading scale is:

\[
\begin{align*}
A &= 100\% - 95\% \\
A^- &= 94\% - 90\% \\
B+ &= 89\% - 86\% \\
B &= 85\% - 83\% \\
B^- &= 82\% - 80\% \\
C+ &= 79\% - 76\% \\
C &= 75\% - 73\% \\
C^- &= 72\% - 70\%
\end{align*}
\]

I reserve the option to give an A+ for students who meet a 100%, have excellent attendance and participate in class.

- Writing skills and expectations
- Academic integrity and plagiarism

**The Course Agenda, subject to revision as we go**

*The readings you can't access by a click are up on your canvas site.*

**Week 1: May 9**

Introduction to the Course

Pre-class preparation:

**Required Readings:**
- Review the syllabus under “files” on canvas.
- Burke Harris: Introduction, and part 1, Discovery, pgs. xi to 45

**Do:** Fill out student background survey under assignments

In class:
- Introductions to myself and each other
- “Me on a page” activity
- Class assignments and review of the syllabus
- Introduction to underlying theories and methods of the course:
  - Developmental, Transactional Developmental, anti-racism, relational-cultural, trauma recovery
  - Primary Intervention Methods: trauma-recovery, cognitive-behavioral therapy, Motivational Interviewing

**Week 2: May 16**

Anti-racist Assessment, Hypothesis and Goal setting, and Evidence-informed Assessment Procedures.
Do and Due: Simmersion – Suicide Prevention with Taye Banks (see Simmersion assignment Instructions)

Pre-class preparation for week 2:

Do: Take and score the ACEs (Adverse Childhood Experiences) survey for yourself (we will practice this with one other person later in the course)
https://www.theannainstitute.org/Finding%20Your%20ACE%20Score.pdf

Watch: (these are in your Media Gallery on Canvas)
   Hypothesis-building lecture: Laura Sanders (14 mins)
   Goal-setting lecture: Laura Sanders (28 ins)

Required Readings:
Delehooke, Introduction and Chapter 1
Burke Harris, Part 2, Diagnosis, pgs. 45-97

Get acquainted with this resource and focus on case conceptualization:

Take a look at these important assessment tools:
   Suicide Assessment Screening Tool
   Columbia Suicide Severity Rating Scale (C-SSRS)

In class: The case of William:
We will watch the Boston 24/7
Assess Risk and Protective factors systems from an anti-racist perspective:
Share handout on Hypothesis, goals and recommendations across systems for William’s case.

Week 3: May 21
Dialogic Cross-cultural Social Work and Cultural Sensitivity

Do and Due: Simmersion with Mrs. Kelly Robinson – Preventing Childhood Obesity (see Simmersion assignment instructions)

Pre-class preparation for week 3:
Do: Explore this resource to prepare for assignment 2:
Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57 – click on evidence-based treatments to get an idea of which on-line course you would like to pursue for assignment 2.

Required readings:
Burke Harris, Part 3, Prescription, pgs. 97-134


(Also see special resources files for therapists of color and cultural variance in parenting styles on your canvas for more information)

In class:
Dialogic Cross-cultural lecture and case example

Peer group discussion:
Introduce yourself and how your cultural intersections of identity affect your experience as a helping professional. What experiences, strengths, and perspectives do you bring to the group due to your intersections of identity? What, if any “reflexive” cross-cultural experiences have you had? How have you experienced the “co-creation” of culture between you and another person? What on-line course are you most interested in and why?

May 30 – no class: Have a meaningful Memorial Day.

Week 4: June 6
Trauma-informed practice

Pre-class preparation for week 4:

Required Reading:
Delahooke, Chapters 2 and 3 (pgs. 27-95)
Burke Harris, Part 3, Prescription, pgs. 134-174


Focus on CBT and goal setting:

“Safety Planning Sheet” (also under “handouts” and “Suicide”)

In class:
Lecture on the Neurobiology of Trauma and Understanding PTSD
Stages in Trauma Recovery Treatment, TF-CBT
Experiential exercise to understand nervous system responses to trauma

**Week 5, June 13**
Family Engagement: Engaging children and their parents

Pre-class preparation for week:
Watch:
The Essentials of Play with Eliana Gil (56 mins) Media Gallery on Canvas

Watch (optional):
- Play therapy with Little Ginny and Laura: treatment of traumatic play demonstration – trauma-focused narrative through play (59 mins)

- The Safe and Sound Protocol you tube video:
https://www.youtube.com/watch?v=8ts36NF7A5k, Mona Delahooke (29 mins)
-Hope and Solutions with Ross Greene (17 mins)
https://www.thekidswelose.com/
-Check out Ross Greene’s website: livesinthebalance.org

Prepare: A one-page (double-spaced) introduction of yourself that you would share with clients to explain who you are, your role as a social worker within your organization and your orientation to working with people in that context. Develop one script for describing your role with parents and one for describing your role to a school-age child between the ages of about 4-10 years (this will differ based on age), be prepared to share these with your peer group.

Required Reading:
Delahooke, Chapter 4 and 5, (pgs.95-168)
Burke Harris, Part 4, Revolution, pgs. 175-213


https://doi.org.proxy.lib.umich.edu/10.1007/s10567-015-0182-x


In class:
Jonathan video: a profile of a dysregulated boy. (under “videos”, under “files”, not in media gallery), (14 mins)
Lecture: Collaborative and Pro-active Solutions Parenting Program: Ross Greene
Peer consultation groups: Share your one-page introduction of yourself to a child and/or a parent in your social work role with your group.

Week 6: June 20:
Straight-up CBT with adolescents – Lecture by Dan Fischer

Do and Due: Simmersion with Tenisha Mosely, Introduction to CBT

Due: If you are presenting your case this week, prepare your presentation

Pre-class preparation for the week:
Watch:
Urban Yoga (8 Mins)

Required Reading:
Delahooke, Chapter 6 and 7 (pgs.169-228)
Burke Harris, Part 4, Revolution, pgs. 213-231

A practical manual that teaches the CBT skill of Behavioral Activation providing handouts, worksheets and record-keeping forms. 34 pages. To access, click on this link:
Behavioral-Activation-for-Depression.pdf

In-class:
Lecture: Guest speaker lecture in class
Peer groups: Case consultation student presentations
Choosing group age range to explore Trails to Wellness Groups

Week 7: June 27
CBT, Mindfulness and creative ways of working with children and CBT.

Do and Due: Simmersion with Roger Ellison: Functional Behavioral Analysis

Due: If you are presenting this week, prepare your presentation

Due: If you presented last week, assignment one is due

Pre-class preparation for the week: Watch these brief videos:
3 Minute Body Scan
Diane R. Gehart, Ph.D.: Mindfulness in schools with young children
3-Minute Compassion meditation for Children and Families
Mindfulness in Schools: Mindfulness and the Brain for Children
https://www.youtube.com/watch?v=a_hPelcPRTg

Mindfulness in Schools: Working with Difficult Emotions
https://www.youtube.com/watch?v=LtlZNCBIls4g

How Does Cognitive Behavioral Therapy Work? (5 mins)
https://www.youtube.com/watch?v=ZdyOwZ4_Rnl

**Trails to Wellness:** TRAILS to Wellness

In your group last week, you choose a grade-range of children to focus on:
grades 3-5, grades 6-8, or grades 9-12. The curriculum is structured in 7-10
week, group sessions by grade-ranges. Thoroughly explore the group manual
for treating Depression and Anxiety for the grade-range group you chose. After
exploring on entire group manual this week, write a brief script as to how you
would introduce the group to your grade-range of youth. Hit on some key
points:

- What is the overall purpose of the group?
- What are Depression and Anxiety?
- What is Cognitive-Behavior Therapy?
- How does it help you?

Be prepared to share and discuss these scripts in your group this week

**Required Readings:**
Delahooke, Chapter 8, (pgs.229-556)

In Cognitive Therapy: Techniques for Children and Adolescents: Tools for
enhancing practice. NY: Guilford Press. (pp. 79-120).

Sibinga, Erica M.S, Perry-Parrish, Carisa, Chung, Shang-en, Johnson, Sara B,
instruction for urban male youth: A small randomized controlled trial. Preventive
Medicine, 57(6), 799–801. Article, SAN DIEGO: Elsevier Inc.

**In-class:**
- **Lecture:** Creative ways to use CBT with children
- **Experiential:** The CBT person exercise in pairs
- **Peer groups:** Share Trails to Wellness scripts
- **Peer consultation groups:** Student case presentations
Monday, July 4: No class – Yay! Have some fun!

Week 8, July 11:
Introduction to Motivational Interviewing with adolescents
Due: SIMMERSON with Melody Dennison
Due: If you are presenting this week, prepare your presentation
Due: If you presented last session, assignment one is due
Pre-class preparation for the week:
   Watch: Introduction to Motivational Interviewing: (17 mins):
   https://www.youtube.com/watch?v=s3MCJZ7OGRk&t=301s

Required Readings:
Delahooke, Chapter 9, (257-266)


In-class:
   Lecture: Guest presenter
   Experiential: Practicing MI in pairs
   Peer consultation groups: Student case presentation

Week 9, July 18:
Motivational Interviewing with adolescents and substance abuse
Due: Simmersion with David Martin
Due: If you are presenting this week, prepare your presentation
Due: If you presented last week, assignment one is due

Pre-class preparation for the week:
VIDEO: SUD Adolescent  Motivational Interviewing with teens re. substance abuse

Required Readings: (expect more readings)

Drug Abuse and Dependence and Alcohol Abuse/Dependence, Behavioral Definitions. (canvas)


In-class:
Lecture: Guest presenter
Peer consultation groups: Student case presentations
Experiential: Practicing MI in pairs

Week 10, July 25:
Solution-Focused Family Therapy, and Multisystemic Therapy for Transitional Youth
Due: Certificate and reflection for On-line course

Pre-class preparation:
This is a longer video with expert Matt Selekman: It is almost 2 hours – we will have a shorter class on this day. (1 hour 51 mins)

Required Readings:


**In class:**
Solution-focused therapy and Multisystemic Therapy

**Week 11, Aug 1:**
Affirmative Practice with LGBTQ youth, taking care of yourself.

**Pre-class preparation:**
- **Watch:** Affirmative Practice Principles with LGBTQ Youth: lecture in Media Gallery (50 mins?)
- **Do:**
  - **Write down:** at least one question you have regarding working with LGBTQ youth.
  - **Fill out and score:** the Professional Quality of Life Scale and be prepared to discuss it in class. (in required readings)

**Required Readings:**
Ryan, Caitlyn, PhD, ACSW, et. al. Family Acceptance in Adolescence and the
Health of LGBT Young Adults. jcap_246 205-213


In class:
Advocacy with LGBTQ Youth: Experiential practice experience
Trauma-informed self-care
Ending evaluation of the course

Other very helpful readings and resources:
You can feel free to use these in your assignments as readings from our course

Mind over Mood, Second Edition: Change How You Feel by Changing the Way You Think
Dennis Greenberger, Christine A. Padesky, and Aaron T. Beck,

Solution focused brief therapy: 100 key points and techniques.
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

Cognitive Therapy: Basics and Beyond.

Treating Traumatized Children: A Casebook of Evidence-Based Therapies
Brian Allen and Mindy Kronenberg, NY: Guilford. Chapters 9, 10 &11 (nice chapters on Trauma-Focused CBT)


(in optional readings on Canvas)

More good readings on culture, anti-racism and social work  
(in optional readings on Canvas)


There are also special resource folders on your canvas for therapists of color and culturally impacted differences in parenting.

**Case Examples and additional Lectures in your Media Gallery:**

I saved numerous video case examples and lectures from my previous IP with children and youth class that was focused more on integrated mental health therapy with children and families. You can feel free to view these case examples and other video resources that are in your Media Gallery. For those of you who are engaged in more
focused clinical work they might be very helpful. They include but may not be limited to the list below. The case examples are actual and from my practice.

**Integrated Play Therapy with a Transgender Child**

**Integrated Therapy with a Traumatized Boy**

**Bad Memories: Integrated Therapy and Trauma-focused CBT with a traumatized girl**

**Attachment Lectures: Part 1,2,3,4,5**

**Trauma Lectures: Part 1,2,3,4**

**Stopping Lying and Stealing**

**Integrating Systems work with youth**

**Psycho-social Assessment of Children**