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, and hospital, outpatient, and community care settings (EPAS 2, 4, 8)
2. Identify and apply longer-term models of treatment and support for clients with persistent illnesses/conditions that require follow-up over time (EPAS 6, 8)
3. Explain information, education, guidance, and support to family members about health conditions, prevention, available treatments, illness and self-management, peer support, and recovery (EPAS 2, 6, 8)
4. Analyze clinical, evidence-based/evidence-informed rationale for use of a specific intervention to match client needs, preferences, and response (EPAS 2, 4, 8)
5. Demonstrate brief supportive interventions addressing holistic consequences of physical, mental illness, and injury (EPAS 6, 8)
6. Demonstrate brief, trauma-informed interventions for mental health conditions, risky or harmful substance use conditions, adjustment to illness, and chronic disease management (EPAS 2, 4, 8)
7. 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 4, 6, 8)
8. Monitor and evaluate outcomes of interventions and modify, adjust interventions accordingly (EPAS 7, 9)

c. Course Design
This is an online course and will be open from MM/DD and to MM/DD. Each week, you will be assigned to readings, view lecture materials, watch treatment videos, engage in clinical practice and discussions within the live class time, and complete individual assignments. All tasks can be found in each weekly module. Make sure to read the announcements section thoroughly at the beginning of each week. This is where you will find a summary of each week's tasks, any supplemental reading or videos I suggest, and any additional information directed to the class.

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on engaging in active clinical practice of interventions using client vignettes which represent diverse populations, health concerns/diagnoses, comorbidities, and lived experiences.
Active practicing of skills, engaging in role-play, observation and critical analysis of assessment process, and mutual constructive feedback is critical to the skill development focus of this class.
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.

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

e. Instructor Communication
Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment.

2. Class Requirements

a. Technology
Internet access will be needed for engagement with this course. Access will also be needed to a professional word processor and a presentation program such as Google Suite or Microsoft Office to complete assignments. For technological support, please contact the U-M ITS Service Center.

b. Text and class materials (all available via U of M Library)

Required Books for Course:


Recommended Books if interested in learning more (not required for course):


c. **Class Schedule**

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 3</td>
<td>Module 3: <em>Motivational Interviewing (MI): The Focusing Process and Application for Substance Abuse and Smoking</em></td>
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<tr>
<td>Sept. 15, 2022</td>
<td>Live Session Sept. 15, 2022 from 6:00 p.m. EST until 8:00 p.m.</td>
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**Readings:**


**Recommended:**
| Week 4 | Sept. 22, 2022 | Module 4: *Motivational Interviewing (MI): The Evoking Process and Application for Substance Use Disorders*  
Live Session Sept. 22, 2022 from 6:00 p.m. EST until 8:00 p.m. |
|--------|----------------|---------------------------------------------------------------------|

| Week 5 | Sept. 29, 2022 | Module 5: *Motivational Interviewing (MI): The Planning Process, Resistance, and Application in Integrated Health, Mental Health, and Substance Use*  
Live Session Sept. 29, 2022 from 6:00 p.m. EST until 8:00 p.m. |
<table>
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<tbody>
<tr>
<td>Recommended:</td>
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| Week 6  | Module 6: **Cognitive Behavioral Therapy (CBT): Overview, Cognitive Conceptualization, and Case Formulation** | **Readings:**  
**Mini Quiz on MI Due on 9/29 by 11:59 PM EST**  
**Live Session Oct. 6, 2022 from 6:00 p.m. EST until 8:00 p.m.**  
**Readings:**  
**Recommended:**  
**MI Role play, reflection, and peer-evaluation assignment Due on 10/6 by 11:59 PM EST** |
| --- | --- | --- |
| Week 7  | Module 7: **Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Depression** | **Readings:**  
**Readings:**  
**Live Session Oct. 13, 2022 from 6:00 p.m. EST until 8:00 p.m.** |


**SIMmersion with Roger due on 10/13 by 11:59 PM EST**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Readings:</th>
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<tbody>
<tr>
<td><strong>Module 8: Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Anxiety</strong></td>
<td><strong>Recommended:</strong></td>
</tr>
<tr>
<td>Live Session Oct. 27, 2022 from 6:00 p.m. EST until 8:00 p.m.</td>
<td><strong>Beck, J. S. (2011).</strong> <em>Cognitive behavior therapy: Basics and beyond.</em> Guilford Press. [third edition is expected Sep. 2020] Read Ch 17, 18, 20</td>
</tr>
</tbody>
</table>
| Week 10  | Module 9: **Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Obsessive Compulsive Disorder** | Readings:  
Recommended:  
Mini Quiz on CBT Due on 11/3 by 11:59 PM EST  
SIddersion with Melody due on 11/3 by 11:59 PM EST |
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<tbody>
<tr>
<td>Nov. 3, 2022</td>
<td>Live Session Nov. 3, 2022 from 6:00 p.m. EST until 8:00 p.m.</td>
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</tbody>
</table>

| Week 11  | Module 10: **Dialectical Behavior Therapy (DBT): Overview and Application for Personality Disorders** | Readings:  
<table>
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<tbody>
<tr>
<td>Nov. 10, 2022</td>
<td>Live Session Nov. 10, 2022 from 6:00 p.m. EST until 8:00 p.m.</td>
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</table>
Module 11: Acceptance and Commitment Therapy (ACT): Overview and Application for Chronic Illness and Pain

Live Session Nov. 17 2022 from 6:00 p.m. EST until 8:00 p.m.

Readings:


Recommended:


CBT or DBT Role play, reflection, and peer-evaluation assignment 2 Due on 11/17 by 11:59 PM EST

Mini-Quiz on ACT due on 11/17 by 11:59 PM EST
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
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<tbody>
<tr>
<td>Nov. 24, 2022 Thanksgiving</td>
<td>Module 12: <strong>Trauma Sensitive Mindfulness: Overview and Application with Trauma in Integrated Health, Mental Health, and Substance Use</strong>&lt;br&gt;Live Session Dec. 1, 2022 from 6:00 p.m. EST until 8:00 p.m.</td>
<td>Module 13: <strong>Wrap up: Termination and Evaluation of Interventions in Integrated Health, Mental Health, and Substance Use Treatment</strong>&lt;br&gt;Live Session Dec. 8, 2022 from 6:00 p.m. EST until 8:00 p.m.</td>
</tr>
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**Final Integrative Analysis and Case Application Paper Due on 12/8 by 11:59 PM EST**

### d. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Classroom discussion and interaction with others</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Board (x 11)</td>
<td></td>
<td>(15%)</td>
</tr>
<tr>
<td>Discussion Board Synthesis (x 1)</td>
<td></td>
<td>(10%)</td>
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<tr>
<td><strong>SIMmersion virtual client (CBT Functional Analysis with Roger Ellison and SIMmersion with Melody)</strong></td>
<td>Complete and submit to Canvas by 11:59 p.m. ET 10/13/2022, 11/03/2022</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Role play, reflection, and peer-evaluation (x2)</strong></td>
<td>Complete and submit to Canvas by 11:59 p.m. ET 10/6 &amp; 11/17</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Final Integrative Analysis and Case Application Paper (vignette-based)</strong></td>
<td>Complete and submit Assignment to Canvas by 11:59 p.m. ET 12/8</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Mini-Quizzes (x5)</strong></td>
<td>Mini quizzes based on Zoom sessions, course readings, and videos</td>
<td>10%</td>
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<tr>
<td></td>
<td>9/29, 11/3, 11/10, 11/17, 12/1</td>
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</table>
e. Attendance and Class Participation

**Student Time Expectation.** You are expected to read assigned materials, submit assignments, and participate in live (synchronous) class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. This is a 3-credit course and is offered online. This means that, as a student, you are expected to spend a total of 112.5 hours throughout the 13 weeks (i.e., **8.5 hours per week**), including synchronous and asynchronous classroom time. For more details, please go to the [UM Center for Academic Innovation website](#).

**Discussion Participation:** You are required to post your response to the discussion question(s) asked by Day 3 at 11:59 pm, reading other posted responses and responding back to your classmates’ posts (at least 2 posts) by Day 5 at 11:59 pm. You are encouraged to provide additional resources relating directly to the topic under discussion. You may receive partial credit for responses posted up to one week late. No credit will be given for responses posted beyond two weeks after the discussion assignment is due. Please be sure to be courteous in your replies to your fellow classmates. Points for your weekly participation grade will be awarded as follows by either me or one of your classmates assigned by me.

**Synchronous and Asynchronous for Classroom Time.** The current known best practice of online teaching is a combination of synchronous and asynchronous teaching, which means some of the classroom learning will now be obtained before and/or after each week’s synchronous (live) session. In principle, each week’s synchronous session will be approximately 2 hours with a 10-minute break.

**Student Camera On Expectation.** When possible, it is expected that the students keep their cameras turned on during the synchronous session. This requirement is important to create a collegial environment of learning as well as a sense of belonging to the course community. Please communicate with the instructor individually with reasons why this may be a challenge for you and exception to this expectation will be granted on a case-by-case basis.

**Attendance and Class Participation Evaluation.** You must attend 80% of the regularly scheduled live class sessions for the semester. Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. **The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.**

Sign in to the live class session before it begins and remain engaged for the duration of the session. Prepare for each live session by engaging the preassigned content and activities. I highly encourage you to attend all Zoom classes and to actively participate in class. Should something prevent you from attending the Zoom class (i.e., illness, a conference, a religious observance, personal emergency, internet, or other access issues), please let me know (when possible, at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency). Note: If you are absent from the synchronous live class, you are still responsible for any assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

*Exceptions to the above-mentioned student absences policy will only be granted on a case-by-case basis at the discretion of the instructor.*
f. Grading
Instructor feedback will be provided to help you deepen awareness of: 1) the process of working with clients; 2) who you are in your work (strengths/challenges); 3) themes that arise in interpersonal practice; and, 4) writing and communication skills. Both content and format will be considered in assignment grades. Failure to follow APA (7th ed.) style including references will result in a lower grade. Rubrics for each assignment that is a written submission (i.e., papers) will be posted in CANVAS along with the assignment descriptions.

Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted. Please email the instructor regarding any lateness.

Letter grades ranging from "A" to "F" are earned, with “+” or “-” distinguishing the degree of performance. Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

\[
\begin{align*}
A+ &= 100 \\
A &= 96-99 \\
A- &= 90-95 \\
B+ &= 87-89 \\
B &= 83-86 \\
B- &= 80-82 \\
C+ &= 77-79 \\
C &= 73-76 \\
C- &= 70-72 \\
D &= 66-69 \\
F &= \text{less than 66}
\end{align*}
\]

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A grade of C– is the lowest which carries credit. D indicates deficiency and carries no credit. A grade of F indicates failure and carries no credit.

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. I will contact you to set up a time to review your concerns in a virtual meeting.

Additional information can be found in the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

g. Class Recording and Course Materials
Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. 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.
h. COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. 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.

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

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:
● Safety and emergency preparedness
● Mental health and well-being
● Teaching evaluations
● Proper use of names and pronouns
● Accommodations for students with disabilities
● Religious/spiritual observances
● Military deployment
● Writing skills and expectations
● Academic integrity and plagiarism