



<b>Course title:</b>	Interpersonal Practice Interventions in Integrated Health, Mental Health and Substance Use for Adults	
<b>Course #/term:</b>	SW 602-801	
<b>Live Class Meeting:</b>	Via Zoom in Canvas	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials or permission of instructor	
<b>Instructor:</b>	Tammie B. Glenn	
<b>Pronouns:</b>	[She, her, hers]	
<b>Contact info:</b>	<b>Email:</b> tbglenn@umich.edu	<b>Phone:</b> +1 810-919-9009
	You may expect a response within 24 hours	
<b>Office:</b>	SSW 2756	
<b>Office hours:</b>	By appointment via Zoom	

## 1. Course Statement

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### 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 1/4/23-4/18/23. 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**

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#### **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:**

1. Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/018266379>]
2. Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3<sup>rd</sup> ed). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/013592508>]

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

1. Rollnick, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/013984561>]
2. Linehan, M. M. (2015). *DBT skills training manual* (2nd ed). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/015992969>] Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program (A new Harbinger self-help workbook)*. New Harbinger Publications.

3. Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Pub.
4. Linehan, M. M. (2015). *DBT skills training: Handouts and worksheets* (2nd ed.). The Guilford Press.
5. Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. W.W. Norton & Company.
6. Hayes, S., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/011163178>]

### c. Class Schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 1/12/23 6:00 PM	Lesson 1: <b>Course introduction; Ethics, Culture, and Intersectionality: Core Intervention Skills in Integrated Health, Mental Health, and Substance Use</b>	Syllabus  Readings: <a href="#">Edwards, J. B. (2016)</a> . Cultural intelligence for clinical social work practice. <i>Clinical Social Work Journal</i> , 44(3), 211–220. doi:10.1007/s10615-015-0543-4  <a href="#">National Association of Social Workers (n.d.)</a> <i>Read the code of ethics</i> . <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a>  <a href="#">Reamer, F. G. (2018)</a> . Ethical issues in integrated health care: Implications for social workers. <i>Health &amp; Social Work</i> , 43(2), 118–124. doi: 10.1093/hsw/hly005  <a href="#">Santiago, C. D., Kaltman, S., &amp; Miranda, J. (2013)</a> . Poverty and mental health: How do low-income adults and children fare in psychotherapy? <i>Journal of Clinical Psychology</i> , 69(2), 115–126. doi: 10.1002/jclp.21951
Week 2 1/19/23 6:00 PM	Lesson 2: <b>Motivational Interviewing (MI): Overview and the Engaging Process</b>	Readings: <a href="#">Miller, W. R., &amp; Rollnick, S. (2013)</a> . <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 3

		<p><a href="#">Hook, J. N., Farrell, J. E., Davis, D. E., DeBlaere, C., Van Tongeren, D. R., &amp; Utsey, S. O. (2016).</a> Cultural humility and racial microaggressions in counseling. <i>Journal of Counseling Psychology, 63</i>(3), 269–277. doi: 10.1037/cou0000114</p> <p><a href="#">Nienhuis, J. B., Owen, J., Valentine, J. C., Winkeljohn Black, S., Halford, T. C., Parazak, S. E., &amp; Hilsenroth, M. (2016, July 7).</a> Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. <i>Psychotherapy Research, 28</i>(4), 593–605. doi: 10.1080/10503307.2016.1204023</p> <p>Recommended readings:  <a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 1 and 2</p> <p><a href="#">Berger, T. (2017)</a> The therapeutic alliance in internet interventions: A narrative review and suggestions for future research. <i>Psychotherapy Research, 27</i>(5), 511–524. doi: 10.1080/10503307.2015.1119908</p>
<p>Week 3 1/26/23 6:00 PM</p>	<p>Lesson 3: <b>Motivational Interviewing (MI): The Focusing Process and Application for Substance Abuse and Smoking</b></p>	<p>Readings:  <a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 10</p> <p><a href="#">Codern-Bové, N., Pujol-Ribera, E., Pla, M., González-Bonilla, J., Granollers, S., Ballvé, J. L., ... &amp; ISTAPS Study Group. (2014, November 26).</a> Motivational interviewing interactions and the primary health care challenges presented by smokers with low motivation to stop smoking: A conversation analysis. <i>BMC Public Health, 14</i>(1), 1–12. doi: 10.1186/1471-2458-14-1225</p> <p><a href="#">Kennedy, D. P., Osilla, K. C., Hunter, S. B., Golinelli, D., Hernandez, E. M., &amp; Tucker, J. S. (2018, December 13).</a> A pilot test of a motivational interviewing social network intervention to reduce substance use among housing first residents. <i>Journal of Substance Abuse Treatment, 86</i>, 36–44. doi: 10.1016/j.jsat.2017.12.005</p> <p>Recommended:</p>

		<p><a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 8 and 9</p>
<p>Week 4 2/2/23 6:00 PM</p>	<p>Lesson 4: <b>Motivational Interviewing (MI): The Evoking Process and Application for Substance Use Disorders</b></p>	<p>Readings:  <a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 12, 14</p> <p><a href="#">Bertholet, N., Faouzi, M., Gmel, G., Gaume, J., &amp; Daeppen, J. B. (2010, September 15).</a> Change talk sequence during brief motivational intervention, towards or away from drinking. <i>Addiction</i>, 105(12), 2106–2112. doi: 10.1111/j.1360-0443.2010.03081.x</p> <p><a href="#">Lundahl, B., Droubay, B. A., Burke, B., Butters, R. P., Nelford, K., Hardy, C., &amp; Bowles, M. (2019).</a> Motivational interviewing adherence tools: A scoping review investigating content validity. <i>Patient Education and Counseling</i>, 102(12), 2145–2155. doi: 10.1016/j.pec.2019.07.003</p> <p>Recommended:  <a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 13</p>
<p>Week 5 2/9/23 6:00 PM</p>	<p>Lesson 5: <b>Motivational Interviewing (MI): The Planning Process, Resistance, and Application in Integrated Health, Mental Health, and Substance Use</b></p>	<p>Readings:  <a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 21</p> <p><a href="#">Rollnick, S., Miller, W. R., &amp; Butler, C. (2008).</a> How Motivational Interviewing fits in Health Care: Chapter in <i>Motivational interviewing in health care: helping patients change behavior</i>. Guilford Press. Ch 2</p> <p><a href="#">Britton, P. C., Bryan, C. J., &amp; Valenstein, M. (2016).</a> Motivational interviewing for means restriction counseling with patients at risk for suicide. <i>Cognitive and Behavioral Practice</i>, 23(1), 51–61. doi:10.1016/j.cbpra.2014.09.004</p> <p>Recommended:</p>

		<p><a href="#">Miller, W. R., &amp; Rollnick, S. (2013).</a> <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 19, 20</p> <p><b>Mini Quiz on MI Due by 11:59 PM EST</b></p>
<p>Week 6 2/16/23 6:00 PM</p>	<p>Lesson 6: <b>Cognitive Behavioral Therapy (CBT): Overview, Cognitive Conceptualization, and Case Formulation</b></p>	<p>Readings: <a href="#">Beck, J. S. (2011).</a> <i>Cognitive behavior therapy: Basics and beyond</i>. The Guilford Press. [third edition is expected Sep. 2020] Read Ch 3</p> <p><a href="#">Pachankis, J.E., Hatzenbuehler, M.L., Rendina, H.J., Safren, S.A., &amp; Parsons, J.T. (2015).</a> LGB-affirming cognitive-behavioral therapy for young adult gay and bisexual men: A randomized controlled trial of a transdiagnostic minority stress approach. <i>Journal of Counseling and Clinical Psychology</i>, 83(5), 875-889. doi: 10.1037/ccp0000037</p> <p>Recommended: <a href="#">Beck, J. S. (2011).</a> <i>Cognitive behavior therapy: Basics and beyond</i>. The Guilford Press. [third edition is expected Sep. 2020] Read Ch 4, 5</p> <p><a href="#">Weiss, M., Murray, C., Wasdell, M., Greenfield, B., Giles, L., &amp; Hechtman, L. (2012).</a> A randomized controlled trial of CBT therapy for adults with ADHD with and without medication. <i>BMC psychiatry</i>, 12(1), 1-8. doi: 10.1186/1471-244X-12-30</p> <p><b>MI Role play, reflection, and peer-evaluation assignment</b> <b>Due 11:59 PM EST Class Time Used</b></p>
<p>Week 7 2/23/23 6:00 PM</p>	<p>Lesson 7: <b>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Depression</b></p>	<p>Readings: <a href="#">Beck, J. S. (2011).</a> <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 15</p> <p><a href="#">González-Prendes, A. A., &amp; Brisebois, K. (2012).</a> Cognitive-behavioral therapy and social work values: A critical analysis. <i>Journal of Social Work Values and Ethics</i>, 9(2), 21-33.</p> <p>Readings:</p>

		<p><a href="#">Beck, J. S. (2011).</a> <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 7, 14</p> <p><a href="#">López-López, J. A., Davies, S. R., Caldwell, D. M., Churchill, R., Peters, T. J., Tallon, D., ... &amp; Lewis, G. (2019).</a> The process and delivery of CBT for depression in adults: a systematic review and network meta-analysis. <i>Psychological Medicine</i>, 49(12), 1937-1947. doi: The process and delivery of CBT for depression in adults: a systematic review and network meta-analysis.</p> <p><a href="#">Vally, Z., &amp; Maggott, C. (2015).</a> Evaluating the outcome of cultural adaptation of cognitive-behavioral therapy for adult depression: A meta-analysis of treatment studies in developing countries. <i>International Journal of Advanced Counselling</i>, 37, 283-304.</p> <p><b>SIMmersion with Roger due by 11:59 PM EST</b></p>
<p>Week 8 3/9/23 6:00 PM</p>	<p>Lesson 8: <b>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Anxiety</b></p>	<p>Readings:</p> <p><a href="#">Kaczurkin, A. N., &amp; Foa, E. B. (2015).</a> Cognitive-behavioral therapy for anxiety disorders: an update on the empirical evidence. <i>Dialogues in Clinical Neuroscience</i>, 17(3), 337 - 346. doi: 10.31887/DCNS.2015.17.3/akaczurkin</p> <p><a href="#">Craske, M. G., Rose, R. D., Lang, A., Welch, S. S., Campbell-Sills, L., Sullivan, G., ... &amp; Roy-Byrne, P. P. (2009).</a> Computer-assisted delivery of cognitive behavioral therapy for anxiety disorders in primary-care settings. <i>Depression and Anxiety</i>, 26(3), 235-242. doi: 10.1002/da.20542</p> <p><a href="#">Steele, J. M. (2020).</a> A CBT Approach to Internalized Racism among African Americans. <i>International Journal for the Advancement of Counselling</i>, 42(3), 217–233. doi: 10.1007/s10447-020-09402-0</p> <p>Recommended:</p> <p><a href="#">Beck, J. S. (2011).</a> <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 17, 18, 20</p>



<p>Week 9 3/16/23 6:00 PM</p>	<p>Lesson 9: <b>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Obsessive Compulsive Disorder</b></p>	<p>Readings:  <a href="#">Beck, J. S. (2011)</a>. <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 19</p> <p><a href="#">Bornheimer, L. A. (2015)</a>. Exposure and response prevention as an evidence-based treatment for obsessive-compulsive disorder: Considerations for social work practice. <i>Clinical Social Work Journal</i>, 43(1), 38-49. doi: 10.1007/s10615-014-0483-4</p> <p><a href="#">Leeuwerik, T., Cavanagh, K., &amp; Strauss, C. (2019)</a>. Patient adherence to cognitive behavioural therapy for obsessive-compulsive disorder: A systematic review and meta-analysis. <i>Journal of Anxiety Disorders</i>, 68(2019), 1 - 30. doi: 10.1016/j.janxdis.2019.102135</p> <p>Recommended:  <a href="#">Beck, J. S. (2011)</a>. <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 22</p> <p><b>Mini Quiz on CBT Due by 11:59 PM EST</b></p> <p><b>SIMmersion with Melody due by 11:59 PM EST</b></p>
<p>Week 10 3/23/23 6:00 PM</p>	<p>Lesson 10: <b>Dialectical Behavior Therapy (DBT): Overview and Application for Personality Disorders</b></p>	<p>Readings:  <a href="#">Linehan, M.M. (2014)</a>. <i>DBT skills training manual</i> (2nd ed). New York, NY: The Guilford Press. Read Ch 5</p> <p><a href="#">Ramaiya, M. K., Fiorillo, D., Regmi, U., Robins, C. J., &amp; Kohrt, B. A. (2017)</a>. A cultural adaptation of dialectical behavior therapy in Nepal. <i>Cognitive and Behavioral Practice</i>, 24(4), 428-444. doi: 10.1016/j.cbpra.2016.12.005</p> <p>Readings:  <a href="#">Linehan, M.M. (2014)</a>. <i>DBT skills training manual</i> (2nd ed). New York, NY: The Guilford Press. Read Ch 5</p> <p><a href="#">DeCou, C. R., Comtois, K. A., &amp; Landes, S. J. (2019)</a>. Dialectical behavior therapy is effective for the treatment of suicidal behavior: A meta-analysis. <i>Behavior Therapy</i>, 50(1), 60-72. doi: 10.1016/j.beth.2018.03.009</p>

		<p><a href="#">Skerven, K., Whicker, D. R., &amp; LeMaire, K. L. (2019).</a> Applying dialectical behaviour therapy to structural and internalized stigma with LGBTQ+ clients. <i>The Cognitive Behaviour Therapist</i>, 12. doi: 10.1017/S1754470X18000235</p> <p><b>Mini-Quiz on DBT by 11:59 PM EST</b></p>
<p>Week 11 3/30/23 6:00 PM</p>	<p>Lesson 11: <b><i>Acceptance and Commitment Therapy (ACT): Overview and Application for Chronic Illness and Pain</i></b></p>	<p>Readings:</p> <p><a href="#">Hayes, S. C. (2004).</a> Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. <i>Behavior Therapy</i>, 35(4), 639-665. doi:10.1016/S0005-7894(04)80013-3</p> <p>Recommended:</p> <p><a href="#">Hayes, S. C. (2004).</a> Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. <i>Behavior Therapy</i>, 35(4), 639-665. doi:10.1016/S0005-7894(04)80013-3</p> <p><a href="#">Hughes, L. S., Clark, J., Colclough, J. A., Dale, E., &amp; McMillan, D. (2017).</a> Acceptance and commitment therapy (ACT) for chronic pain. <i>The Clinical Journal of Pain</i>, 33(6), 552-568. doi: 10.1097/AJP.0000000000000425</p> <p><a href="#">Twohig, M. P., &amp; Levin, M. E. (2017).</a> Acceptance and commitment therapy as a treatment for anxiety and depression: A review. <i>Psychiatric Clinics</i>, 40(4), 751-770. doi: 10.1016/j.psc.2017.08.009</p> <p><a href="#">Simister, H. D., Tkachuk, G. A., Shay, B. L., Vincent, N., Pear, J. J., &amp; Skrabek, R. Q. (2018).</a> Randomized controlled trial of online acceptance and commitment therapy for fibromyalgia. <i>The Journal of Pain</i>, 19(7), 741-753. doi: 10.1016/j.jpain.2018.02.004</p> <p><b>CBT or DBT Role play, reflection, and peer-evaluation assignment 2 Due by 11:59 PM EST</b></p> <p><b>Mini-Quiz on ACT due by 11:59 PM EST</b> <b>Class time used</b></p>

<p>Week 12 4/6/23</p>	<p>Lesson 12: <b>Trauma Sensitive Mindfulness: Overview and Application with Trauma in Integrated Health, Mental Health, and Substance Use</b></p>	<p>Readings:</p> <p><a href="#">West, J., Liang, B., &amp; Spinazzola, J. (2017).</a> Trauma sensitive yoga as a complementary treatment for posttraumatic stress disorder: A qualitative descriptive analysis. <i>International Journal of Stress Management</i>, 24(2), 173 - 195. doi: 10.1037/str0000040</p> <p><a href="#">Hicks, L. M., Dayton, C. J., &amp; Victor, B. G. (2018).</a> Depressive and trauma symptoms in expectant, risk-exposed, mothers and fathers: Is mindfulness a buffer? <i>Journal of Affective Disorders</i>, 238(1), 179-186. doi: 10.1016/j.jad.2018.05.044</p> <p>Recommended:</p> <p><a href="#">Richmond, K., Burnes, T., &amp; Carroll, K. (2012).</a> Lost in trans-lation: Interpreting systems of trauma for transgender clients. <i>Traumatology</i>, 18(1),45-57. doi: 10.1177/1534765610396726</p> <p><a href="#">Gonzalez, A., Locicero, B., Mahaffey, B., Fleming, C., Harris, J., &amp; Vujanovic, A. A. (2016).</a> Internalized HIV stigma and mindfulness: associations with PTSD symptom severity in trauma-exposed adults with HIV/AIDS. <i>Behavior Modification</i>, 40(1-2), 144-163. doi: 10.1177/0145445515615354</p> <p><b>Mini-Quiz on Trauma Sensitive Mindfulness due by 11:59 PM EST</b></p>
<p>Week 13 4/13/23 6:00 PM</p>	<p>Lesson 13:<b>Wrap up: Termination and Evaluation of Interventions in Integrated Health, Mental Health, and Substance Use Treatment</b></p>	<p>Readings:</p> <p><a href="#">Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., &amp; Weiner, M. (2007).</a> Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. <i>Clinical Social Work Journal</i>, 35(2), 79-90. doi: 10.1007%2Fs10615-007-0076-6</p> <p><a href="#">Bischoff, T., Krenicki, L., &amp; Tambling, R. (2020).</a> Therapist reported reasons for client termination: A content analysis of termination reports. <i>The American Journal of Family Therapy</i>, 48(1), 36-52. doi: 10.1080/01926187.2019.1684216</p> <p>Recommended:</p>

		<p><a href="#">Stollenga, D., Schiphorst Preuper, H. R., Dijkstra, P. U., Boonstra, A. M., &amp; Reneman, M. F. (2020).</a> Early termination in interdisciplinary pain rehabilitation: numbers, timing, and reasons. A mixed method study. <i>Disability and Rehabilitation</i>, 1-7. doi: 10.1080/09638288.2020.1800839</p> <p><b>Final Integrative Analysis and Case Application Paper Due on 4/13/23 by 11:59 PM EST</b></p>
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#### d. Assignments

Assignment	Due date	Percent of overall grade
Classroom discussion and interaction with others	Ongoing	N/A
<b>Participation:</b>  Discussion Board (x 11)	<b>Ongoing (see below):</b>  Discussion Board	<b>25%</b>
<b>SIMmersion virtual client (CBT Functional Analysis with Roger Ellison)</b>	Complete and submit to Canvas by 11:59 p.m. ET Module 8.	<b>5%</b>
<b>Role play, reflection, and peer-evaluation (x2)</b>	Complete and submit to Canvas by 11:59 p.m. ET Modules 6 & 11.	<b>30%</b>
<b>Final Integrative Analysis and Case Application Paper (vignette-based)</b>	Complete and submit Assignment to Canvas by 11:59 p.m. ET Module 13	<b>30%</b>
<b>Mini-Quizzes (x5)</b>	Mini quizzes based on Zoom sessions, course readings, and videos	<b>10%</b>

	Modules 5, 9, 10, 11, 12	
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#### 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:

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

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A grade of C– is the lowest which carries credit. D indicates deficiency and 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. 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 distance 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](#).

#### **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.

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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
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