



Course title:	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)	
Course #/term:	SW 603-001, Winter 2023	
Time and place:	Tuesdays, 6pm-9pm SSWB	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Jennifer Towns, PhD, LMSW	
Pronouns:	She, her, hers	
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Office hours:	By appointment	

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.

Course Objectives

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)

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. This course has been designed to focus on development and demonstration of intervention skills and competencies. Thus a “flipped classroom” model – with students reading pre-readings and watching videos prior to class, and using class time primarily for practice demonstration and discussing questions and feedback will be followed.

Curricular Themes

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.

Class Structure, Texts, and Requirements

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:

- Delahooke, Mona, PhD, (2019) Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children’s Behavioral Challenges. PESI Publishing and Media, WI, ISBN: 9781683731191
- Burke-Harris, Nadine. (2018). The Deepest Well: Healing the Long-term Effects of Childhood Adversity.

All required articles and resources will be posted on canvas or accessible through the UM Library with unique name and password. As this is a “flipped classroom” model, readings will not regularly be reviewed in class, however students will be asked to integrate reading into course assignments. You must complete course readings in order to effectively and comprehensively do this. Additional readings may be assigned as environmental shifts occur and will be posted to Canvas. Readings and assignments will be posted at least one week prior to the due date.

Helpful Resources and Course Materials::

- i. TRAILS to Wellness
- ii. TF-CBT: Online Training: Medical University of South Carolina (COST)
- iii. Cohen, J. A., & Mannarino, A. P. (2015). Trauma-focused Cognitive Behavior Therapy for Traumatized Children and Families. *Child and adolescent psychiatric clinics of North America*, 24(3), 557–570.
doi:10.1016/j.chc.2015.02.005
- iv. The National Child Traumatic Stress Network
- v. Georgetown University Center for Child and Human Development
- vi. Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57
- vii. NTI: National Training Institute: MENTAL HEALTH
- viii. SIMmersion: Adolescent SUD
<https://sites.google.com/umich.edu/simmersion/videotutorials?authuser=0>

This course consists of 13 learning modules that are organized into the following topic areas:

- Module 1: Engagement
- Module 2: Assessment: Intricacies Within Formal and Informal Assessments
- Module 3: Family Engagement/Trauma
- Module 4: Goal Planning / Individualized Plan of Service
- Module 5: Interventions: Motivational Interviewing
- Module 6: Interventions: Introduction to CBT
- Module 7: Interventions CBT: Identifying and Challenging Automatic Negative Thoughts
- Module 8: Interventions CBT: Behavioral Activation
- Module 9: Interventions: Relaxation and Mindfulness
- Module 10: Interventions CBT: Practice
- Module 11: Interventions: Problem-Solving
- Module 12: Play Therapy and Tele-Health
- Module 13: LGBTQIAA+, Therapist Self-Awareness and Self-Care

The modules contain most (if not all) of the following components:

- **Introduction:** module overview, learning objectives, and activity checklist
- **Resources:** readings, videos, websites, and other materials that contain the key content and information you will need to progress through the module activities and prepare for the assessment
- **Activities:** practice activities and graded assignments
- **Reflections:** summary and highlights of current module and preview of next module

Weekly Schedule

Module 1 (1/10)- What engagement and therapeutic alliance and why is it important?

READ:

- Haine-Schlagel, R., Walsh, N.E. A Review of Parent Participation Engagement in Child and Family Mental Health Treatment. Clin Child Fam Psychol Rev 18, 133–150 (2015).
<https://doi-org.proxy.lib.umich.edu/10.1007/s10567-015-0182-x>
- Castillo-Garayoa, José A, Montes-Vallecillos, Anna, Perales-Echeverría, Arantxa, Sánchez-Velasco, Almudena, & Medina-Cervera, Sergio. (2020). Stages of change and engagement in a family intervention. Child & family social work, 25(1), 45–52.
- Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement
- Mauriello L.M., Johnson S.S., Prochaska J.M. (2017) Meeting Patients Where They Are At: Using a Stage Approach to Facilitate Engagement. In: O'Donohue W., James L., Snipes C. (eds) Practical Strategies and Tools to Promote Treatment Engagement. Springer, Cham

WATCH:

- Engagement D. Price

COMPLETE:

- Engagement Script per CANVAS for class (prepare as much as you can, but we will complete this in class together)
 - By Sunday at 11:59pm, submit Reflection Assignment per Canvas
-

Module 2 (1/17)- Assessment, Hypothesis, and Goal Setting

READ:

- Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37(4), 267.
- Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work". *Families in Society*, 86(2), 181-188.
- Asarnow, J. R., Fogelson, D., Fitzpatrick, O., & Hughes, J. (2018). Child and Adolescent Suicide and Self Harm: Treatment and Prevention. *Psychiatric Times*, 35(12)
- Delahooke – Introduction and Chapter 1
- Nadine Burke Harris – Part 1 (Chapter 1-3)

WATCH:

- Suicide prevention videos main page [Video]. (n.d.). Center for Deployment Psychology. <https://deploymentpsych.org/content/suicide-prevention-videos-main-page>
- **Strengths-Based Assessment Lecture - D. Price**

COMPLETE:

- **Simmersion 1: Suicide Prevention: Assessing Risk with Taye Banks**
 - **Before Class: Scripts per CANVAS**
 - **By Sunday at 11:59pm: Script Reflection per Canvas**
-

Module 3 (1/25) - Trauma Informed Engagement

READ:

- Werkerle, C. Emotionally Maltreated: The Undercurrent of impairment?

- Santisteban, D. A., Mena, M. P., & Abalo, C. (2012). Bridging Diversity and Family Systems: Culturally Informed and Flexible Family Based Treatment for Hispanic Adolescents. *Couple & family psychology*, 2(4), 246–263.
<http://proxy.lib.umich.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2014-00822-002&site=ehost-live&scope=site>
- Hickman et al. 2012 How much does “how much” matter? Assessing the relationship between children’s lifetime exposure to violence and trauma symptoms, behavior problems, and parenting stress.
- Thompson, G. (2020, December 17). *Angels and ghosts in the nursery: Trauma-informed child-parent therapy*. Amherst H. Wilder Foundation. <https://www.wilder.org/articles/angels-and-ghosts-nursery-trauma-informed-child-parent-therapy>
- Delahooke, M. – Chapter 2 and 3
- Harris, N. Part 2 and Part 3 (Chapters 4-7)

WATCH:

- DDlatWSU. (2020, June 22). MDDC Webinar #9: Person-Centered Planning Amidst COVID-19 [Video]. YouTube. <https://www.youtube.com/watch?v=1fuoRSmKcJk>
- [*Family Therapy With the Experts Series \(Links to an external site.\)*](#) (lengths vary from 1:45:00 to 1:59:00) | video are closed-captioned
- Trauma Informed Practice: Working with Youth Who Have Suffered Adverse Experiences: <https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/trauma-informed-practice-working-with-youth-who-have-suffered-adverse-experiences>
- Polyvagal Theory and the Power of Relational Safety video: <https://youtu.be/8ts36NF7A5k>
- Mona Delahooke (29 mins) <https://www.thekidswelose.com/>

COMPLETE:

- **Before Class:**
 - **Scripts per Canvas Module**
- **By Sunday at 11:59pm:**
 - **Simmersion 2: Childhood Obesity with Kelly**
 - **Revised Script per Canvas**

Module 4 (1/31) - Goal Planning and IPOS

READ:

- Tondora, J., Miller, R., & Slade, M. (2014). Partnering for recovery in mental health : A practical guide to person-centered planning. Retrieved from <https://ebookcentral-proquest-com.proxy.lib.umich.edu>
- Cully, J.A., & Teten, A.L. 2008. A Therapist's Guide to Brief Cognitive Behavioral Therapy. Department of Veterans Affairs South Central MIRECC, Houston. https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf

WATCH:

- Price, D. (2021). *Planning: Starting with the end of in mind* [Video]. Canvas. University of Michigan.

COMPLETE:

- **Before Class:**
 - o **Scripts per Canvas**
 - **By Sunday at 11:59pm:**
 - o **Script Revision per Canvas**
 - o **Reflection per Canvas**
-

Module 5 (2/7) - Motivational Interviewing

READ:

- Substance Abuse and Mental health Services Administration. (n.d.). *Motivational interviewing steps and core skills* [PowerPoint slides]. Canvas. https://www.ihs.gov/california/tasks/sites/default/assets/File/BP2015-4_TeachingSBIRTFacultyGuideSession3Part2.pdf
- Johnson, L. D. (2000). *The session rating scale manual: A practical approach to improving psychotherapy*. <https://drlynnjohnson.com/wp-content/uploads/2014/09/srf-manual-rev2014.pdf>. (pp 1-17)

WATCH:

- Motivational Interviewing video: www.youtube.com/watch?v=s3MCJZ7OGRk&t=301s
- MI with kids and SUD video: <https://youtu.be/K-zJme3RTzM>

- SafeLives. (2017, March 9). Using Motivational interviewing with young people who harm [Video]. YouTube. <https://www.youtube.com/watch?v=ivPlhCD0pFY>
- SBIRT Oregon. (2021, March 13). *New video: Adolescent brief intervention: "Natasha"* [Video]. YouTube. <https://youtu.be/zPomDCFiwjs>

COMPLETE:

- **Before Class:**
 - o **Simmersion 3: Substance Abuse with David**
 - o **Scripts per Canvas**
- **By Sunday at 11:59pm:**
 - o **Reflection per Canvas**

Module 6 (2/14) - Interventions (1) - CBT - Introduction

READ:

- Kilbourne, A. M., Smith, S. N., Choi, S. Y., Koschmann, E., Liebrecht, C., Rusch, A., Abelson, J. L., Eisenberg, D., Himle, J. A., Fitzgerald, K., & Almirall, D. (2018, September 5). Adaptive school-based implementation of CBT (ASIC): Clustered-SMART for building an optimized adaptive implementation intervention to improve uptake of mental health interventions in schools. *Implementation science*, 13(1), 119.
- Greenberger, Dennis, Padesky, Christine A., & Beck, Aaron T. (2016). *Mind over mood : change how you feel by changing the way you think*. New York, NY : Guilford Press
- Nadine Burke Harris – Part 3 (Chapter 7-10)
- Delahooke – Chapter 4

WATCH:

- TRAILS. (2019, April 8). TRAILS short film series - Psychoeducation on CBT [Video]. YouTube. <https://youtu.be/fU6CvZDkuEU>
- Therapist Aid. (2014, November 28). What is CBT? [Video]. YouTube. <https://www.youtube.com/embed/bUOaHsxe8OQ>
- In-Shape Habits. (2014, September 2). What is CBT? Cognitive Behavioral Therapy Explained [Video]. YouTube. <https://www.youtube.com/watch?v=0ViaCs0k2jM>

COMPLETE:

- **Before Class:**
 - o **Scripts per Canvas**

- **By Sunday at 11:59pm:**
 - o **Reflection per Canvas**
-

Module 7 (2/21)~ Identifying Automatic Negative Thoughts and TF-CBT

READ:

- TF-CBT Therapist Certification Program. (n.d.). *Dealing with trauma: A TF-CBT workbook for teens*. <https://tfcbt.org/wp-content/uploads/2019/02/Revised-Dealing-with-Trauma-TF-CBTWorkbook-for-Teens-.pdf>
- Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). *Cognitive therapy techniques for children and adolescents: Tools for enhancing practice*. The Guilford Press.
- Deblinger, et. al (2011). Trauma-Focused Cognitive Behavioral Therapy for Children: Impact of the Trauma Narrative and Treatment Length. *Depression and Anxiety*, 28(1), 67–75
- Cully, J. A., & Teten, A. L. (2008). *A therapist's guide to brief cognitive behavioral therapy*. Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center. https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf. (pp. 44 - 53)
- **Delahooke Chapter 7**

Watch:

- Price, D. (2021). *What will you do with the ANTs?* [Video]. Canvas. University of Michigan.
- **Watch:** What is TF-CBT?: <https://youtu.be/axsButKQYCY>

COMPLETE:

- **Before Class:**
 - o **Scripts per Canvas**
 - **By Sunday at 11:59pm:**
 - o **Reflection per Canvas**
 - o **Script Revision per Canvas**
-

(2/28) SPRING BREAK! 😊😊😊 Have fun & be safe!

Module 8 (3/7)~ Behavioral Activation

READ:

- Michigan Medicine | University of Michigan. (n.d.). *Behavioral activation for depression*. <https://medicine.umich.edu/sites/default/files/content/downloads/Behavioral-Activation-for-Depression.pdf>
- *A Treatment Improvement Protocol: Trauma-Informed Care in Behavioral Health Services Chapter 1: Trauma-Informed Care: A Sociocultural Perspective (Links to an external site.)* (pp. 17–32)

Read the following handouts:

- [Behavioral Activation Model and How Behavioral Activation Works for You \(Links to an external site.\)](#)(pp. 175–176 only) McCauley, E., Schloretd, K. A., Gudmundsen, G. R., Martell, C. R., & Dimidjian, S. (2016). *Behavioral activation with adolescents: A clinician's guide*. The Guilford Press. <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4000669>

WATCH:

- *Behavioral Activation: Change Process* | video is closed-captioned **Citation:** Price, D. (2021). *Behavioral activation: Change process* [Video]. Canvas. University of Michigan.

COMPLETE:

- **Before Class:**
 - o **Scripts per Canvas**
- **By Sunday at 11:59pm:**
 - o **Script Revision per Canvas**

Module 9 (3/14) - Bottom-Up interventions/weaving in CBT concepts – IFS, EMDR,

Mindfulness

READ:

- Wisner, B. L. (2017). *Mindfulness and meditation for adolescents: Practices and programs*. Palgrave Macmillan. https://doi-org.proxy.lib.umich.edu/10.1057/978-1-349-95207-6_5
- Speigel, L. Internal Family Systems Therapy with Children (Book Review). Australian and New Zealand Journal of Family Therapy 2019, 40, 282–284 doi: 10.1002/anzf.1369
- Wark, L., Thomas, M., Peterson, S. (2001). Internal family systems therapy for children in family therapy. Journal of Marital and Family Therapy April 2001, Vol. 27, No.2,189-200.
- Shapiro, Francine., Kaslow, Florence Whiteman., & Maxfield, Louise. (2007). Handbook of EMDR and family therapy processes. Hoboken, N.J. : John Wiley & Sons.
- Delahooke – Chapter 8

WATCH:

- EMDR with Children: <https://youtu.be/kBTv3eFTsWk>
- Mindfulness in Schools: <https://youtu.be/KmADzHekbYg>
- “Urban Yoga” - <https://youtu.be/Gdfu54PQLJw>
- Fablefy – The Whole Child. (2017, April 11). *3 minutes body scan – Mindfulness for kids and adults* [Video]. YouTube. https://www.youtube.com/watch?v=ihwcw_ofuME
- [Juquille's Story – LIFE Camp | URBAN YOGIS Ep 1 – Deepak Chopra \(Links to an external site.\)](#) (8:14)
- The Chopra Well. (2012, October 8). *Juquille's story – LIFE Camp | URBAN YOGIS Ep 1 – Deepak Chopra* [Video]. YouTube. <https://www.youtube.com/watch?v=Gdfu54PQLJw>
- D. R. (2018, January 23). *3-minute compassion meditation for children and families* [Video]. YouTube. <https://www.youtube.com/watch?v=TuJ-wnqwjGA>

COMPLETE:

- **Before Class:**
 - o **Scripts per Canvas**
- **By Sunday at 11:59pm:**
 - o **Reflection per Canvas**
 - o **TRAUMA INFORMED TRAINING and REFLECTION PAPER**

Module 10 (3/21) - Solution Focused and Problem Solving

READ:

- **Read the following chapters:**
 - [Chapter 5: The Brief Family Therapy Center: The First Phase \(Links to an external site.\)](#) (pp. 12-13)
 - [Chapter 6: The Brief Family Therapy Center: The Second Phase \(Links to an external site.\)](#) (pp. 14-15)

WATCH:

- [A Building on Adolescent Expertise: A Solution Oriented Brief Therapy Approach \(Links to an external site.\)](#) (1:51:28) | video is closed-captioned. **Citation:** Carlson, J., Selekman, M. D., & Kjos, D. (2000). Building on adolescent expertise: A solution oriented brief therapy approach [Video]. University of Michigan. <https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/building-on-adolescent-expertise-a-solution-oriented-brief-therapy-approach>

Solving Problems By Identifying Solutions | video is closed-captioned **Citation:** Price, D. (2021). *Solving problems by identifying solutions* [Video]. Canvas. University of Michigan.

COMPLETE:

- **Before Class:**
 - o **Simmersion**
 - o **Simmersion**
 - o **Simmersion**
 - **By Sunday at 11:59pm:**
 - o **Reflections on CBT Practice Paper**
-

Module 11 (3/28) - CBT Practice - ZOOM SESSION with GROUPS

COMPLETE:

- **Before Class:**
 - o **Mock Session outline and agenda!!**
 - **By Sunday at 11:59pm:**
 - o **Simulation revision**
-

Module 12 (4/4) - Play Therapy and Telehealth

READ:

- Delahooke - Chapter 5 and 6
- NBH – Part 4 (Chapter 11-13)
- Nims, Donald R. (2007). Integrating play therapy techniques into solution-focused brief therapy. *International Journal of Play Therapy*, 16(1), 54–68. Educational Publishing Foundation.
- Farley et.al,(2017) Expanding Infant Mental Health Treatment Services to At-risk Preschoolers and their Families through the Integration of Relational Play Therapy, *Infant Mental Health Journal*, vol. 38(5), 669–679

WATCH:

- **Play Therapy video:** <https://youtu.be/ZeLL6u4RGhc>

COMPLETE:

- **Before Class:**
 - o **Script per Canvas**
- **By Sunday at 11:59pm:**
 - o **Script Revision per Canvas**

Module 13 (4/11) - LGBTQIA+ and Therapist Self-Awareness and Self-Care

READ:

- Mustanski, B., Newcomb, M.E. & Garofalo, R. (2011) Mental health of lesbian, gay and bisexual youths: a developmental resiliency perspective. *Journal of Gay and lesbian Social Services* 23/2, 204-225.
- Youth in America: An Ecological Systems Analysis. *Journal of Adolescence* 34, 885-894.
- Malpas, Jean, (2016) The Transgender Journey: What Role Should Therapists Play? *Psychotherapy Networker*, March/April 2016 (7 pgs)
- Ryan, Caitlyn, PhD, ACSW, et. al. Family Acceptance in Adolescence and the Health of LGBT Young Adults. *Journal of Adolescent Health* 2010.00246.x
- Waltman, S. H., Frankel, S. A., & Williston, M. A. (2016). Improving clinician self-awareness and increasing accurate representation of clinical competencies. *Practice Innovations*, 1(3), 178–188. <https://doi.org/10.1037/pri0000026>
- **Delahooke: Chapter 9**

COMPLETE:

- **By Class:**
 - o **Self-care goals and Professional Quality of Life Scale (in class)**
- **By Sunday at 11:59pm:**
 - o **Reflection per Canvas**

Assignments

Assignment #1: Complete an online trauma-informed, evidence-based training:

For an introduction to these options, visit the [Trauma-Informed Care in Behavioral Health Services \(Links to an external site.\)](#): SAMHSA TIP 57 website and click on this link to evidence-based treatment training programs: <http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module4.html> (Links to an external site.)

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 (or 5-7 minute video reflection) on the training. Your choices are Trauma-focused

Cognitive Behavioral Therapy (TF-CBT), Parent Child Interaction Training (PCIT), or Cognitive Behavioral Interventions for Trauma in Schools (CBITS). Further instructions and training options are listed in Canvas. **You can also select a trauma-informed training that you find on your own (with approval). PESI, Udemy, and various other training platforms are out there. Your training must be about 5-7 hours long. Many cost money, so be mindful of that.**

This training and reflection paper is worth 150 points.

Assignment #2: Simmersions

You must complete **SEVEN** Simmersion sessions and **turn in a transcript for each of them, with your score** (which will not necessarily reflect on your grade for this assignment). **You will complete a written reflection only for the final Simmersion review (Module 11) – not the individual Simmersion sessions (although you should review the assignment question prompts and be prepared to discuss them in class).**

While these Simmersions are not all child specific, they will allow you the opportunity to practice the skills we are learning with a variety of populations. We will also discuss in class the differences between child and adult presentation/clinical application of these skills and this will provide us with opportunities to dig deeper into the intersectionality, racial relationships, trauma, and identities that each individual will bring into each interaction.

- Adolescent SUD/Motivational Interviewing module with David for CME (2x – one at beginning and one at end of semester)
- Suicide Prevention: Assessing Risk with Taye Banks
- Preventing Childhood Obesity with Kelly Robinson
- Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
- Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison
- Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison

*** Please see the assignments posts in Canvas for specifics on each assignment as well as due dates.

Each Simmersion is worth 25 points (transcript provided is 3 points and the reflection paper is 7 points).

Assignment #3: Weekly Scripts, Revised Scripts, and Reflection Journals:

Throughout each Module you will have scripts that must be completed prior to our class meeting. These will need to be turned in via CANVAS prior to class. In addition, you will have either a script revision or a critical thinking reflection due on the Sunday at 11:59pm of each week. These are work 25 points each and are vital to your learning, practice, and mastery. You will find prompts for these in each week's module. **Each of these is worth 25 points.**

Assignment #4: Attendance and Participation:

The nature of the learning experience is such that regular attendance and engaged participation is essential. Students are expected to attend class as well as arrive on time and not leave early. Participation in class is not limited to attendance. Participation includes attending class, arriving on time and staying the entire class, participating in large group and small group discussions, having cameras on as much as possible (taking environment into account), being prepared for classroom discussion through reading and analysis of assigned readings and/or activities, remaining focused on course content and linking questions and comments to assigned readings as well as to contributions of other students. Sharing and debating ideas and offering solutions are important components. Respect for everyone is expected at all times. You may disagree with the opinions of other students and/or faculty, but you must respect their contributions to class. Critical thinking, analysis and application of the material to real life situations is a vital part of the social work learning experience. As always, ongoing communication with your instructor is expected.

Attendance is worth **25 points**.

Grading

The goal of this class is personal reflection, self-awareness, and growth – which cannot be quantified through grade allocation. However, you will have assignments due throughout the course that have specific expectations related to critical analysis and reflection, and that – versus information regurgitation – will be what you are graded on. For those specific assignments, letter grades will be allocated as follows:

Assessment Classification	Range	Grade
Far exceeds expectations for critical analysis, depth, and reflection	95-100	A
	91-94	A -
Meets expectations for critical analysis, depth, and reflection	88-90	B+
	84-87	B
	81-83	B-
Minimally meets expectations for critical analysis, depth, and reflection	78-80	C +
	74-77	C
	71-73	C -
Significant Improvement needed	61-70	D
Does not meet expectations for critical analysis, depth, and reflection	60-0	F

Course Policies

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 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.

ELECTRONIC DEVICES: This semester is unique in its need to rely so heavily on electronics for the delivery and receipt of material and experience. We will use electronic devices as needed to enhance the learning environment. Please be respectful to your peers and do not text/surf the internet/etc while actively participating in a class.

COURSE CHANGES: Course topics, assigned readings and/or assignments may change at the professor's discretion. Students will be notified of course changes through Blackboard and updates will be reviewed in class as applicable.

DISABILITIES/LEARNING ENVIRONMENT/OTHER CONCERNS: According to university policy, we will provide, on a flexible and individualized basis, reasonable accommodations to students who have on-going disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester to discuss their individual needs for accommodations. You also must be registered with Academic Services so that official documentation can be obtained to ensure appropriate accommodations.

There are times where an individual or "one-time" accommodation may be needed for more acute issues. It is imperative that you discuss this with your professor immediately, especially if it will impede your ability to participate in the classroom or complete necessary class requirements. At that time, it is

up to your professor's discretion on whether accommodations can be made related to undocumented acute concerns. If it is determined that it may be a long-term or on-going concern, your professor may refer you to Academic Services for guidance and/or documentation for the accommodation required. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact Academic Services to arrange a confidential discussion regarding equitable access and reasonable accommodations.

ACADEMIC HONESTY & INTEGRITY: Students are expected to adhere to the University of Michigan Student Code of Conduct and the Academic Integrity Policy. Plagiarism will not be accepted in any form in the class or in assignments. When presenting any information from any source, whether directly quoted or paraphrased, citations are required. Violations of any of the above will result in a grade of zero for assignments affected and a referral to the college judicial system.

Social work majors are also bound by the **NASW Code of Ethics** (see Social Work Student Handbook.) Violation of the **Code of Ethics** is grounds for dismissal from the Social Work Program.

TIMELINESS OF ASSIGNMENT SUBMISSION: Assignment due dates are listed on the course schedule. Failure to turn in an assignment as outlined will result in a reduced grade. 10% will automatically be deducted if the assignment is late, with 50% reduction after 2 days late, and no credit if 3 or more days late.

PROFESSIONALISM: Social work majors are preparing to be professionals and are expected to behave as such in the classroom. Additionally, students from other major disciplines are expected to adhere to these behavioral guidelines:

- a. Participation.** Students are expected to attend class and come prepared to actively engage in the learning process. Self-awareness is crucial so that you know how best to contribute. Learning to be assertive is important to participation.
- b. Respect.** There will be different ideas about the material presented in class. You can argue and disagree but you must do so with respect for your peers and for the instructor.
- c. Responsibility.** Professional behavior includes coming to class on time, turning in assignments when they are due, and following through on commitments.
- d. Confidentiality.** Classes often demand participation and sharing of information or experiences which are personal in nature. It is important that students feel comfortable and safe in class. Students are expected to adhere to the NASW Code of Ethics and to respect the confidence of their peers.

ELECTRONIC COMMUNICATION WITH PROFESSOR: Student email will be answered within 24 hours. It is your responsibility to communicate with me at any point in time. If you are struggling, please reach out so that assistance can be given.

***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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