



<b>Course title:</b>	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)	
<b>Course #/term:</b>	SW 603, Winter 2023	
<b>Time and place:</b>	Wednesday 9:00 AM – 12:00 PM SSWB 3752	
<b>Credit hours:</b>	3	
<b>Instructor:</b>	Dr. Brooke Buys, MSW, PhD	
<b>Pronouns:</b>	She/her	
<b>Contact info:</b>	<b>Email:</b> bbbuys@umich.edu	
<b>Contact info:</b>	You may expect a response within	<b>Phone:</b> 269-716-0116
<b>Office:</b>	24-48 hours	
<b>Office hours:</b>	Schedule by appointment	

## Course Statement

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 and competencies**

1. Demonstrate engagement strategies that are relevant to the practice setting (EPAS 1,6)
2. Utilize evidence-informed assessment procedures to identify appropriate intervention strategies
3. Develop person-centered treatment goals, objectives, and interventions. (EPAS 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 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 1, 2, 3, 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 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.

## **Intensive focus on PODS**

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

### **Actively practice to enhance social justice:**

Adapt social justice vision for interpersonal practice utilizing person-centered and recovery-oriented practice methods. Intervention strategies used and skills developed will address cultural sensitivity and promote cultural humility.

### **Critical Contextual Thinking:**

Students during the engagement, assessment, intervention and evaluation phases of work, how privilege, oppression, diversity and social justice impacts the processes in each phase of interpersonal practice based on the social and personal identities of themselves and clients. Selection 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 Requirements**

### **Text and class materials**

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.

Students are expected to attend classes for the full-time frame, complete assigned reading(s) and content for each class session, participate in class activities/discussions, and complete assignments on time. **\*\*Late assignments will be marked down 5% for every day late\*\***

Other readings and course materials are housed on the University's web-based course management platform, "Canvas." Session materials will be available on Canvas at least one week in advance, organized in the "MODULES" tab by class date or available from a specified website. Auxiliary online content will be available from the edX and SIMmersion websites. Registration is required for all sites (see links below). **\*\*Students are expected to engage all requisite course materials prior to class\*\***

- Canvas Log In: <https://canvas.umich.edu>
- SIMmersion Log In: <https://training.simmersion.com/index.html>

## **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>

## **Class Schedule**

This course consists of 13 learning modules that are organized into the following topic areas. Please review the Canvas site with all the modules, outlines, schedule, and corresponding details associated with the course. Please be sure to click on each item in each module!

- Module 1: Engagement
- Module 2: Assessment: Intricacies Within Formal and Informal Assessments
- Module 3: Family Engagement

- 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

## **Instructor Expectations**

As professionals in training, professional identity should be exhibited. Students should plan to attend each class prepared to participate.

If students are unable to attend or participate in the scheduled session, an email to the instructor is required. If more than two absences occur without contacting the instructor, the student will not receive 50 % of the credit for points earned throughout the course of the semester.

Students are expected to respect others' opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

Students needing to contact the instructor are asked to do so via email at [bbbuys@umich.edu](mailto:bbbuys@umich.edu). Please include SW 603 in the subject line. Students will need to communicate utilizing formal standards and include their name, course and if they are requesting a response. Communications requesting a response will be addressed within 48 business hours during the semester. Communications sent over the weekend will be read on Monday and then responded to within 24 hours.

Communications that utilize informal language such as Hey, What's Up, etc., **will not receive a response**. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame to meet.

Text communication is accepted at 269-716-0116

Meetings with the instructor can be scheduled in advance to discuss course material, and content, or to give and/or receive feedback.

General questions that are not specific to an individual should be posted/asked in the CANVAS Q&A.

### **Attendance and class participation**

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

**Please note that non-class use of electronics and technology will result in a lower grade.**

**Student Absences.** If you need to miss a class, in part or in total, you are required to notify the instructor via email at [bbbuys@umich.edu](mailto:bbbuys@umich.edu) or phone/text (269-716-0116) **in advance of our class meeting time**. Failure to communicate an absence to the instructor will result in an automatic deduction up to 2 points toward your final grade. **Missing more than one class, in part or in total for any reason, will result in an automatic deduction up to 2 points toward your final grade.** Additionally, chronic and/or significant tardiness will count toward an absence.

### **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.] Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#)

## **COVID 19 Statement & Related**

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.

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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*