



Course title:	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth and Families)	
Course #/term:	SW 603,Section 801 Winter 2023	
Course Website:	https://umich.instructure.com/courses/592588 https://ssw.umich.edu/courses/interpersonal-practice-interventions-in-integrated-health-mental-health-and-substance-abuse-children-youth-transitional-youth-and-families-/sw603/801/20233	
Live Class Meeting:	Thursday,8pm-10pm	
Credit hours:	3	
Prerequisites:	Foundation Essentials Required or permission of instructor	
Instructor:	Daicia Price	
Pronouns:	She/Her	
Contact info:	Email: daiciars@umich.edu	Phone: 734-330-3663
	You may expect a response within 72 hours business hours	
Office:	UMSSW 3834	
Office hours:	By appointment using my UMICH calendar https://calendar.google.com/calendar/u/0/r?cid=ZGFpY2lhc nNAdW1pY2guZWR1	

1. Course Statement

a. Course description

This course will build on intervention approaches introduced in the essential courses and promote more advanced engagement, assessment, intervention, and evaluation skills in children, youth, transitional age youth, and families. Special attention will be given to diversity issues as it relates to building therapeutic relationships and intervening with children, youth, transitional age youth, and their families. This course focuses on advanced This course will build on intervention approaches introduced in the essential courses and promote more advanced engagement, assessment, intervention, and evaluation skills in work with children, youth, transitional age youth, and families. Special attention will be given to diversity issues as it relates to building therapeutic relationships and intervening with children, youth, transitional age youth, and their families. This course focuses on advanced skill-building regarding core practice

interventions (e.g. engagement, contracting, problem-solving, emotional regulation, behavioral activation, cognitive restructuring, etc.) using specific brief, evidence-based and/or evidence-informed interventions including prevention, treatment, and recovery as well as longer-term treatment and support for these children and youth as appropriate. Examples of practice interventions may include: behavioral/cognitive interventions, motivational interventions; resiliency-based interventions, brief treatments for mental health and substance use problems, crisis intervention, parent management interventions, and group interventions. Intervention strategies will be analyzed in the context of delivering trauma-informed, culturally responsive interventions.

b. 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. (EPAS 7)
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. 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)

c. Course design

This could be online with live synchronous sessions.

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, ethnicity and culture interact with and impact health, mental health and behaviorally focused interventions.

2. Class Requirements

a. Text and class materials

All required and supplemental materials will be provided to you within the Canvas website. Students must complete all pre-work to engage in the course and complete discussions and activities fully.

Some materials may require electronic access to external links. Other materials are located within the University of Michigan Library materials. You will be required to log into your University account using your credentials (username and password) to access University of Michigan Library materials.

a. 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. Munson, M. R., Cole, A., Stanhope, V., Marcus, S. C., McKay, M., Jaccard, J., & Ben-David, S. (2016). Cornerstone program for transition-age youth with serious mental illness: study protocol for a randomized controlled trial. *Trials*, 17(1), 537. doi:10.1186/s13063-016-1654-0

b. Class schedule

Date/Time	Agenda	Readings & Assignments
Module 1	Lesson 1: Engagement	Read: Haine-Schlagel, R., Walsh, N.E. (2015). A Review of Parent Participation Engagement in

		<p>Child and Family Mental Health Treatment. <i>Clinical Child and Family Psychology Review</i> 18, 133–150. https://doi-org.proxy.lib.umich.edu/10.1007/s10567-015-0182-x</p> <p>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. <i>Child & family social work</i>, 25(1), 45–52.</p> <p>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) <i>Practical Strategies and Tools to Promote Treatment Engagement</i>. Springer. 25 - 44.</p> <p>Watch Price, D. <i>Engagement as the Foundation for Service Delivery</i> [Video]. Canvas. University of Michigan</p> <p>Anonymous (2012). Psychotherapy Networker (Producer). <i>Getting Through to Shutdown Children and Families</i>. [Video/DVD] Psychotherapy Networker.</p> <p>Supplemental Resources: American Psychological Association (Producer), (2019). <i>Building a therapeutic alliance with adolescent boys</i>. [Video/DVD] American Psychological Association.</p>
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		<p>Complete: Engagement and Development Stages Discussion If Absent</p> <p>Engagement Scripts & Recordings</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 2	Lesson 2: Assessment: Intricacies Within Formal and Informal Assessments	<p>Read:</p> <p>Asarnow, J. R., Fogelson, D., Fitzpatrick, O., & Hughes, J. (2018, December 25). Child and adolescent suicide and self harm: Treatment and prevention. <i>Psychiatric Times</i>, 35(12), 35. https://link.gale.com/apps/doc/A574175731/I TOF?u=umuser&sid=I TOF&xid=e7dc4463</p> <p>Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. <i>Clinical Social Work Journal</i>, 37(4), 267. https://doi.org/10.1007/s10615-009-0198-0</p> <p>Posner, K., Brent, D., Lucas, C., Gould, M., Stanley, B., Brown, G., Fisher, P. Zelazny, J., Burke, A., Oquendo, M., & Mann, J. (2010, June 23). <i>Columbia-suicide severity rating scale (C-SSRS)</i>. The Research Foundation for Mental Hygiene, Inc. https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_ChildBaselineScreening_11.14.16.pdf</p>

		<p>Watch:</p> <p>Psychotherapy.net. (2012). <i>Harnessing the power of genograms in psychotherapy</i> [Video]. Kanopy. https://umich.kanopy.com/video/harnessing-power-genograms-psychotherapy</p> <p>Price, D. (2021). <i>Strength-based assessment: Learning from the experts</i> [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resources:</p> <p>Hardy, K. (2015). The view from black America: Listening to untold stories. <i>Psychotherapy Networker</i>. https://www.psychotherapynetworker.org/magazine/article/958/the-view-from-black-america</p> <p>Yan, M. C., & Wong, Y. R. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross cultural social work. <i>Families in Society</i>, 86(2), 181–188</p> <p>Child Welfare Information Gateway. (n.d.). <i>Comprehensive family assessment</i>. https://www.childwelfare.gov/topics/systemwide/assessment/family-assess/#:~:text=Assessment%20provides%20the%20foundation%20for,number%20of%20critical%20points%2C%20including%3A&text=When%20there%20are%20safety%20concerns,intensity%20of%20interventions%2</p>
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		<p>0or%20supports</p> <p>Posner, K., Brent, D., Lucas, C., Gould, M., Stanley, B., Brown, G., Fisher, P. Zelazny, J., Burke, A., Oquendo, M., & Mann, J. (2010, June 23). <i>Columbia-suicide severity rating scale (C-SSRS)</i>. The Research Foundation for Mental Hygiene, Inc. https://cssrs.columbia.edu/wp-content/uploads/C-SSRS_ChildBaselineScreening_11.14.16.pdf</p> <p>Department of Public Health and Human Services: Montana. (n.d.). <i>Basic clinical scoring guide for the C-SSRS</i>. https://dphhs.mt.gov/Portals/85/suicideprevention/BasicScoringGuideForClinicians.pdf</p> <p>Department of Public Health and Human Services: Montana. (n.d.). <i>Clinical triage guidelines using the C-SSRS</i>. https://dphhs.mt.gov/Portals/85/suicideprevention/BasicScoringGuideForClinicians.pdf</p> <p>Denise Meyer and The Charlie Waller Memorial Trust. (n.d.). i Students Against Depression. https://www.studentsagainstdepression.org/wp-content/uploads/2018/04/keeping_myself_safe_worksheet.pdf</p> <p>Cully, J. A., & Teten, A. L. (2008). <i>A therapist's guide to brief cognitive behavioral therapy</i>. Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC).</p>
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		<p>https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf</p> <p>Center for Deployment Psychology. (n.d.). <i>Suicide prevention videos</i> [Video]. Uniformed Services University. https://deploymentpsych.org/content/suicide-prevention-videos-main-page</p> <p>Complete: Simulation: Suicide Prevention: Assessing Risk With Taye Banks</p> <p>Assessment Tools Scripts Discussion Initial response due Day 3, Peer responses due Day 7 Script due Day 7</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 3	Lesson 3: Intervention: Family Engagement	<p>Read:</p> <p>Santisteban, D. A., Mena, M. P., & Abalo, C. (2012). Bridging diversity and family systems: Culturally informed and flexible family based treatment for hispanic adolescents. <i>Couple and Family Psychology: Research and Practice</i>, 2(4), 246–263.</p> <p>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</p> <p>Anderson, S., Roggman, L., Cook, G., & Innocenti, M. S. (2017). Measuring father</p>

		<p>involvement. In C. Mazza & A. R. Perry (Eds.), <i>Fatherhood in America: Social work perspectives on a changing society</i> (pp. 265–268). Charles C Thomas – Publisher, LTD.</p> <p>Williams, N. D., Foye, A., & Lewis, F. (2016, February 24). Applying structural family therapy in the changing context of the modern African American single mother. <i>Journal of Feminist Family Therapy</i>, 28(1), 30–47. 10.1080/0895</p> <p>CEBC. (n.d.). <i>Parent-child interaction therapy (PCIT)</i>. https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed</p> <p>Clinton, J., Feller, A. F., & Williams, R. C. (2016). The importance of infant mental health. <i>Pediatrics & Child Health</i>, 21(5), 239–241. https://doi.org/10.1093/pch/21.5.239</p> <p>Thompson, G. (2020, December 17). <i>Angels and ghosts in the nursery: Trauma-informed child-parent therapy</i>. Amherst H. Wilder Foundation. https://www.wilder.org/articles/angels-and-ghosts-nursery-trauma-informed-child-parent-therapy#:~:text=In%201975%2C%20Selma%20Fraiberg%2C%20a,and%20their%20own%20parenting%20style</p> <p>Watch:</p> <p>Psychotherapy.net. (2005). <i>Family therapy with the experts series</i> [Video]. Kanopy. https://umich.kanopy.com/video/</p>
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		<p>family-therapy-experts-series</p> <p>Supplemental Resources:</p> <p>Shapiro, F., Kaslow, F. W., & Maxfield, L. (2007). <i>Handbook of EMDR and family therapy processes</i>. John Wiley & Sons, Inc.</p> <p>CEBC. (n.d.). <i>Parent-child interaction therapy (PCIT)</i>. https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed</p> <p>Competency details infant family specialists (IFS). (2017). <i>Promoting mental health Iowa</i>. https://static1.squarespace.com/static/5884ec2a03596e667b2ec631/t/59f102cbc027d83296f7816c/1508967116505/IFS_ECFS_requirements+only+2017.pdf</p> <p>Michigan Department of Community Health. (n.d.). <i>Social-emotional development in young children: A guide produced by the Michigan Department of Community Health</i>. https://www.michigan.gov/documents/Social_Emoional_Development_in_Young_Children_Guide_88553_7.pdf</p> <p>Complete:</p> <p>Ideas of Families Discussion</p> <p>SIMmersion Simulation: Preventing Childhood Obesity With Kelly Robinson</p> <p>Family Engagement Script</p> <p>Clinical Documentation/Reflection:</p>
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		Peer Feedback
Module 4	Lesson 4: Goal Planning / Individualized Plan of Service	<p>Read:</p> <p>Tondora, J., Miller, R., Slade, M., & Davidson, D. L. (2014). <i>Partnering for recovery in mental health: A practical guide to person-centered planning</i>. Wiley-Blackwell. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=1693587</p> <p>Cully, J. A., & Teten, A. L. (2008). <i>A therapist's guide to brief cognitive behavioral therapy</i>. Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC). https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf</p> <p>Watch:</p> <p>American Academy of Pediatrics. (2014). <i>Trauma informed practice: Working with youth who have suffered adverse experiences</i> [Video]. American Academy of Pediatrics. https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/trauma-informed-practice-working-with-youth-who-have-suffered-adverse-experiences</p> <p>Price, D. (2021). <i>Planning: Starting with the end in mind</i></p>

		<p>[Video]. Canvas.University of Michigan.</p> <p>Supplemental Resources:</p> <p>Improving MI Practices. (n.d.). <i>Developing meaningful treatment plans</i>. https://www.improvingmipractices.org/focus-areas/courses/person-centered-planning/developing-meaningful-treatment-plans</p> <p>Knapp, S. E., Jongsma, A. E. J., & Dimmitt, C. L. (2014). <i>The school counseling and school social work treatment planner</i> (2nd ed.). John Wiley & Sons, Inc. https://ebookcentral-proquest-com.proxy.lib.umich.edu</p> <p>Tondora, J., Miller, R., Slade, M., & Davidson, D. L. (2014). <i>Partnering for recovery in mental health: A practical guide to person-centered planning</i>. Wiley-Blackwell. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=1693587</p> <p>Mustanski, B., Newcomb, M., & Garofalo, R. (2011, January 1) Mental health of lesbian, gay and bisexual youths: a developmental resiliency perspective. <i>Journal of Gay and Lesbian Social Services</i>, 23(2), 204–225.</p> <p>Malpas, J. (2016, March). The transgender journey: What role should therapists play? <i>Psychotherapy Networker</i>. https://proxy.lib.umich.edu/login?url=https://www-proquest-</p>
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		<p>com.proxy.lib.umich.edu/magazines/transgender-journey/docview/1796496899/see-2?accountid=14667</p> <p>Beck, J. S. (2021). <i>Cognitive behavior therapy, Basics and beyond</i> (3rd ed.). The Guilford Press.</p> <p>Substance Abuse and Mental Health Service Administration. (2010). <i>Recovery-oriented systems of care (ROSC) resource guide</i>. https://www.samhsa.gov/sites/default/files/rosc_resource_guide_book.pdf</p> <p>DDlatWSU. (2020, June 22). <i>MDDC webinar #9: Person-centered planning amidst COVID-19</i> [Video]. YouTube. https://www.youtube.com/watch?v=1fuoRSmKcJk</p> <p>Complete:</p> <p>Treatment Plan Script</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 5	Lesson 5: Interventions: Motivational Interviewing	<p>Read:</p> <p>Substance Abuse and Mental Health Services Administration. (n.d.). <i>Motivational interviewing steps and core skills</i> [PowerPoint slides]. Canvas. https://www.ihs.gov/california/tasks/sites/default/assets/File/BP2015-4_TeachingSBIRTFacultyGuide</p>

		<p>Session3Part2.pdf</p> <p>Johnson, L. D. (2000). <i>The session rating scale manual: A practical approach to improving psychotherapy</i>. https://drlynnjohnson.com/wp-content/uploads/2014/09/srf-manual-rev2014.pdf. (pp 1-17)</p> <p>Watch:</p> <p>SafeLives. (2017, March 9). <i>Using motivational interviewing with young people who harm</i> [Video]. YouTube. https://www.youtube.com/watch?v=ivPIhCD0pFY</p> <p>PsychotherapyNet. (2019, February 13). <i>Motivational interviewing for adolescent substance use</i> [Video]. YouTube. https://www.youtube.com/watch?v=K-zJme3RTzM</p> <p>Price, D. (2021). <i>Motivational interviewing as an approach to practice</i> [Video]. Canvas. University of Michigan.</p> <p>WSU SBIRT. (2019, March 3). <i>SBIRT for adolescents</i> [Video]. YouTube. https://www.youtube.com/watch?v=5xk7OoOpK_U</p> <p>SBIRT Oregon. (2021, March 13). <i>New video: Adolescent brief intervention: "Natasha"</i> [Video]. YouTube. https://youtu.be/zPomDCFiwjs</p> <p>SBIRT Oregon. (2018, April 9). <i>Adolescent brief intervention: "Jacob"</i> [Video]. YouTube. https://www.youtube.com/watch?v=GvaOXREccHI&feature=youtu.be</p>
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		<p>SBIRTInstitute. (2011, October 31). <i>Full video: SBIRT for alcohol / drugs with adolescents</i> [Video]. YouTube. https://www.youtube.com/watch?v=jzFZ4JYyu_w</p> <p>Price, D. (2021). <i>Motivational interviewing as an approach to practice</i> [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resources:</p> <p>Substance Abuse and Mental Health Services Administration. (2014). <i>Trauma-informed care in behavioral health services: A treatment improvement protocol</i>. U.S. Department of Health and Human Services. https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4816.pdf</p> <p>Borrego, J., Klinkebiel, C., & Gibson, A. (2014). Parent-child interaction therapy: An overview. In B. Allen & M. Kronenberg (Eds.), <i>Treating traumatized children: A casebook of evidence-based therapies</i> (pp. 165–182). The Guilford Press.</p> <p>Whitten Baughman, L. (2014). PCIT with a school-age boy who experienced physical abuse and neglect: The case of Christopher J. In B. Allen & M. Kronenberg (Eds.), <i>Treating traumatized children: A casebook of evidence-based therapies</i> (pp. 183–199). The Guilford Press.</p> <p>Blacker, D. M. (2014). PCIT with a preschool-age boy exposed to domestic violence</p>
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		<p>and maternal depression: The case of Jeremy S. In B. Allen & M. Kronenberg (Eds.), <i>Treating traumatized children: A casebook of evidence-based therapies</i> (pp. 200–216). The Guilford Press.</p> <p>Low, D. (2017, November 21). <i>Introducing fit – ORS/CORS & SRS/CSRS – in family therapy</i> [Video]. YouTube. https://youtu.be/vIHT3JuWjs8</p> <p>Complete:</p> <p>Simulation: Engaging Adolescent Patients About Marijuana Use With David Martin (CME)</p> <p>Motivational Interviewing Intervention Training</p> <p>Client Session Rating Script</p>
Module 6	Lesson 6: Interventions: Introduction to CBT	<p>Read:</p> <p>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. <i>Implementation science</i>, 13(1), 119.</p> <p>Cully, J. A., & Teten, A. L.</p>

		<p>(2008). <i>A therapist's guide to brief cognitive behavioral therapy</i>. Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC). https://depts.washington.edu/dbpeds/therapists_guide_to_brief_cbtmanual.pdf</p> <p>Greenberger, Dennis, & Padesky, C. A. (2016). <i>Mind over mood: Change how you feel by changing the way you think</i>. The Guilford Press. https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4000017</p> <p>Watch:</p> <p>TRAILS. (2019, April 8). <i>TRAILS short film series – Psychoeducation on CBT</i> [Video]. YouTube. https://youtu.be/fU6CvZDkuEU</p> <p>Therapist Aid. (2014, November 28). <i>What is CBT?</i> [Video]. YouTube. https://www.youtube.com/embed/bUOaHsxe8OQ</p> <p>In-Shape Habits. (2014, September 2). <i>What is CBT? Cognitive behavioral therapy explained</i> [Video]. YouTube. https://www.youtube.com/watch?v=0ViaCs0k2jM</p> <p>Price, D. (2021). <i>Cognitive behavioral therapy: Transferrable and translatable</i> [Video]. University of Michigan.</p> <p>Supplemental Resources:</p>
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		<p>TRAILS. (n.d.). <i>Psychoeducation: CBT</i>. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/psychoeducation-cbt</p> <p>Greenberger, Dennis, & Padesky, C. A. (2016). <i>Mind over mood: Change how you feel by changing the way you think</i>. The Guilford Press. https://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4000017</p> <p>Complete:</p> <p>Midterm Survey</p> <p>Cognitive Behavioral Therapy (CBT) Script</p> <p>CBT Quiz due by</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 7	Lesson: Interventions CBT: Identifying and Challenging Automatic Negative Thoughts and Beliefs	<p>Read:</p> <p>TF-CBT Therapist Certification Program. (n.d.). <i>Dealing with trauma: A TF-CBT workbook for teens</i>. https://tfcbt.org/wp-content/uploads/2019/02/Revised-Dealing-with-Trauma-TF-CBTWorkbook-for-Teens-.pdf</p> <p>Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2011). <i>Trauma-focused cognitive behavioral therapy for children: Impact of</i></p>

		<p>the trauma narrative and treatment length. <i>Depression and Anxiety</i>, 28(1), 67–75. https://doi.org/10.1002/da.20744</p> <p>Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). <i>Cognitive therapy techniques for children and adolescents: Tools for enhancing practice</i>. The Guilford Press.</p> <p>Cully, J. A., & Teten, A. L. (2008). <i>A therapist's guide to brief cognitive behavioral therapy</i>. 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)</p> <p>Watch:</p> <p>Price, D. (2021). <i>What will you do with the ANTs?</i> [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resources:</p> <p>Trails to Wellness. (2020). <i>Session 5 Agenda: Depression and Anxiety</i>. https://storage.trailstowellness.org/trails-2/manuals/9-12--depression-anxiety--session-5.pdf</p> <p>Creed, T. A., Beck, A. T., & Reisweber, J. (2011). <i>Cognitive therapy for adolescents in school settings</i>. ProQuest Ebook Central https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=67</p>
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		<p>0162&ppg=3</p> <p>National Resource Center for Permanency and Family Connection: Silberman School of Social Work at Hunter College. (2013). <i>Trauma-focused cognitive behavioral therapy (TF-CBT)</i>. https://medicine.musc.edu/-/sm/medicine/departments/psychiatry/divisions-and-programs/ncvc/pats/f/nrepp-tfcbt.ashx</p> <p>Complete:</p> <p>Automatic Thoughts Script</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 8	Lesson: Interventions CBT: Behavioral Activation	<p>Read:</p> <p>Michigan Medicine University of Michigan. (n.d.). <i>Behavioral Activation for Depression</i>. https://medicine.umich.edu/sites/default/files/content/downloads/Behavioral-Activation-for-Depression.pdf</p> <p>Substance Abuse and Mental Health Services Administration. (2014). <i>A treatment improvement protocol: Trauma-informed care in behavioral health services</i>. Substance Abuse and Mental Health Services Administration. https://store.samhsa.gov/sites/default/files/d7/priv/sma14-4816.pdf</p>

		<p>McCauley, E., Schloredt, K. A., Gudmundsen, G. R., Martell, C. R., & Dimidjian, S. (2016). <i>Behavioral activation with adolescents : A clinician's guide</i>. The Guilford Press. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4000669</p> <p>Watch:</p> <p>Price, D. (2021). <i>Behavioral activation: Change process</i> [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resources:</p> <p>McCauley, E., Schloredt, K. A., Gudmundsen, G. R., Martell, C. R., & Dimidjian, S. (2016). <i>Behavioral activation with adolescents : A clinician's guide</i>. The Guilford Press. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4000669</p> <p>Complete:</p> <p>Behavioral Activation Script</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 9	Lesson: Interventions: Relaxation and Mindfulness	<p>Read:</p> <p>Wisner, B. L. (2017). <i>Mindfulness and meditation for</i></p>

		<p><i>adolescents: Practices and programs</i>. Palgrave Macmillan. https://doi-org.proxy.lib.umich.edu/10.1057/978-1-349-95207-6_5</p> <p>Thompson, V. L. S., & Alexander, H. (2006). Therapists' race and <i>African American clients' reactions to therapy</i>. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 43(1), 99–110. https://doi-org.proxy.lib.umich.edu/10.1037/0033-3204.43.1.99</p> <p>DeLuca, S. M., Kelman, A. R., & Waelde, L. C. (2018). <i>A systematic review of ethnoracial representation and cultural adaptation of mindfulness- and meditation-based interventions</i>. <i>Psychological Studies</i>, 63(2), 117–129. https://doi-org.proxy.lib.umich.edu/10.1007/s12646-018-0452-z</p> <p>Gould, L. F., Dariotis, J. K., Mendelson, T., & Greenberg, M. T. (2012, October 9). A school-based mindfulness intervention for urban youth: Exploring moderators of intervention effects. <i>Journal of Community Psychology</i>, 40(8), 968–982. https://doi-org.proxy.lib.umich.edu/10.1002/jcop.21505</p> <p>Fung, J., Guo, S., Jin, J., Bear, L., & Lau, A. (2016, May 4). A pilot randomized trial evaluating a school-based mindfulness intervention for ethnic minority youth. <i>Mindfulness</i>, 7, 819–828. New York: Springer US. https://doi-org.proxy.lib.umich.edu/10.1007</p>
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		<p>/s12671-016-0519-7</p> <p>Salem-Guirgis, S., Albaum, C., Tablon, P., Riosa, P. B., Nicholas, D. B., Drmic, I. E., & Weiss, J. A. (2019). MYmind: A concurrent group-based mindfulness intervention for youth with autism and their parents. <i>Mindfulness</i>, 10(9), 1730–1743. https://doi-org.proxy.lib.umich.edu/10.1007/s12671-019-01107-9</p> <p>Watch:</p> <p>Price, D. (2021). <i>It's not just breathing</i> [Video]. Canvas. University of Michigan.</p> <p>Fablefy – The Whole Child. (2017, April 11). <i>3 minutes body scan – mindfulness for kids and adults</i> [Video]. YouTube. https://www.youtube.com/watch?v=ihwcv_ofuME</p> <p>The Chopra Well. (2012, October 8). <i>Juquille's story – LIFE Camp URBAN YOGIS Ep 1 – Deepak Chopra</i> [Video]. YouTube. https://www.youtube.com/watch?v=Gdfu54PQLJw</p> <p>Gehart, D. R. (2018, January 23). <i>3-minute compassion meditation for children and families</i> [Video]. YouTube. https://www.youtube.com/watch?v=TuJ-wnqwjGA</p> <p>Supplemental Resources:</p> <p>Kallapiran, K., Koo, S., Kirubakaran, R., & Hancock, K. (2015, September 8). Review: Effectiveness of mindfulness in improving mental health</p>
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		<p>symptoms of children and adolescents: a meta-analysis. <i>Child and Adolescent Mental Health</i>, 20(4), 182–194. https://doi.org/10.1111/camh.12113</p> <p>Fortuna, L. R., & Vallejo, Z. (2015). <i>Appendix A: Guided mindfulness scripts</i>. New Harbinger Publications. https://www.charlestoncounselingportal.com/uploads/1/2/1/6/121600458/mindfulness.pdf</p> <p>Sibinga, E. M. S., Perry-Parrish, C., Chung, S., Johnson, S. B., Smith, M., & Ellen, J. M. (2013, September 9). School-based mindfulness instruction for urban male youth: A small randomized controlled trial. <i>Preventive Medicine</i>, 57(6), 799–801. https://doi.org/10.1016/j.ypmed.2013.08.027.</p> <p>Trails. (n.d.). <i>Mindfulness</i>. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/mindfulness</p> <p>Ancis, J. R. (2004). <i>Culturally responsive interventions: Innovative approaches to working with diverse populations</i>. Taylor & Francis Books, Inc. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=182765</p> <p>Macdonald, G., Livingstone, N., Hanratty, J., McCartan, C., Cotmore, R., Cary, M., Glaser, D., Byford, S., Welton, N. J., Bosqui, T., Bowes, L., Audrey, S., Mezey, G., Fisher, H. L.,</p>
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		<p>Riches, W., & Churchill, R. (2016). The effectiveness, acceptability and cost-effectiveness of psychosocial interventions for maltreated children and adolescents: An evidence synthesis. <i>Health Technology Assessment</i>, 20(69), 1–508. https://doi.org/10.3310/hta20690</p> <p>Complete:</p> <p>Mindfulness Script due Day 6</p>
Module 10	Lesson: Interventions CBT: Practice	<p>Watch:</p> <p>Price, D. (2021). Using simulations to learn and grow [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resources:</p> <p>The National Child Traumatic Stress Network. (n.d.). <i>ARC: Attachment, self-regulation, and competency: A comprehensive framework for intervention with complexly traumatized youth</i>. https://www.nctsn.org/sites/default/files/interventions/arc_culture_specific_fact_sheet.pdf</p> <p>The National Child Traumatic Stress Network. (n.d.). <i>CPP: Child-parent psychotherapy</i>. https://www.nctsn.org/sites/default/files/interventions/cpp_culture_specific_fact_sheet.pdf</p> <p>Azibo, D. A. (2020). Cultural</p>

		<p>adaption interventions: Appraising a mainstay of not a challenge to the whitenizing homogenization of mental health establishmentarianism: From the pigeonhole to the reconstructionist horizon. <i>Africology: Journal of Pan African Studies</i>, 12(6), 24+. https://link.gale.com/apps/doc/A573095701/LitRC?u=umuser&sid=LitRC&xid=df923894</p> <p>Complete: Simulation: Cognitive Behavioral Therapy: Introducing CBT With Tanisha Mosley due Day 3</p> <p>Simulation: Cognitive Behavioral Therapy Training With Roger Ellison due Day 3</p> <p>Simulation: Creating a Change Plan With Melody Denison due Day 3</p> <p>Reflections on CBT Practice</p> <p>Clinical Documentation/Reflection:</p> <p>Peer Feedback</p>
Module 11	Lesson: Interventions: Problem Solving	<p>Read:</p> <p>Ratner, H., George, E., & Iveson, C. (2012). <i>Solution focused brief therapy : 100 key points and techniques</i>. Routledge. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=987999</p>

		<p>Nims, D. R. (2007). Integrating play therapy techniques into solution-focused brief therapy. <i>International Journal of Play Therapy</i>, 16(1), 54–68. https://doi-org.proxy.lib.umich.edu/10.1037/1555-6824.16.1.54</p> <p>Watch:</p> <p>Carlson, J., Selekman, M. D., & Kjos, D. (2000). <i>Building on adolescent expertise: A solution oriented brief therapy approach</i> [Video]. University of Michigan. https://video-alexanderstreet-com.proxy.lib.umich.edu/watch/building-on-adolescent-expertise-a-solution-oriented-brief-therapy-approach</p> <p>Price, D. (2021). <i>Solving problems by identifying solutions</i> [Video]. Canvas. University of Michigan. Faculty Lecture:</p> <p>Supplemental Resources:</p> <p>Myers, K., Nelson, E., Rabinowitz, T., Hilty, D., Baker, D., Smucker Barnwell, S., Boyce, G., Bufka, L. F., Cain, S., Chui, L., Comer, J. S., Cradock, C., Goldstein, F., Johnston, B., Krupinski, E., Lo, K., Luxton, D. D., McSwain, S. D., McWilliams, J., North, S., Ostrowski, J.,.... (2017). American telemedicine association practice guidelines for telemental health with children and adolescents. <i>Telemedicine and e-Health</i>, 10, 779–804. http://doi.org.proxy.lib.umich.edu/10.1089/tmj.2017.0177</p>
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		<p>Complete: Focusing on Solutions Discussion Initial response due Day 3, Peer responses due Day 6</p> <p>Simulation Revision: Revisiting SIMmersion: Engaging Adolescent Patients About Marijuana use With David Martin (CME) Due Day 6</p> <p>Mock Client Session Outline Due Day 6</p> <p>Clinical Rationale due Day 7</p>
Module12	Lesson: Interventions Termination and Maintenance	<p>Read:</p> <p>Cully, J. A., & Teten, A. L. (2008). <i>A therapist's guide to brief cognitive behavioral therapy</i>. 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. 82- 83)</p> <p>Friedberg, R. D., McClure, J. M., & Garcia, J. H. (2009). <i>Cognitive therapy techniques for children and adolescents: Tools for enhancing practice</i>. The Guilford Press.</p> <p>Trails. (n.d.). <i>Letter to myself</i>. https://storage.trailstowellness.org/trails-2/resources/letter-to-myself.pdf</p>

		<p>Trails. (n.d.). <i>Reminder cards</i>. https://storage.trailstowellness.org/trails-2/resources/reminder-cards.pdf</p> <p>Trails. (n.d.). <i>My self care plan</i>. https://storage.trailstowellness.org/trails-2/resources/reminder-cards.pdf</p> <p>Watch:</p> <p>Low, D. (2017, November 22). <i>Using FIT – ORS & SRS – with teen deteriorating in CBT Treatment</i> [Video]. YouTube. https://www.youtube.com/watch?v=D9Cr-kik5yk</p> <p>Microtraining Associates. (2011). <i>Feedback informed treatment (FIT)</i> [Video]. Alexander Street. https://video.alexanderstreet.com/watch/feedback-informed-treatment-fit</p> <p>Price, D. (2021). <i>Termination as an intervention: Reviewing and creating plans</i> [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resource:</p> <p>Trails. (n.d.). <i>Mindfulness</i>. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/mindfulness</p> <p>Trails. (n.d.). <i>Review and wrap-up</i>. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/review-and-wrap-up</p>
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		<p>Trails. (n.d.). <i>Self-care</i>. https://trailstowellness.org/materials/cbt-and-mindfulness-groups/resources/self-care</p> <p>NASW. (n.d.). <i>Code of Ethics: English</i>. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Complete:</p> <p>Ending the Therapeutic Relationship Initial response due Day 3, Peer responses due Day 6</p> <p>Therapeutic Relationship Script due Day 6</p> <p>Clinical Rationale due Day 7</p>
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<p>Module 13</p>	<p>Lesson: Evaluation and Planning</p>	<p>Read:</p> <p>ProQOL. (n.d.). <i>Professional quality of life measure</i>. https://proqol.org/ProQol_Test.html</p> <p>Ventimiglia, J. A., Marschke, J., Carmichael, P., & Loew, R. (2000). How do clinicians evaluate their practice effectiveness? A survey of clinical social workers. <i>Smith College Studies in Social Work</i>, 70(2), 287–306. https://doi.org/10.1080/00377310009517593</p> <p>Levitt, H. M., & Piazza-Bonin, E. (2011). Therapists' and clients' significant experiences underlying psychotherapy discourse. <i>Psychotherapy Research</i>, 21(1), 70–85. https://doi.org/10.1080/10503307.2010.518634</p> <p>McDowell, T. (2010, February 17). Practice evaluation as a collaborative process: A client's and a clinician's perceptions of helpful and unhelpful moments in a clinical interview. <i>Smith College Studies in Social Work</i>, 70(2), 375–387. https://doi.org/10.1080/00377310009517598</p> <p>Waltman, S. H., Frankel, S. A., & Williston, M. A. (2016). Improving clinician self-awareness and increasing accurate representation of clinical competencies. <i>Practice Innovations</i>, 1(3), 178–188. https://doi.org/10.1037/pri0000026</p> <p>Watch:</p>
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		<p>Price, D. (2021). <i>Process of learning in the delivery of intervention</i> [Video]. Canvas. University of Michigan.</p> <p>Supplemental Resources: Jeffries, C., & Behring, S. T. (2015). <i>How to create an individualized self-care plan</i>. Michael D. Eisner College of Education, CSUN. https://csun.edu/sites/default/files/SUN-Self-care-Plan.pdf</p> <p>Leukemia & Lymphoma Society. (n.d.). <i>Creating a self-care plan</i>. https://www.lls.org/sites/default/files/National/USA/Pdf/Publications/Caregiver_Worksheet_20_SelfCarePlan.pdf</p> <p>Complete:</p> <p>Evaluation of Professionals Initial response due Day 3, Peer responses due Day 6</p> <p>Professional Quality of Life Scale due Day 6</p> <p>Final Clinical Rationale due Day 7</p>
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c. Assignments

Assignment	Due Date	Points	% Overall Grade
Intervention Training	Module 6	100 points	20%
Assignments (x2)	Module 10 Module 11	15 each 30 total	25%
Scripts & Mock Session (x11)	Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9 Module 11 Module 12	30 each 330 total	35%
Quiz	Module 6	25 points	10%
Attendance and Participation	Ongoing Each live session is worth 10 points	100 points	10%
	Total Possible Points	495	100%

Types of Activities and Assignments

Scripts: These assignments are designed to help you develop the language you will use during sessions before the specific interaction requires intentional consideration of your role and goals of sessions. These assignments are designed to support consideration of language and implementation of theory in practice.

For each module, students will write an initial script. Initial scripts will be based on your previous experiences and concepts that are introduced through pre-work. These initial scripts will also serve as a basis for mock interactions. Students will be asked to share their scripts with peers to gather feedback. Students will use this feedback and individual reflection to identify ways to evaluate their practice and make adjustments to increase effectiveness as a clinician.

Quiz: Students will complete one quiz that reviews frequently used CBT terms and definitions. This quiz supports core model concept recall.

Clinical Rationale: Clinical rationales are designed to encourage learners to actively describe their interactions and decision-making. This is a critical clinical skill for practitioners. In practice, case conceptualization, presentations, and documentation are used to share clinical rationale of practice to demonstrate an ability to describe interactions with clients concisely.

Discussions: Discussions are designed to help students practice sharing, listening for understanding, and collaborating. Practicing these skills will prepare you to network professionally, learn from a variety of perspectives, and share with others. Essentially, discussions are a method for advancing our profession.

Other Assignments: Students will engage in additional reflective assignments designed to support the incorporation of ongoing reflection needed for professional social workers throughout their career. These assignments will offer additional opportunities to consider learning and its integration. In these assignments, you may be asked to consider constructive critique and exploration of strengths and limitations of interventions.

SIMmersion (Simulations): New practitioners have historically practiced conversations with vulnerable populations prior to real engagement to increase their confidence with skill implementation. SIMmersions allow opportunities to practice skills through repetition without adversely impacting human beings. Simulated experiences support practitioners in becoming more confident in practice. **To learn more about SIMmersions and their use, please visit [Using SIMmersion Simulations](#).**

Use of Simulations in Field Education

In addition to the simulations required for specific course assignments, it is recommended that course instructors encourage students to use the simulations as practice opportunities while in their foundation level (SW515) and advanced level (SW691) field placements courses. Students can use the simulations in the field to gain additional clinical practice and prepare for upcoming client sessions. It is also recommended that students share and review scripts with their field instructors for feedback.

A student's willingness to continue to use the simulations as practice opportunities throughout their field education experience will better prepare them for the work they will

be doing with actual clients. For example, practicing a suicide assessment simulation before an upcoming session with a client with a suicidal history will enhance the student's ability to navigate the encounter and assess for suicidal risk and safety. Our field instructors, field agencies, and the clients they serve expect that the SSW adequately prepares students for clinical work. The simulations when used repeatedly have proven an effective practice tool in developing clinical skills.

d. Attendance Policy

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 session. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% are at risk of a grade reduction, including receiving a non-passing grade.

- Students are expected to notify their instructor in advance of an absence.
- Students must watch the recording for any live sessions they miss.

For more information, please see the [Policy on Class Attendance](#). This policy can also be found in the MSW Student Guide.

e. Live class participation (if joining via zoom)

All students are expected to be available and engaged during live sessions.

Engagement will be evaluated based on the following:

- Utilize audio and video to communicate and engage with peers, whenever possible. We would like to create an active classroom that is similar to in-person instruction.
- Audio should remain on unless there are background noises or distractions that will interrupt learning.
- Students should feel free to speak or raise their virtual hand, if unable to find a place to speak to share their thoughts.
- Confidentiality as outlined in the NASW code of ethics will be expected. Students should not record, take pictures, or screenshot any part of the live class session. See the Class Recording and Course Materials section of the syllabus for additional information.

f. Grading

Letter grades will range from “A” to “F” and are based on points accumulated throughout the class. Specific requirements for each quiz, assignment, and discussion are provided within the course. Letter grades will not be provided for individual assignments. Each assignment will be assigned points and each assignment is weighted. See the table in the Assignments section for exact weights. Overall, points will be tabulated to the corresponding final letter grades as follows.

There are 485 points total available in this course. A breakdown of how points are associated with letter grades is listed below.

A+	105%
A	94 - 100%
A -	90 - 93%
B+	88 - 89%
B	83 - 87%
B-	80 - 82%
C+	78 - 79%
C	73 - 77%
C-	70 - 72%
D+	68 - 69%
D	63 - 67%
F	Less than 62%

Late assignments will be accepted up to one week late for up to 50% credit.

For additional information, please reference the following resources

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance Procedures](#)
- [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.

For more information view the [Recording and Privacy Concerns FAQ](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class 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*