



Course title:	Child and Family Well-Being – Micro Practice	
Course #/term:	SW622 – 002, Winter 2023	
Time and place:	Monday 6:00 PM - 9:00 PM Room 3752 SSWB (some classes will be online via zoom)	
Credit hours:	3	
Prerequisites:	Foundation essentials required	
Instructor:	Monica Sampson, LMSW	
Pronouns:	She/Her/Hers	
Contact info:	Email: smonica@umich.edu	Phone: 248.840.6145
	You may expect a response within 24-48 hours	
Office:	N/A	
Office hours:	By appointment (zoom link provided in Canvas)	

1. Course Statement

a. Course description

This course will present prevention, treatment, and rehabilitation practice theories and techniques emphasizing culturally responsive and evidence-informed interventions that address diverse groups of infants, children, and youth within their social contexts (e.g., peer group, school, family, neighborhood, and communities).

A variety of evidence-based interventions for engaging children, youth, and families (or other caretaking adults such as foster parents) will be presented. Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the worker's ability to accurately implement interventions that enhance client capacities. A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, psychoeducation, behavioral therapy, parent management training and multi-tiered school-based interventions. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored.

Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as

policy or institutional decisions that may influence or shape intervention. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. are discussed and demonstrated in this course. Intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, thus attention will be paid to the understanding of self as an instrument in the change process.

b. Course objectives and competencies

1. Based on assessment, select culturally responsive and evidence informed intervention strategies.
2. Develop advanced intervention skills in working with children, adolescents, and their families.
3. Implement evidence-based prevention and intervention strategies that are compatible with infant/child/adolescent and family or caretaker goals, needs, circumstances, culture, and values
4. Understand and address the impact of diversity (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of infants, children, adolescents, and families, and the social worker, on interventions and outcomes
Monitor and evaluate interventions regarding effectiveness and sensitivity to diversity factors.

c. CSWE Competencies:

1. **Intervention:** Social workers a) Initiate actions to achieve organizational goals; b) Help clients resolve problems; c) Negotiate, mediate, and advocate for clients; and d) Facilitate transitions and endings.
2. **Evaluation:** Social workers a) critically analyze, monitor, and evaluate interventions

d. Course design

The instructor will assign required and recommended readings. Class format will include lecture, discussion, case analysis, and skills development sessions. Presentations and written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student's practicum work.

e. 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.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (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. Using a variety of instructional methods, this course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. (Course Statement Approved By Governing Faculty 11/8/06).

PODS will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Social Justice will also be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and families will also be emphasized. Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diverse and intersecting factors, such as race, ethnicity, socio-economic status, gender, sexual orientation, sexual identity and culture.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources.

2. Class Requirements

a. Text and class materials

Required Text:

Davies, Douglas (2020). *Child Development: A Practitioner's Guide, (4th Edition)*. Guilford Press, NY. Click [here](#) for access to text online.

Highly Recommended Texts:

Delahook, Mona (2019) *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges*, PESI Publishing and Media, WI.

Gil, Eliana (2018). *Posttraumatic Play in Children: What Clinicians Need to Know*. Guilford Press, NY.

Harris, Nadine Burke (2019), *The Deepest Well: Healing the Long-term Effects of Childhood Adversity*. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY.

Additional readings, videos, and podcasts will be posted on Canvas at least one week prior to the class session in which they will be discussed. Each session's reading assignments will be placed in modules to coincide with the week's lessons. Reading may be changed due to guest lecturers or emerging current events that warrant our attention and class discussion. Videos and Podcasts are also placed in the modules. Modules will be divided into sections for easy accessibility:

- **Review** – understand the basic concept of the material. No need to read it in its entirety. This is considered a useful resource for your current and future review.
- **Read** – This material is meant for a deep read for full comprehension and understanding. These are the required readings and will be directly related to the lecture, guest speaker and topic for the week.
- **Watch** – This is required material to enhance learning and understanding by providing some real-life examples of actual case studies and/or life experiences. All "Watch" videos have trigger warnings on them. There will also be an occasional video to enhance material learning.

To fully engage in the course, it is expected that students will complete the required readings and/or video viewing prior to the class in which they will be discussed. Reading materials are meant to supplement lecture content. Discussion of readings will be student-led, with prompts and questions from me, therefore it is critically important that you complete the required readings prior to the class session.

b. Class schedule

We will follow the schedule outlined below as closely as possible. Sometimes, the topic or schedule may change due to guest speakers, unavoidable incidents, or through discussions with students regarding what topics they would like to focus on. Whenever possible, schedule changes will be sent to you via email and posted on Canvas in Announcements at least a week in advance. **Locations of Classes will be both In-Person and occasionally online. Please check location every week, and note it is subject to change. Readings may change! Please be certain to check the Modules on Canvas for the specific week of class.**

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
Week 1 1/9/23 In Person	Course Introduction Overview of course <ul style="list-style-type: none"> • Introduction to professor and the course • Class introductions • Course syllabus and assignments • Review coursework • Create Groups (5) Definitions and contexts of family Current trends in family composition Family transitions and stress Coping and resilience in families Prevention and family work <ul style="list-style-type: none"> • Self-Care 	Review: <ul style="list-style-type: none"> ➤ Masten, A. S. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. <i>Development and Psychopathology</i>, 23 (02), 493-506. ➤ Delahooke: Introduction & Ch 1 pgs. 1-26 ➤ Gil: Chapters 1 and 2, 3 pgs. 3-51 ➤ Self-Care Read: <ul style="list-style-type: none"> ➤ Davies: Preface, pp.ix-xi; Introduction (Part 1); Chapters 1 and 2, pgs. 3-59 Watch: <ul style="list-style-type: none"> ➤ How a child's brain develops through early experiences https://www.youtube.com/watch?v=hMyDFYskZSU
Week 2 1/16/23	Dr. Martin Luther King Birthday Observation	No Class
Week 3 1/23/23 Online	Overview of children and families and Social Work Practice Advancing Therapeutic Alliance through Anti-racist Clinical Practice Understanding the levels of empathy and how to use them with children and families (Empathy Wheel) Utilizing screening and testing results to support clinical decision making for interventions	Review: <ul style="list-style-type: none"> ➤ Bibliography – Antiracist Resources PISAB 2010 ➤ Resources to Dismantle Racism Against the Asian American Community ➤ Research on Social Work Practice ➤ Racial Disproportionality and Disparities in The CWS ➤ Confronting Racist Client Comments in Therapy Read: <ul style="list-style-type: none"> ➤ Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
	<p>Addressing PODS in the therapeutic environment with children and families</p> <p>Impact of State Legislation on child welfare and communities of color.</p> <p><i>Please come prepared to discuss examples from your experiences with microaggressions, racism and cultural humility in clinical practice</i></p>	<p>backgrounds. <i>Clinical Social Work Journal</i>, 37(4), 267.</p> <ul style="list-style-type: none"> ➤ Dominelli, L (2018).,“Antiracist Social Work with Children and Families”, in <i>Anti-Racist Social Work</i>, Red Globe Press, London, UK. (Chapter 5) ➤ Disproportionality and Race Equity in Child Welfare: intro. <p>Watch:</p> <ul style="list-style-type: none"> ➤ Disproportionality and Race Equity in Child Welfare: https://www.youtube.com/watch?v=sZ4Kk5Vcl_E
<p>Week 4 1/30/23 In Person</p>	<p>Family Systems Theory, Attachment Theory and Culture</p> <p>Attachment in the family</p> <p>Cultural differences in family life and attachment styles</p> <p>Vulnerable Dyads</p> <p>Traditional and contemporary theories of family development</p> <p>Assessing risk and protective factors, critical incidences, hypothesis and goal setting (class exercise)</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Harris, Nadine Burke (2019), <i>The Deepest Well: Healing the Long-term Effects of Childhood Adversity</i>. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY. Chapter 1-3 ➤ Davies: Chapters 3 and 4, pgs. 65-130 (except Group 1 – Required Read) ➤ Delahook: Chapter 2, pgs. 27 to 57 <p>Read:</p> <ul style="list-style-type: none"> ➤ Brown, D., Rodgers, Y., & Kapadia, K. (2008). Multicultural considerations for the application of attachment theory. <i>American Journal of Psychotherapy</i>(62)4, 353-363. ➤ Laszloffly, R. (2002). Rethinking family development theory: Teaching with the Systemic Family Development (SFD) model. <i>Family Relations</i>, 51(3), 206-215. <p>Watch:</p>

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
		<ul style="list-style-type: none"> ➤ Still Face Experiment ➤ Strange Situations Experiments: Secure, Insecure, Avoidant Attachment ➤ Jonathan
<p>Week 5 2/6/23 In Person</p>	<p>Attachment-oriented Treatment</p> <p>Play therapy</p> <p>Communication with children</p> <p>Including a child’s social environment</p> <p>Class Group Watch and Discussion: Ted Talk: Trauma & Play Therapy: Holding Hard Stories: https://www.youtube.com/watch?v=SbeS5iezIDA</p> <p>Creating Clinical Goals</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Gil, Chapters 4 & 5 pgs. 52 – 84 ➤ Davies Chapter 5 and 6, pgs. 139-194 (except group 2 – Required Read) ➤ Delahook : Chapter 3 pgs. 59- 92 <p>Read:</p> <ul style="list-style-type: none"> ➤ Hughes, Daniel, Introduction: “When Attachment Fails to Develop: Introducing Katie” and Chapter 1: “The Spiral Begins: The Abuse and Neglect of Katie”, Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children, second edition, Jason and Aronson Inc., NJ, 2017. Pgs. 3-23 ➤ Hughes, Daniel, “Dyadic Developmental Psychotherapy (DDP): An Attachment-focused Family Treatment for Developmental Trauma”, Australian and New Zealand Journal of Family Therapy 2017, 38, 595–605 doi : 10.1002/anzf.1273 <p>Watch:</p> <ul style="list-style-type: none"> ➤ Play Therapy Works: https://www.youtube.com/watch?v=4ovwAdxCs0 ➤ Essentials of play (media gallery) <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Group 1 Discussion Leader – Risk and Protective Factors Chapters 3 &4
<p>Week 6 2/13/23 In Person</p>	<p>Cognitive Behavioral Therapy (CBT):</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Harris, Nadine Burke (2019), <i>The Deepest Well: Healing the Long-term Effects of Childhood Adversity.</i>

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
	<p>Review of CBT, practical application of CBT with children, adolescents and families</p> <p>Behavior disorders and cognitive distortions (handout)</p> <p>How therapy works Therapeutic techniques Family schemas</p> <p>Family CBT with culturally diverse families</p> <p>Working with LGBTQIA Youth</p> <p>Treatment Planning</p>	<p>First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY. Chapter 4-6</p> <ul style="list-style-type: none"> ➤ Gil, Chapters 6-8 pgs. 87-123 ➤ Delahook: Chapter 4, pgs. 95-133 ➤ Davies, Chapters 7-9 pgs. 195- 262 (except Group 3 – Required Read) <p>Read:</p> <ul style="list-style-type: none"> ➤ Urquiza-Timmer-chapter-8, Child maltreatment and PCIT Therapy.pdf <p>Watch</p> <ul style="list-style-type: none"> ➤ Integrated Play Therapy with a transgender child <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Group 2 Discussion Leader – Infant Development and Practice Ch. 5&6
<p>Week 7 2/20/23 Online</p>	<p>Disruption and Crisis: Separation, Divorce, and Blended Families</p> <p>Family practice with separation and divorce</p> <p>Working with blended families</p> <p>Psychotherapy for children with divorcing/divorced parents</p> <p>Co-parenting</p> <p>Attention Deficit/ Hyperactivity Disorder</p> <p>Depression</p> <p>Anxiety</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Harris, Nadine Burke (2019), <i>The Deepest Well: Healing the Long-term Effects of Childhood Adversity</i>. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY. Chapter 7-10 ➤ Delahook: Chapter 5, pgs. 135 - 167 ➤ Gil, Chapters 9-11 pgs. 124 - 160 <p>Read:</p> <ul style="list-style-type: none"> ➤ Family Ties After Divorce: Long-Term Implications for Children.pdf ➤ Behavioral Interventions in Attention-Defici.pdf ➤ Evidence-based treatment of anxiety and phobia in children and adolescents: Current status and effects on the emotional response.pdf ➤ Racial:Ethnic Differences in Mental Health Service Use

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
		<p>Among Adolescents With Major Depression.pdf</p> <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Group 3 Discussion Leader – Toddler Development and Practice Ch 7-9
<p>Week 8 2/27/23</p>	<p>Spring Break</p>	<p>No Class</p>
<p>Week 9 3/6/23 In Person</p>	<p>Trauma</p> <p>Treatment</p> <p>Averse Childhood Experiences</p> <p>Psycho education</p> <p>Parent Management training</p> <p>Racial Trauma</p> <p>Prognosis and evaluation</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Gil, Chapters 12-14 & Appendix pgs. 161 – 197 ➤ Delahook: Chapter 6, pgs. 169 - 198 ➤ Davies, Chapter 10-12 pgs. 263-317 (except group 4 – Required Read) <p>Read:</p> <ul style="list-style-type: none"> ➤ The data behind the dissemination: A systematic review of trauma-focused cognitive behavioral therapy for use with children and youth.pdf <p>Watch:</p> <ul style="list-style-type: none"> ➤ How childhood trauma affects health across a lifetime Nadine Burke Harris <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ TF-CBT or PCIT online training and written reflection ➤ (asynchronous) ➤ Upload into canvas by 11:59 PM
<p>Week 10 3/13/23 In Person</p>	<p>Chronic Illness, Loss, and Bereavement in the Family</p> <p>Children’s bereavement</p> <p>Therapy with bereaved families</p> <p>Chronic Illness and disability in the family</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Harris, Nadine Burke (2019), <i>The Deepest Well: Healing the Long-term Effects of Childhood Adversity</i>. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY. Chapter 11-13 & Epilogue ➤ Delahook: Chapter 7, pgs. 201 - 227 <p>Read:</p>

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
	<p>Suicide support / prevention</p> <p>Solution Focused Therapy</p> <ul style="list-style-type: none"> • Evolution of solution focused therapy • Assumptions of the model • Strategies and processes of therapy 	<ul style="list-style-type: none"> ➤ The effectiveness of solution focused brief therapy with children and families.pdf ➤ Solution-Focused Therapy for Families Coping with Suicide <p>Watch:</p> <ul style="list-style-type: none"> ➤ Carved from the Heart: A Portrait of Grief, Healing, and community: https://umich.kanopy.com/video/carved-heart <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Group 4 Discussion Leader – Preschool Development and Practice Ch 10-12
<p>Week 11 3/20/23 Online</p>	<p>Substance Abuse: Family Perspectives</p> <p>Substance abuse effects on the family</p> <p>Family treatment with substance abusing adolescents</p> <p>Family treatment with a substance abusing parent or caregiver</p> <p>Motivational Interviewing (MI) with adolescents</p> <p>Substance Prevention in Families</p>	<p>Review:</p> <ul style="list-style-type: none"> ➤ Delahook: Chapter 8, pgs. 229 - 255 ➤ Davies, Chapter 13-15 pgs. 342- 432 (except group 5 – Required Read) <p>Read:</p> <ul style="list-style-type: none"> ➤ The Effects of Substance of Abuse on Behavior and Parenting <p>Watch:</p> <ul style="list-style-type: none"> ➤ Bringing Families Together: Models of Hope and Recovery: https://www.youtube.com/watch?v=dqMQMJGqed4
<p>Week 12 3/27/23 In Person</p>	<p>Domestic Violence: Partner Abuse and Child Abuse</p> <p>Narrative Therapy</p> <ul style="list-style-type: none"> • Assumptions of the model 	<p>Review:</p> <ul style="list-style-type: none"> ➤ Delahook: chapter 9, pgs. 257 - 266 <p>Read:</p> <ul style="list-style-type: none"> ➤ Intersection of child maltreatment and IPV.pdf

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
	<ul style="list-style-type: none"> Strategies and processes of therapy 	<ul style="list-style-type: none"> ➤ PracticeNotes_issue29_508_IPV_and_child_welfare.pdf <p>Watch:</p> <ul style="list-style-type: none"> ➤ First Impressions: Exposure to Violence and a Child's Developing Brain: https://www.youtube.com/watch?v=brVOYtNMmKk ➤ Narrative Therapy with Children: https://www.youtube.com/watch?v=XMst5HoOS6c <p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Group 5 Discussion Leader – Middle School Development and Practice Ch13-15
<p>Week 13 4/3/23 In Person</p>	<p>Child, Adolescent or Family Therapy Tool Presentation (8-10 min)</p>	<p>ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Child, Adolescent or Family Therapy Tool Presentation ➤ Upload Tool and Presentation into Canvas by 6:00 PM
<p>Week 14 4/10/23 In Person</p>	<p>Child, Adolescent or Family Therapy Tool Presentation (cont.) (8-10 min)</p> <p>Trauma Sensitive Mindfulness: Overview and Application for Trauma in Integrated Health, Mental Health, and Substance Use settings</p>	<p>Work on Final Assignment</p> <p>Watch:</p> <ul style="list-style-type: none"> ➤ Mindfulness and Biofeedback Teaching Childhood Trauma from the Inside Out: https://www.youtube.com/watch?v=Hi3cLbHMq-k ➤ Healing Trauma: New Paradigm letting the body inform the mind Shauna Quigley
<p>Week 15 4/17/23 Online</p>	<p>Wrap up: Termination and Evaluation of Progress in Integrated Health, Mental Health, and Substance Use</p>	<p>FINAL ASSIGNMENT:</p> <ul style="list-style-type: none"> ➤ Treatment Implementation and Process Paper ➤ Upload Paper into Canvas by 11:59

Date/Time	Agenda	(Pre-Class Work) Reviews, Required Readings, Videos & Assignments
		PM

c. Assignments

Assignment	Due date	Percent of overall grade
TF-CBT or PCIT online training and written reflection (asynchronous)	Week 9 (3/6/23) by 11:59 PM Canvas Upload of Certificate and Two- page reflection paper	25%
Discussion Leader (group presentation) Child Development: A practitioner's Guide 4 th ed.	Various: Submitted in Canvas prior to pre-determined due date by 6:00PM: Group. 1 Week 5 – 2/6/23 Ch 3 & 4 Group. 2 Week 6 – 2/13/23 Ch 5 & 6 Group. 3 Week 7 – 2/20/23 Ch. 7-9 Group. 4 Week 10 – 3/13/23 Ch.10-12 Group. 5 Week 12 – 3/27/23 Ch. 13-15	20%
Child, Adolescent or Family Therapy Tool Presentation	Week 13 (4/3/23) by 6:00 PM Canvas Upload of Therapy Tool and Presentation Before Class	20%
Treatment Implementation and Process Paper	Week 15 (4/17/23) by 11:59 PM Canvas Upload of Paper	30%
Attendance and participation	Weekly	5%

Assignment 1: (Due Week 9, March 6, 2023 by 11:59 PM via Canvas) 25% of overall grade

TF-CBT or PCIT online training and written reflection:

There is a \$35 charge for the TF-CBT on-line course. The PCIT training is free.

Trauma Focused Cognitive Behavioral Therapy:

Complete the internet course on the use of Trauma-Focused Cognitive Behavioral Therapy, by Cohen, Mannarina and Debringer, and turn in your certificate of completion with a short 2-page reflection paper. The course takes about 10 hours and will be completed at your own pace outside of class. You will earn 10 continuing education credits for taking this course and a

certificate of completion that can be reflected in your resume. The certificate that proves you completed the course is worth 90% of the grade for this assignment.

This on-line course is sponsored by the National Child Traumatic Stress Network. The website for this curriculum is <https://tfcbt2.musc.edu/en>. It takes some time, so get started as soon as you can. Be sure to attach a copy of the certificate to the reflection paper which is worth up to 10% of the grade.



Another option:

Parent Child Interaction Training for Traumatized Children:

This course is free at this website: <https://pcit.ucdavis.edu/pcit-web-course/>

Complete this course and turn in your proof of completion with a brief, two-page reflection following the guidelines for the reflection below.

From the website: In 2011, the UCD PCIT Training Center developed the “PCIT for Traumatized Children” Web Course: a free, 10-hour, 11-module web course to provide fundamental information about providing PCIT. This web course was designed to increase access to information about PCIT and to make it easier for more therapists to learn the skills necessary to aid a greater number of families. The web course gives trainees a solid foundation in PCIT and partially fulfills the requirements to be a certified PCIT therapist. The course uses a combination of instruction, video examples, and interactive exercises to educate therapists on the principles of PCIT.

The certificate that proves you completed one of these courses is worth 90% of the grade for this assignment. The reflection is worth up to 10% of the grade

Reflection on the web courses: Worth 10% of your grade for this assignment

In your reflection paper (only two, double-spaced pages - be concise)

- Briefly describe the overall process of the model (like if you had to describe it on an elevator ride to someone).
- What specific interventions are you most attracted to and why?
- If you have had the opportunity to use any of them, reflect on this.

- What personal reactions did you noticed as you work through the certification program?
- Do you have any critiques of the method?
- What counter-transferences to the material do you notice?
- How might these come up in your work with clients?
- What critical issues of power, oppression, and diversity do you think might surface in your attempts to use this method?
- How will you prevent vicarious stress (taking on symptoms and stress from working with people who are traumatized) as you work with clients with this model?
- How will you practice self-care? Be specific. (self-care is important)

Assignment 2 (Due Weeks 5, 6, 7, 10 & 12: Submitted in Canvas prior to pre-determined due date by 6:00 PM) 20% of overall grade

Discussion Leader (group presentation) Child Development: A practitioner's Guide 4th ed.

Each identified week, a group (no more than 4 members) will lead an interactive discussion of assigned chapters. Your group may develop asynchronous content if that is the student's preference. The discussion leaders are expected to master the pre-selected required readings or related materials and convey the key points to the class. The discussion leader is also expected to prepare a **PowerPoint lecture to guide the discussion**. The discussion should include interaction and engagement with your peers. Consider interactive games, quizzes, and tools that will engage your peers. (Some examples could be Kahoot, jeopardy, jam board, breakout sessions. etc.) Videos, and other creative tools can also be considered. Your lecture should cover about an **hour of the class time, but no longer than an hour and a half**.

I will evaluate discussion leaders based on their organization and management of the discussion, comprehension of the topic, clarity, and balance in their explanation of the topic, and ability to facilitate intellectually stimulating idea exchange among the other students through **questions they will ask the class**. I will assign discussion leaders to a topic and the related reading after the first-class session. **This is meant to be fun and joyous, please do not over think this assignment**. All group members will earn the same grade unless otherwise identified by your peers, so please distribute work evenly.

Assignment 3 (Due Week 13, April 3, 2023, by 6:00 PM via Canvas) 20% of overall grade

Child, Adolescent or Family Therapy Tool Presentation

Each student will identify a child or family therapy tool (example., Mindfulness activities, behavioral chart, etc..) that they think is helpful in aiding practice interventions with children and families. Each student will prepare a presentation (no more than 10 minutes) on the identified tool. The presentation slide deck should include

- An introduction to the tool and why you chose it
- How to utilize the tool

- Situations where the tool will be helpful
- The population the tool is used for and why
- Discuss the application of PODS,
- Explain how to measure the effectiveness of the tool.

Assignment 4 (Due Week 15, April 17, 2023 by 11:59 PM via Canvas) 30% of overall grade

Treatment Implementation and Process Paper:

Choose a child or adolescent (and parents or caretakers) with whom you have begun to work. This paper is focused on actual treatment rather than assessment - the methods and interventions you plan to try and have tried so far in working with your client(s), and the relational, process and progress that has unfolded between you in the clinical relationship. Focus on how you are attempting to meet the client's and systems' change goals. For this paper, you will write **a brief summary of assessment material and a detailed summary of the methods and interventions you have attempted** (and/or will attempt) and the process and progress you have experienced so far, backing up all of your thoughts with the readings from the course. **Do not exceed the 10-page limit** (APA format including cover page; double-spaced, 12 pt. font, 1" margins). Below is a detailed breakdown of the parts of the paper.

- 1) **Context:** (brief paragraph) Provide the context in which you know this client, your agency type, and your specific role with them.
- 2) **Background information and critical incidences:** (1 page) Provide approximately a page of notes (these can be bullet points - does not have to be a narrative), including: precipitant for referral, a brief description of the client and family, the presenting problem, important psychosocial/family history, the most critical risk or protective factors and cultural issues. Briefly describe any critical incidents that came up during the evaluation process. (You do not have to include readings in this section – I just want basic assessment information)
- 3) **Observations of child and child-parent interactions:** (1/2 to 1 page) Include what you have noticed and observed, or if you have not had that opportunity, what you have learned from other sources about this critical relationship.
- 4) **Clinical Hypothesis and goals:** (1 page) Provide your clinical hypothesis that considers developmental, psychodynamic, family/interactional issues and systems impacts. Review the course lecture on building a hypothesis if needed and use our hypothesis and goal-setting handouts on the Jonathan case as a model for this section. State the hypothesis concisely in about three sentences as we have practiced in class. Also review the lecture on goal-setting if necessary. List and number your therapeutic goals for your client, their family and/or closest systems in, “ (name of client) will. . . “ language. List your recommendations.
- 5) **Treatment plan and interventions:** (approx. 2.5 pages) Discuss your treatment plan including individual work, family work and system's advocacy. Even if you do not have the opportunity to work with parents or caretakers, I would like to know what you would do with them if you had that option and any strategies you have for engaging them. Describe the approaches you are, or plan to integrate in your clinical work, in detail. What methods and specific therapeutic activities will you or are you already using to

address the therapeutic goals? Include as many methods and intervention examples from the course in your plan as you can, from relational to behavioral, bottom-up and/or top-down, **and back up your rational for using them with specific readings from the course. Be sure to include a source for every method you discuss.** In addition, you can also mention other methods we have not covered in class, but you must back them up with outside evidence if you do. Where relevant, describe case management or advocacy in addition to clinical work, such as referral for other services, coordination with other professionals, advocacy etc. If multiple systems (such as foster care, juvenile court, medical personnel, school personnel, day care, etc.) are involved with the client, discuss your plans for interacting with these other parties, any recommendations you will make, and indicate any need you see and way you will advocate on behalf of your client with these systems and individuals.

6) **Treatment relationship and process:** (approx. 2 and 1/2 pages) Describe your relationship with the client(s) from the beginning to date - both child or adolescent and parents/caregivers. Describe some critical incidents that illustrate the therapeutic relationship as it has developed and discuss any transference and countertransference issues that have emerged between you.

Describe any racial/ethnic/class/religious/gender/sexual orientation/age/ability/SES or other cultural issues that may influence your client's life experiences and your relationship with your client(s) based on your own intersections of identity and your social positions of sameness and difference, and/or your life experiences. **Include course reading to highlight your awareness of these issues.** Assess the family's motivation for treatment by discussing strengths and weaknesses in the client(s) and their circumstances that may promote or impede successful intervention.

7) **Prognosis and evaluation:** (1/2 page or so) Describe your progress so far, the prognosis for successful intervention and analyze the reasons for your point of view. How will you evaluate change, specifically? Are there standardized tools you might use for evaluation? What qualitative evidence will aid in your evaluation? If you used goal attainment scaling, how will you implement that? Describe briefly.

8) **Reflection:** (1 paragraph) End with a brief, but thoughtful discussion of what you have learned personally from this assignment.

9) **Resources:** Throughout the paper, **include at least four references, including substantial quotes, from at least four different required course readings** (different authors) to back-up your choice of treatment methods, cultural sensitivity issues for the case and your therapeutic process, and a list of your resources at the end of the paper. Again, do a thorough job of integrating readings. My power points, handouts and lecture notes do not count as readings. A thorough inclusion of readings is how I know you have read for the course and can integrate what you are learning.

*NOTE: It is possible to adapt this assignment to direct work with adults if you provide an analysis of childhood history, Adverse Childhood Experiences (ACEs) critical incidences, etc., that are affecting the client now.

Length: 8-10 pages. Double-spaced, 12 pt. font, 1" margins (APA format, including Cover page and references).

d. **Attendance and class participation (5% of overall grade)**

Attendance is expected at each synchronous class and any asynchronous activities that you may be assigned and is extremely important because the discussions that occur in class cannot easily be replicated outside of the classroom from simply reading the assigned materials. Participation in class discussions, in class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not simply offering your general opinion on a topic. If you experience difficulties in participating in discussions for technological, linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become an active participant in class. If you need to miss a class, please email me at smonica@umich.edu to let me know you will be missing a class. We can discuss what needs to be done to make up for the missed class. Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

Assessment Classification	Range	Grade	Grade Point
Excellent Work	94-100	A	4.0
(above course expectations)	91-93	A-	3.7
Good Work	88-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7
Poor Work	78-80	C+	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C-	1.7
Failing Work	0-70	F	0.0

The criteria for each grade are as follows:

- A Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of the assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.
- B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity, or complexity in the completion of the assignment.
- B Mastery of subject content at level of expected competency – meets course expectations

Four Notes on Grading:

1. Class attendance and class participation are essential for this course. Therefore, you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.
2. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
3. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific; and must be based on substantive arguments (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.
4. Here are some reference links regarding grading:
 - o [Grades in Academic Courses and in Field Instruction](#)
 - o [Student Grievance procedures](#)
 - o [CRLT Testing and Grading](#)

General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of the presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible, have someone proofread for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

Due Dates

Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission. Because each assignment really does have an impact on your grade, please do let me know if you foresee a problem with a due date.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage)

along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

I may re-evaluate the submitted work, and/or I may ask you to complete additional work to bring the work up to standard in order to adjust your grade.

Please consult the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances can be referenced using these links](#).

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others.

Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.

When I choose to record a class, I will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on Canvas. 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](#):

g. Class Discourse

Discussion of child welfare, child abuse and neglect can be an emotional topic and could serve to trigger painful memories or create anxiety in students due to any number of factors. Discussion of child maltreatment necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work

with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current programs and policies designed to prevent or to address child maltreatment have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. Disagreements are expected and are welcomed as long as we respect diverse opinions and one another and refrain from attacking or insulting others. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will learn how to create, evaluate and analyze the child welfare system in simple and complex forms, and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point of view. Remain open to evidence presented, which may conflict with your own personal viewpoints and perspectives. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not solely dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

Protect Confidentiality: One of the fundamental ethical values of social work is protecting client confidentiality. In this seminar, you will be exposed to conversations or environments that involve real individuals and real families. You will be expected to keep class materials/activities confidential.

h. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review

the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

i. Health-Related Class Absences

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

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*