1. Course Statement

a. Course Description
The course will build on intervention therapy and practice from the foundation semester and promote more advanced intervention skill level of engagement, goal setting, use of evidence based and informed interventions, and the termination and evaluation phases of treatment. Particular focus will be on advanced clinical competency development regarding: 1. Engagement and rapport building, 2. Goal setting and problem solving, 3. Identifying and implementing appropriate intervention approaches, and 4. Termination and evaluation of treatment.

This course focuses on skill building to provide a range of brief, evidence-based and/or evidence-informed interventions including prevention, treatment and recovery as well as longer-term treatment and support for clients as appropriate. Examples include: 1. Case conceptualization, 2. Behavioral activation, 3. Cognitive restructuring, 4. Exposure, 5. Managing ambivalence and resistance, 6. Emotion regulation and distress tolerance, and 7. Trauma-sensitive mindfulness.

Core evidence-based/evidence-informed therapies will be the focus of this class including: 1. Motivational interviewing, 2. Cognitive behavioral therapy (CBT) and 3. emerging acceptance-based therapies such as Dialectical Behavioral therapy (DBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT).
Attention will be given to application of interventions with clients across diverse populations and needs, with a focus on common health and mental health conditions such as depression/anxiety, substance use, chronic pain, etc. Attention will also be given to application of interventions in a variety of integrated health, mental health, and substance abuse practice settings such as community mental health agencies, health care facilities and non-profit agencies.

b. Course Objectives and Competencies
Upon completion of the course, students will be able to:

1. Identify and assess evidence-based interventions and best social work practices for application in a variety of health settings including integrated health, mental health, behavioral health, and hospital, outpatient, and community care settings (EPAS 2, 4, 8)
2. Identify and apply longer-term models of treatment and support for clients with persistent illnesses/conditions that require follow-up over time (EPAS 6, 8)
3. Explain information, education, guidance, and support to family members about health conditions, prevention, available treatments, illness and self-management, peer support, and recovery (EPAS 2, 6, 8)
4. Analyze clinical, evidence-based/evidence-informed rationale for use of a specific intervention to match client needs, preferences, and response (EPAS 2, 4, 8)
5. Demonstrate brief supportive interventions addressing holistic consequences of physical, mental illness, and injury (EPAS 6, 8)
6. Demonstrate brief, trauma-informed interventions for mental health conditions, risky or harmful substance use conditions, adjustment to illness, and chronic disease management (EPAS 2, 4, 8)
7. Apply focused interventions to engage clients in change processes to improve health and to adhere to patient-centered treatment and care plans (e.g., motivational interviewing) (EPAS 4, 6, 8)
8. Monitor and evaluate outcomes of interventions and modify, adjust interventions accordingly (EPAS 7, 9)

c. Course Design
This is an eleven session in-person course, with one hour of asynchronous learning per week. Each week, you will be assigned to readings, view lecture materials, watch treatment videos, engage in clinical practice and discussions within the live class time, and complete individual assignments. All tasks can be found in each weekly module.

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on engaging in active clinical practice of interventions using client vignettes which represent diverse populations, health concerns/diagnoses, comorbidities, and lived experiences.

Active practicing of skills, engaging in role-play, observation and critical analysis of assessment process, and mutual constructive feedback is critical to the skill development focus of this class.

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

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, gender, sexual orientation, sexual identity, socioeconomic status and class, immigration status, ability, family status, geographic location, and ethnicity and culture interact with and impact health, mental health, and behaviorally focused interventions.

e. Instructor Communication
Email or text is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. I am also available by phone in an emergent situation. If you would like to meet face to face or via Zoom, please contact me to set up a time convenient to both of us.

2. Class Requirements

a. Technology
Internet access will be needed for engagement with this course. Access will also be needed to a professional word processor and a presentation program such as Google Suite or Microsoft Office to complete assignments. For technological support, please contact the U-M ITS Service Center.

b. Text and class materials (all available via U of M Library)

Required Books for Course:


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


c. Class Schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Lesson/Topics</th>
<th>Required Readings &amp; Assignments</th>
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<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Readings</th>
<th>Recommended:</th>
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MI Role play, reflection, and peer-evaluation assignment Due |
|----------------|--------------------------------------------------------------------------------|---|
SIMmersion with Roger due |
| **Plus one hour of asynchronous learning** |  
| **Plus one hour of asynchronous learning** |  

**Plus one hour of asynchronous learning**  

**Treatment of Obsessive Compulsive Disorder**  


**SIMmersion with Melody due**  

**plus one hour of asynchronous learning**  

**Dialectical Behavior Therapy (DBT): Overview and Application for Personality Disorders**  


**CBT Role play, reflection, and peer-evaluation due**  

**plus one hour of asynchronous learning**  

**Acceptance and Commitment Therapy (ACT): Overview and Application for Chronic Illness and Pain**  


<table>
<thead>
<tr>
<th>Week 10/Module 10</th>
<th>Trauma Sensitive Mindfulness: Overview and Application with Trauma in Integrated Health, Mental Health, and Substance Use</th>
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<table>
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<tr>
<th>Week 11/Module 11</th>
<th>Wrap up: Termination and Evaluation of Interventions in Integrated Health, Mental Health, and Substance Use Treatment</th>
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Final Integrative Analysis and Case Application Paper Due

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d. Assignments

<table>
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<tr>
<th>Assignment</th>
<th>Due date</th>
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<tr>
<td>Participation (see breakdown):</td>
<td>Ongoing (see breakdown):</td>
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<tr>
<td>Activity</td>
<td>Due Date/Time</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>SIMmersion virtual client (x2)</td>
<td>See below</td>
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<tr>
<td>CBT Functional Analysis with Roger</td>
<td>Complete and submit to Canvas by 11:59 p.m.</td>
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<tr>
<td></td>
<td>June 6</td>
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<tr>
<td>CBT Functional Analysis with Melody</td>
<td>Complete and submit to Canvas by 11:59 p.m.</td>
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<tr>
<td></td>
<td>June 20</td>
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<tr>
<td>Role play, reflection, and peer-evaluation (x2)</td>
<td>Complete and submit to Canvas by 11:59 p.m. ET</td>
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<td></td>
<td>MI: May 30</td>
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<td></td>
<td>CBT: June 27</td>
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<tr>
<td>Final Integrative Analysis and Case Application Paper (vignette-based)</td>
<td>Complete and submit Assignment to Canvas by 11:59 p.m.</td>
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<td></td>
<td>July 25</td>
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<tr>
<td>In class role play of a specific technique</td>
<td>Per sign-up sheet in canvas</td>
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Full assignment details and guidelines – including grading rubrics – will be posted to Canvas, organized by assignment within the “ASSIGNMENTS” tab of the navigation toolbar. The instructor will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding.

e. Attendance and Class Participation

The nature of this course makes it crucial for all of us to attend the synchronous portions of class. Role play and practice are core learning strategies for this course. We will often feel uncomfortable when practicing/role playing in front of others. As such, I encourage each of us to embrace this ‘uncomfortable feeling,’ creating a safe environment in which we all can develop our skills through practice, mutual support and thoughtful feedback.

Much of your learning and growth depends upon your active participation as a member of our class. **Developing and practicing group intervention skills and techniques requires active participation to be successful.**

This course will have a REQUIRED three hour synchronous meeting time each week and one hour of asynchronous learning per week. Each session will include one break of approximately 10 minutes. Synchronous sessions are recorded and posted in each week of the course in the Module section of our Canvas container.

**Student Time Expectation.** You are expected to read assigned materials, submit assignments, and participate in live (synchronous) class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. This is a 3-credit course. This means that, as a student, you are expected to spend a total of 112.5 hours throughout the 11 weeks (i.e., **10 hours per week**), including
synchronous and asynchronous classroom time. For more details, please go to the UM Center for Academic Innovation website.

**Attendance and Class Participation.** You are expected to attend 100% of the regularly scheduled live class sessions for the semester. Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. **Students who miss live synchronous sessions are at risk of a grade reduction, including receiving a non-passing grade.** Missing more than one class, will result in an automatic reduction in your final course grade of one half a grade.). Lastly, chronic and/or significant tardiness will count toward an absence.

If you are unable to attend class, please send me a text or e-mail a minimum of 12 hours in advance. If you miss more than two classes (with prior arrangement or emergent medical reason), it will be difficult for you to successfully fulfill the requirements of the course.

I will automatically send you a make-up assignment after each class you miss. In order to maintain an A in the course, you are expected to complete all assigned make-up assignments.

Powerpoints and recorded lectures will be available in Canvas to help you catch up on missed material accrued from a class absence.

https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance

f. Grading

In an effort to encourage each of you to learn and grow in an environment that celebrates the uniqueness of each individual, I will be adopting a credit/no credit grading approach to each assignment. My focus will be on providing you with extensive feedback on your work that aids in your self-reflection, knowledge acquisition and skill development. Additionally, each of you bring a wealth of knowledge and experience into the classroom. To leverage that knowledge, peer review and feedback are key features of the course.

Simulation grades will not be based on your skill level as a clinician, but rather on your integration and use of core course concepts in the development and execution of your simulation.

Hence, if you complete all of your assignments, demonstrating scholarly effort at a graduate level and a desire to enhance your social work knowledge and skills, you will receive an A/A-for the course. Incomplete, late, missing assignments, or lack of graduate level effort will result in a reduction of grade.

If you disagree with my evaluation of your work, please contact me within a week of receiving your evaluation and I will meet with you, via Zoom, to discuss your concerns. My goal is to assist you in assimilating the course content and practicing its application in a simulated environment.

Instructor feedback will be provided to help you deepen awareness of: 1) the process of working with clients; 2) who you are in your work (strengths/challenges); 3) themes that arise in interpersonal practice; and, 4) writing and communication skills. Both content and format will be considered in assignment grades. **Rubrics** for each assignment that is a written submission (i.e., papers) will be posted in CANVAS along with the assignment descriptions.
Late assignments may result in a grade reduction of one quarter a letter grade for the course. If you need an extension on an assignment, please email me your request for an extension and include the date you commit to completing the assignment.

https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances

https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction

https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances

**Attendance and Class Participation Grading.** I am mindful that the reality of engagement may vary based on comfort, self-efficacy and confidence, life events, interest in topics of discussion, considerations inherent to remote learning, and more. Importantly, this engagement and participation dynamic mirrors what you will experience throughout your social work career. I encourage you to be proactive in recognizing these moments for yourself and take action, as appropriate. I do my best to honor each student’s participation level in the course and I also want all students to challenge themselves to grow in this area. Please communicate challenges you are experiencing related to engagement and participation in this course, and I will do my best to offer problem-solving input and identify appropriate support services if requested.

**For all assignments, graduate level work is expected in each of the following domains:**

- Meeting assignment purpose, goals, and parameters
  - We will review parameters for each assignment ahead of time (this pertains to the content expected in the assignment based upon instructions)
- Quality of writing and presentation skills: clarity of thought, organization, grammar, sentence structure, and flow
- Quality of critical reflection and integration
  - Effort/ability to self-reflect, think critically, & integrate learning
  - Demonstration of social work values
    - For example: PODS, empathy, strengths-based thinking
- Ability to discern which aspects of use of self would be important in assessment (this includes appropriateness of when to engage in use of self)

**Writing Skills.** Papers and written assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class you are asked to demonstrate proper grammar, spelling, and general rules of the *American Psychological Association Publication Manual* (7th edition), especially for citations in the final integrative paper. You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

- http://apastyle.apa.org/
- http://grammar.ccc.commnet.edu/grammar/
- https://owl.english.purdue.edu/owl/resource/560/01/

Note: Student papers are not required to have a cover/title page and/or running head for this course. In-
text citations and references are expected to be in APA format for the final integrative paper.

**Plagiarism.** Representing someone else’s words, statements, ideas of works as one’s own without proper acknowledgement or citation is a serious violation of academic integrity. Plagiarism will be grounds for failure on an assignment and other disciplinary action as described under the [School’s policies on academic conduct](http://www.lib.umich.edu/academic-integrity/resources-students). The following is a helpful resource regarding academic integrity:

[http://www.lib.umich.edu/academic-integrity/resources-students](http://www.lib.umich.edu/academic-integrity/resources-students)

**Incomplete Grades.** An incomplete is given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. We will set up a time to review your concerns in a virtual meeting.

Additional information can be found in the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](http://www.lib.umich.edu/academic-integrity/resources-students) as well as [Student Grievance procedures](http://www.lib.umich.edu/academic-integrity/resources-students) and the [policy for grading in special circumstances](http://www.lib.umich.edu/academic-integrity/resources-students).

g. **Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

h. **COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distance of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](http://www.lib.umich.edu/academic-integrity/resources-students) and the [University’s Face Covering Policy for COVID-19](http://www.lib.umich.edu/academic-integrity/resources-students).

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