1. **Course Statement**

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 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.
Course Objectives and competencies:

i. Demonstrate engagement strategies that are relevant to the practice setting (EPAS 1, 6)
ii. Utilize evidence-informed assessment procedures to identify appropriate intervention strategies. (EPAS 7)
iii. Develop person-centered treatment goals, objectives, and interventions. (EPAS 1, 7, 8)
iv. 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)
v. 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)
vi. Evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent’ and families’ social identities on their experience of power and privilege; and appropriateness of the intervention to specific child/adolescent needs resulting from conditions (EPAS 1, 2, 8, 9)

Course design:

This course is in-person synchronous with some asynchronous material.

I hold the belief that learning happens best in a supportive, engaged environment. To that end, we will use various methods such as individual exercises, class discussion, and small group work to examine the material presented. We will use PowerPoint, videos, movie clips and song clips to illustrate topics.

My hope is that you will glean basic techniques even within the classroom experience. I will try to highlight basic techniques of reflective listening, attention and asking questions. Because we will be exploring topics that can raise strong feelings, it is important that you practice listening to and respecting others, especially when strong and/or opposing opinions are offered. Your contributions to a supportive learning environment will be much appreciated. All students will be expected to contribute visually (attending to others) and verbally (talking and listening).

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.
Relationship of the course to major curricular themes:

- **Multiculturalism and Diversity** will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation with children, youth, and their families. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between children and their broader systems, children/client and interventionist and between client and agency will also be explored.

- **Social Justice and Social Change** will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter social agencies. These themes will be integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

- **Behavioral and Social Science Research** will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

Relationship of the course to ethics and values:

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

**Land Acknowledgement**

We acknowledge that The University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.
Course Structure

- **Synchronous**: We will meet weekly in live, synchronous in-person sessions. Generally, these will be for 3 hours, rather than 4, and will be interactive, using exercises, small group discussions and other methods, rather than being primarily lectures.

- **Asynchronous materials**: Each week we will have online materials to watch and read, ahead of class time and or between class time to be prepared for the class sessions.

- **Simulation pedagogy**: A core pedagogy for the class will be working with simulated client characters to engage in therapy sessions with as well as creating clients and or using fictional characters to practice utilizing therapeutic techniques and assessment skills.

- **Ongoing student feedback**: I will be sending out regular post-class surveys to get your feedback about how class is going for you. Our learning environment is enhanced when everyone takes responsibility for helping to shape it and sustain it. I welcome feedback about any aspect of the class. I strive to receive critical feedback openly and appreciatively, and to incorporate it in my role as instructor.

Philosophy on Classroom Learning and Teaching

I value personal and collective reflection, and the notion that we are all teachers and learners. I am challenged by the need to balance teaching within the confines of the University, itself an oppressive system, and by my commitment to working against institutional oppression and towards liberation. I believe that transparently and directly articulating this, alongside a clear set of expectations and values, supports a productive learning environment. We will speak in more detail about our classroom guidelines. Below are a few of the philosophies I use to teach that I would like to highlight:

- All of us come to this course with various experiences, skill sets, backgrounds and values. No one set of experiences is “better” or “worse” than any other. It is important that we listen to and consider diverse opinions and perspectives, even those we strongly disagree with.

- Curiosity is the root of growth and learning. Being intellectually curious often means taking risks, asking uncomfortable questions, and engaging deeply with the course material. I expect and encourage us to have open and respectful disagreements and difficult conversations.

- Intellectual integrity and honesty matter. I expect you to use course readings and other learning material to frame and contextualize your opinions. I expect you to build thoughtful and cogent arguments to support your positions.

- The course material will affect each of you in different ways. While I don’t often offer trigger warnings, some of you may experience moments that recall a prior personal, painful, negative or traumatic memory. If you are able, I encourage you to stay with the conversation and the class when these challenging moments occur. If you are not, I encourage you to let me know and/or take care of yourself when these moments occur.

- I expect that each of you will be cognizant of the impact of your words on your classmates. I expect each of you to assume that your fellow classmates are not intending to purposefully harm or offend with certain language, actions, etc. I know this isn’t always easy.

- This course functions best with open and honest communication. Please don’t hesitate to reach out
This is a draft for preliminary posting. Final version will be distributed later.

with questions, comments and concerns.

2. Class Requirements

Text and 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 of Michigan account using your credentials (username and password) to access University of Michigan Library materials.

Resources and Course Materials

i. TRAILS to Wellness
ii. TF-CBT: Online Training: Medical University of South Carolina (COST)
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

3. Weekly Course Schedule (subject to change based on course flow, student interest, etc)

- Week 1: Engagement
- Week 2: Assessment – Intricacies within Informal and Formal Assessments
- Week 3: Intervention – Family Engagement
- Week 4: Goal planning - Individualized plan of Service
- Week 5: Interventions – Motivational Interviewing
- Week 6: Interventions – Introduction to CBT
- Week 7: Interventions CBT: Identifying and Challenging Automatic Negative Thoughts and Beliefs
- Week 8: Interventions CBT: Behavioral Activation
- Week 9: Interventions – Relaxation and Mindfulness
- Week 10: Interventions CBT: Practice
- Week 11: Interventions – Problem Solving
- Week 12: Interventions - Termination and Maintenance
- Week 13: Evaluation and Planning
4. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Training</td>
<td>Week 6</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>Week 10 &amp; 11</td>
<td>15 ea/30 total</td>
<td>25%</td>
</tr>
<tr>
<td>Scripts &amp; Mock Sessions</td>
<td>Weeks 2-13</td>
<td>30 ea/330 total</td>
<td>35%</td>
</tr>
<tr>
<td>Quiz</td>
<td>Week 6</td>
<td>25</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>ongoing</td>
<td>100</td>
<td>10%</td>
</tr>
</tbody>
</table>

**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 week, 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.

**SIIMersion (Simulations):** New practitioners have historically practiced conversations with vulnerable populations prior to real engagement to increase their confidence with skill implementation. SIIMersions 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 SIIMersions and their use, please visit Using SIIMersion 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.

**Guidelines for Written Assignments**

All written assignments will be evaluated for organization, clarity, and written quality, as well as for substantive content. In addition, they must:

- Be typed, single- or double-spaced, and saved as a Word document.
- Page number on each page.
- Be submitted via CANVAS unless otherwise indicated.
- Be submitted on/before the due date/time; late papers will result in the deduction of 1/2 a letter grade.
- Follow APA formatting, an established academic convention for organization, pagination, footnoting, and bibliographic references. Review the MLLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Papers that do not comply with an established convention will be returned, and a penalty for late submission will apply.
- Make sure you are citing others’ work appropriately and not committing plagiarism. More information on academic integrity policies can be found in the MSW Student Guide.

Contact SSW Writing Assistance, if/as needed: phone: (734) 763-6259; email: ssw-cso@umich.edu

**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 complete any make up for (including possible additional assignments in lieu of in-class activities) for any sessions missed

This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You are expected to actively participate in class discussions, small group discussions, and various in-class exercises, some of which will require submitting a written report at the end of the class.

If you have difficulties participating in discussion for linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class. Class attendance will be taken at random, and any unexcused absences will result in a grade reduction. You need to inform the instructor of your absence as soon as is practically possible. Please review Policy on Class Attendance found in the MSW Student Guide.

Use of electronic devices

You are expected to be engaged and participating in class activities. Students are asked to turn off cell phones during class sessions. If you are utilizing an electronic device (e.g., a laptop computer), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student not use a laptop during class.

Note on Scholarly Discourse

What we discuss in class involves issues such as race, ethnicity, gender, class, immigration, and sexual orientation. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

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.

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.

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.

Academic Integrity
We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at http://guides.lib.umich.edu/swintegrity. Plagiarism is prohibited in any academic writing at the University of Michigan. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

Self and Group Care
The course topics and materials have the potential to elicit distress, anxiety, a sense of helplessness, rage, and other strong and/or traumatic reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions - in other words, do not deny them, but explore and develop ways to process them. We as a group will acknowledge and address our reactions through class discussions, reflective activities, and other means. I hope we can create a mutually supportive learning environment for all of us in the class.

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