# Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Abuse (Children, Youth, Transitional Youth, and Families)</th>
</tr>
</thead>
</table>
| Course #/term: | SW 603, Section 003  
Spring/Summer 2023 |
| Live Class Meeting: | Tuesday, 8 am-12 pm |
| Credit hours: | 3 |
| Prerequisites: | Foundation Essentials Required or permission of instructor |
| Instructor: | Nasreen R. Meah |
| Pronouns: | She/Her |
| Contact info: | Email: nmeah@umich.edu  
Phone: 734-353-9332  
You may expect a response within 72 hours business hours |
| Office: | SSWB 3752 |
| Office hours: | By appointment |

## Course Statement

### A. Course description

This course will build on intervention approaches introduced in the essential courses and promote more advanced engagement, assessment, intervention, and evaluation skills in children, youth, transitional-age youth, and families. Special attention will be given to diversity issues related to building therapeutic relationships and intervening with children, youth, transitional-age youth, and their families. This course focuses on advanced This course will build on intervention approaches introduced in the essential courses and promote more advanced engagement, assessment, intervention, and evaluation skills in
work with children, youth, transitional age youth, and families. Special attention will be
given to diversity issues related 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, motivational, resiliency-based, brief treatments for mental health and
substance use problems, crisis, parent management, and group interventions. Intervention
strategies will be analyzed in the context of delivering the trauma-informed, culturally
responsive intervention

B. 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)
   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 concerning effectiveness, sensitivity to diversity factors;
   the impact of child/adolescent' and families' social identities on their
   experience of power and privilege; and appropriateness of the intervention to
   specific child/adolescent needs resulting from conditions (EPAS 1, 2, 8, 9)

C. Course design

The class format will include lectures, discussions, case analyses, and peer-reviewed skill
practice. Reflection and recorded assignments will be utilized to evaluate students' ability to
integrate knowledge into practice. This course has been designed to focus on developing and
demonstrating intervention skills and competencies. Thus a “flipped classroom” model – with
students reading pre-readings and watching videos before class and using class time
primarily for practice demonstration and discussing questions and feedback will be followed.
D. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practices, 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 in 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.

Actively practice enhancing social justice:

Students, during the engagement, assessment, intervention, and evaluation phases of work, how privilege, oppression, diversity, and social justice impact the processes in each phase of interpersonal practice based on the social and personal identities of themselves and clients. Selection Implementation of interventions and processes of change in work with children, youth, transitional-age youth, and families with complex needs will be analyzed using a social justice lens, especially as it relates to the pathways to care (e.g., access, resources) for this population.

Conflict, Dialogue, and Community:

Students will utilize case consultation and review of potential strategies to develop an ability to critically dissect the advantages and disadvantages of practice methods and strategies relevant to the social and personal identities impacted by social justice goals. Develop strategies for interprofessional teams with conflicting roles, responsibilities, and ideas.

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

Critical Contextual Thinking:

Critical Awareness, use of self, and strengthening strategies for resilience and generativity: Personal reflection and personal evaluation of growth and areas to enhance relevant to the professional role in the prevention, intervention, and termination processes. Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, gender, sexual orientation, sexual identity, socioeconomic status, class, immigration status, ability, family status, geographic location, ethnicity, and culture interact with and impact health, mental health, and behaviorally focused interventions.
1. **Class Requirements**

a. **Class materials**

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

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

b. **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](#): SAMHSATIP 57
   VII. [NTI: National Training Institute: MENTAL HEALTH](#)

- All articles can be accessed through the UM Library with uniqname herborized password. Additional content that is needed will be posted to Canvas.
- To fully engage in the course topic and become a competent and skilled social work practitioner, students must complete all required readings and independent assignments to demonstrate integration into practice.
- Readings will not be discussed during class unless questions arise. Content should be integrated into practice skills, and students will be assessed by level of ability to incorporate theory and content into practice.
- Additional readings may be assigned as environmental shifts occur and will be posted to Canvas.
- Readings and assignments will be posted at least one week before the due date.

**Accommodations:**
If you need or desire an accommodation for a disability, please let me know soon. The earlier you make me aware of your needs, the more effectively we can use the resources available, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you decide to disclose your disability, I will treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements. Also, all preferred name and gender pronoun use will be honored.

**Trigger Warning:**
This course is heavily trauma-informed and focused. For any student who has experienced adversity in childhood or trauma, it will likely bring up painful material. Students may experience various emotions throughout the course and feel vulnerable. All feelings are acceptable, but students will be expected to be able to manage them. There will not be sufficient follow-up for processing painful memories or severe anxiety that might get triggered by the course content. In general, it is important for students who expect to struggle to seek support or therapeutic assistance to work through their own recovery during their graduate education to be present and effective in working with wounded clients. Wounded healers who are aware and have worked toward resilience make some of the best social workers. See the resources for this below.

**Health and Wellness:**
Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocates, Lauren Davis or Nyshourn Price, at ssw.wellness@umich.edu. Students may also visit/call the University’s Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8 am-5 pm, 530 S. State Street, Ann Arbor, MI 48102. Caps.umich.edu
The Course Agenda is subject to revision as we go.

c. Class Schedule

Date: May 9, 2023

Week 1: Introduction to Course/Review the syllabus and Canvas site/Focus on Engagement

Learning Objectives:

Identify engagement strategies appropriate to specific environments (EPAS 1, 6)

Assignment Due:

No assignment for the first week of class

Date: May 16, 2023

Week 2: Focus on Engagement

Learning Objectives:

Identify engagement strategies appropriate to specific environments (EPAS 1, 6)
Explain necessities and challenges associated with engagement strategies (EPAS 1, 6)
Describe how privilege, oppression, diversity, and social justice could influence engagement (EPAS 1, 6)

Assignment Due:

Engagement Script Due: Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the engagement script: Engagement includes how you begin your relationship with the people you will work with. Using engagement strategies described in the articles and videos presented in this module, describe yourself as you would to a client.

In this assignment, you will:
1. Select an age range
2. Write at least one script addressing the points below
3. Submit a script
Select an age group (either 7 to 13 or 14 to 18) and create written scripts introducing yourself and your role to promote engagement. You will identify the specific setting for your script(s): Hospital, Primary Care Clinic, Outpatient Behavioral Health.

In your script, address the following points as it makes sense for the age group:

• What is a social worker?
• How does the social worker engage with other members of the team?
• How long will the client be working with you?
• Do you have additional roles they should be aware of?
• What does confidentiality mean, and how will you navigate sharing health and safety concerns?
• What is your approach to practice?

You will practice the script for the selected age group and setting you would like to work in with a partner. In your practice, ensure your verbal and body language is natural and appropriate for the environment.

Clinical Documentation/Reflection: (During Class)

Peer Feedback (During Class)

Required Readings:


Audio-Visuals:


Supplemental Resources:


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Date: May 23, 2023

**Week 3: Assessment: Intricacies Within Formal and Informal Assessments**

**Learning Objectives:**

- Explain evidence-informed assessment procedures (EPAS 7)
- Match evidence-informed assessment procedures to their appropriate and culturally relevant intervention strategy (EPAS 7)
- Describe methods for remaining aware of and sensitive to diversity factors and social identities (EPAS 1,2,8,9)

**Assignment Due:**

**SIMmersion Simulation Due: Suicide Prevention: Assessing Risk with Taye Banks (see Assignments section of syllabus)**

**Assessment Script Due:** Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

**Instructions on preparing the Assessment script:**

This week, you have learned about completing assessments of children and families. In this discussion, you will write a script for explaining assessment tools to children and their families. Consider including the impacts of trauma on individuals.

In previous courses, you discussed Erikson’s Stages of Development and how the stages may influence your explanation of an assessment tool. Recall this information and in your own words in your initial response, write a script that describes how you would describe an assessment tool to a 7-year old and a 13-year-old.

For a refresher on Erickson’s Stages of Development model, please review the following resources: Erik Erickson and Lifespace Development and Erikson's Stages of Psychosocial Development.

Consider the following in your script:

- What is the purpose of an assessment?
- How will the information gathered be used?
- How will you ask about traumatic/adverse events?
In your responses to peers’ script, you can provide feedback on their description and the age appropriateness.

In your responses to peers, consider the following questions:

• How are your scripts similar and different from your peers?
• How were your scripts similar and different from the SIMmersion screen?
• What information could you take from your peer’s response to improve your own approach to explaining the tool for both or either age group?
• What could be added to your peer’s explanation to improve the explanation?

Clinical Documentation/Reflection: (During Class)

Peer Feedback (During Class)

Required Readings:


Audio-Visuals:


Supplemental Resources:

Hardy, K. (2015). The view from black America: Listening to untold stories. Psychotherapy


Psychology. (n.d.). *Suicide prevention videos* [Video]. Uniformed Services University. https://deploymentpsych.org/content/suicide-prevention-videos-main-page
**Date:** May 30, 2023

**Week 4: Intervention: Family Engagement**

**Learning Objectives:**

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate.

Explain how social and personal identities could influence intervention strategies and their effectiveness (MLO 3.2, CLO 3, EPAS 1, 7, 8)

Describe methods for remaining aware of and sensitive to diversity factors and social identities (MLO 3.3, CLO 3, EPAS 1, 7, 8)

**Assignment Due:**

**SIMmersion Simulation Due:** Preventing Childhood Obesity with Kelly Robinson (See Assignments section of syllabus)

**Family Engagement Script Due:** Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the Family Engagement script:

In this assignment, you will create a script that describes your theoretical approach to working with families. Consider the information provided in articles and videos. Then, incorporating engagement strategies, describe how the theory will be seen in your practice. As you write your script, reflect on your experience with the mother in the SIMmersion: Preventing Childhood Obesity with Kelly Robinson. Incorporate what you learned.

In your script, consider including the following components:

- Reference family practice models from the videos
- Describe your role as a practitioner to families
- Identify and describe the roles of the parents and children
- Describe how you will work with families

**Clinical Documentation/Reflection:** (IN Class)

**Peer Feedback** (IN Class)
**Required Readings:**


CEBC. (n.d.). *Parent-child interaction therapy (PCIT).*
[https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed](https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed)

[https://doi.org/10.1093/pch/21.5.239](https://doi.org/10.1093/pch/21.5.239)


**Audio-Visuals:**

[https://umich.kanopy.com/video/family-therapy-experts-series](https://umich.kanopy.com/video/family-therapy-experts-series)

**Supplemental Resources:**


CEBC. (n.d.). *Parent-child interaction therapy (PCIT).*
[https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed](https://www.cebc4cw.org/program/parent-child-interaction-therapy/detailed)


Date  Jun 6, 2023
Week 5: Goal Planning / Individualized Plan of Service

Learning Objectives:

Describe the concept of person-centered treatment (EPAS 1,2, 8)
Discuss person-centered treatment, goals, objectives and interventions (EPAS 1, 2, 8)
Apply a person-centered approach to a clinical scenario (EPAS 1, 2, 8)

Assignment Due:

Treatment Plan Script Due: Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the Treatment Plan script:

Treatment Plan Script For this activity, prepare a script to describe the treatment planning process to a 7-year-old and a second script that describes the treatment planning process to a 13-year-old and their family. Utilize the treatment planner specific to anxiety, as a diagnosis/presenting need, to identify potential goals that align with CBT and Motivational Interviewing as intervention strategies. You will use the section titled “Anxiety Reduction.”

Clinical Documentation/Reflection: (IN Class)

Peer Feedback (IN Class)

Required Readings:


Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC).
https://depts.washington.edu/db_peds/therapists_guide_to_brief_cbtmanual.pdf

Audio-Visuals:


Supplemental Resources:


DDlatWSU. (2020, June 22).
MDDC webinar #9: Person-centered planning amidst COVID-19 [Video]. YouTube. https://www.youtube.com/watch?v=1fuORSmKcJk

Date June 6, 2023

Week 5: Interventions: Motivational Interviewing

Learning Objectives:

Develop a plan for monitoring and evaluating the effectiveness of interventions (EPAS 1,2,8)
Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,2,8)
Apply an evidence-based, culturally, situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,2,8)
Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,2,3,4,8)
Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)
Apply an evidence-based intervention to a clinical scenario (EPAS 1,2,3,4,8)

Assignment Due:

SIMMersion Simulation Due: Engaging Adolescent Patients About Marijuana Use with David Martin (see Assignments section of syllabus)

Client Session Rating Script Due: Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the client session rating script:

Develop a written script to explain session rating scales (SRS) with a client to assess their satisfaction with sessions. The script should provide information on the purpose of the evaluation. Utilize the tools in the supplemental and resource section to create your script.

Clinical Documentation/Reflection: (IN Class)

Peer Feedback (IN Class)

Required Readings:


**Audio-Visuals:**


WSU SBIRT. (2019, March 3). *SBIRT for adolescents* [Video]. https://www.youtube.com/watch?v=5xk7OoOpK_U


SBIRTInstitute. (2011, October 31). *Full video: SBIRT for alcohol / drugs with adolescents* [Video]. https://www.youtube.com/watch?v=jzFZ4JYyu_w


**Supplemental Resources:**


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**Date: Jun 13, 2023**

**Week 6: Interventions: Introduction to CBT**

**Learning Objectives:**

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,2,8)

Apply an evidence-based, culturally and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,2,8)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,2,8)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Apply an evidence-based intervention to a clinical scenario (EPAS 1,2,3,4)

**Assignment Due:**

**SIMmersion Simulation Due:** Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley

**Complete: Midterm Survey by June18th 11:59 pm**

**CBT Quiz due by June 13th at 11:59pm**

**Cognitive Behavioral Therapy (CBT) Script Due:** Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

**Instructions on preparing the CBT script:**

For this assignment, develop a written script to describe the concept of CBT. Remember that services to children and adolescents include their families, so prepare the script to share directly with a client and their family. Identify the age that you are preparing the script for (7- year-old or 17-year-old).

In your script, include:
• Theory of the model
• Efficacy for client
• What the client can expect from the sessions

Clinical Documentation/Reflection: (IN Class)

Peer Feedback (IN Class)

Required Readings:


Audio-Visuals:


In-Shape Habits. (2014, September 2). *What is CBT? Cognitive behavioral therapy explained* [Video]. YouTube. https://www.youtube.com/watch?v=0ViaCs0k2jM

Supplemental Resources:


Date June 20, 2023

Week 7: Interventions CBT: Identifying and Challenging Automatic Negative Thoughts and Beliefs

Learning Objectives:

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,2,8)

Apply an evidence-based culturally, situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,2,8)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,2,8)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Assignment Due:

Simulation Due: Cognitive Behavioral Therapy Training With Roger Ellison

Automatic Thoughts Script Due: Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the Automatic Thoughts script:

In this assignment, you will utilize one CBT resource to develop a script to provide instructions to your mock client about completing a thought record as homework (pg. 51 in Brief CBT manual, pg 151 in CBT in School Settings, Resources for CBT pdf). Identify the client age that you are delivering the script to. If families will need to support due to their age, how will you introduce the assignment to them?

Prepare a script to describe the different automatic negative thoughts (all or nothing, emotional reasoning, over-generalizing, worst possible outcome, etc.) based on culturally and
developmentally responsive language. You can utilize resources on automatic negative thoughts as a part of your script (for example, What is an ANT in the Trails to Wellness group manual). If you are utilizing a specific source, please share the document that you are using. Be prepared to practice the explanation during the live session.

Clinical Documentation/Reflection: (IN Class)

Peer Feedback (IN Class)

Required Readings:


Audio-Visuals:


Supplemental Resources:


Date June 27, 2023

Week 8: Interventions CBT: Behavioral Activation, Relaxation, and Mindfulness

Learning Objectives:

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 Competency 1,8,2)

Monitor and evaluate interventions with regard to: effectiveness, sensitivity and 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 Competency 1,2,8,9)

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8,2)

Apply evidence-based, culturally and situationally-sensitive prevention and intervention strategy to a clinical scenario (EPAS 1,8,2)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1,8,2)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1,2,3,4,8)

Assignment Due:

Behavioral Activation Script Due: Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the Behavior Activation script:

In this assignment, you will develop a script to describe behavioral activation. Identify the age that you are preparing the script for and be sure to include the family as appropriate.

In your script consider including the following components:
• Definition of behavioral activation
• Alignment with previous sessions on thoughts and feelings
• Expectations for homework assignment
• Barriers to completing assignment

**Mindfulness Script Due:** Prepare and bring the script to the classroom. We will practice the script with a partner during our class meeting.

Instructions on preparing the Mindfulness script:

In this assignment, you will complete a script to describe mindfulness and prepare to complete a body scan and feeling rating scale with a client. Utilize resources provided in readings and resources (Trails to Wellness Mindfulness Groups) to develop a script.

Before you begin your script, identify the age group you will write for and note this at the top of your script.

**Clinical Documentation/Reflection:**

**Peer Feedback**

**Required Readings:**


Supplemental Resources:


**Audio-Visuals:**


3 Minute Body Scan Diane R. Gehart, Ph.D.: Mindfulness in schools with young children

3-Minute Compassion meditation for Children and Families Mindfulness in Schools: Mindfulness and the Brain for Children

https://www.youtube.com/watch?v=a_hPelcPRTg Mindfulness in Schools: Working with Difficult Emotions

https://www.youtube.com/watch?v=LtlZNCBIs4g Urban Yoga


**Date: July 11, 2023**

**Lesson 9: Interventions: Weaving MI, CBT, and Trauma-Informed Interventions**

**Learning Objectives:**

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8, 2)

Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario.

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1,8, 2)
Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1, 8, 2)

Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1, 8, 2)

Examine effective trauma-informed and culturally relevant interventions (EPAS 1, 2, 3, 4, 8)

Apply an evidence-based intervention to a clinical scenario (EPAS 1, 2, 3, 4, 8)

Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research-informed for effectiveness.

**Assignment Due:**

**Simulation Due:** Creating a Change Plan With Melody Denison

**Clinical Documentation/Reflection:**

**Peer Feedback**

Focusing on Solutions Discussion

Initial response due Day 3, Peer responses due Day 6

**Simulation Revision:** Revisiting SIMmersion: Engaging Adolescent Patients About Marijuana use With David Martin (CME)

**Required Readings:**


**Audio-Visuals:**


Faculty Lecture:


**CHECK IT documentary**

**Supplemental Resources:**


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Week 10: Date July 18, 2023

Lesson 10: Interventions: CBT Practice and Problem Solving

Learning Objectives:

Required Readings:


Assignment Due:

SIMmersion Due: Simulation 1: Cognitive Behavioral Therapy: Introducing CBT With Tanisha Mosley

Ending the Therapeutic Relationship Initial response due Day 3, Peer responses due Day 6

Reflection on CBT Practice due by July 18th 11:59pm (see canvas for instructions)

Mock client session outline due: In this assignment, you will prepare an outline or agenda for a 45–57 minute mock client session using engagement, goal identification, and a solution-oriented intervention. Include scaffolding for developing solutions.

This will be used to complete a mock client session that includes demonstration of skills gained from previous modules.

Audio-Visuals:


**Supplemental Resource:**


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**Week 11: Date July 25, 2023 (Last Day)**

**Lesson 11: Evaluation, Termination, and Planning**

**Learning Objectives:**

Monitor and evaluate interventions concerning effectiveness, sensitivity to diversity factors; the 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 Competency 1, 2, 8, 9)

**Assignment Due:**

**Therapeutic Relationship Script Due:**

In this assignment, you will prepare a script to discuss ending the therapeutic relationship that includes a review of the skills that were introduced to the client and their family. The script will also include the development of a plan for coping. In your script, identify tools that will be used and the age that you are focusing on.

**Professional Quality of Life Scale due for Class discussion:**

For this assignment, you will complete a professional quality of life scale for yourself.

Utilize the Professional Quality of Life Scale provided on the ProQOL Measure website. Then, use what you learned from completing the assessment to prepare three goals with
specific objectives and action steps for each.

**Termination Reflection:**
According to the NASW Code of Ethics Preamble, social workers seek to enhance the capacity of people to address their own needs. Termination is a natural part of the service delivery process. For this activity, you will reflect on the challenges, benefits, and impacts of service termination.

In your reflection, consider the following questions:
- What feedback would you want from a client upon termination?
- What tools/methods will you use to evaluate outcomes?
- Consider your cultural identity and your personal perception of ending relationships, what challenges do you predict in working with clients in the termination phase?
- What strategies will you use to address them?
- What adjustments will you make in the termination and prevention plan description and development following your mock session?
- What specific considerations should be made regarding termination when considering social identities of clients?

**Required Readings:**


https://doi.org/10.1080/00377310009517593

https://doi.org/10.1080/10503307.2010.518634

https://doi.org/10.1080/00377310009517598

https://doi.org/10.1037/prl000000 26
Audio-Visuals:

Supplemental Resources:

Assignments

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<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>% Overall Grade</th>
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<tr>
<td>Intervention Training</td>
<td>Module 6</td>
<td>100 points</td>
<td>20%</td>
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<td>Assignments (x2)</td>
<td>Module 10 Module 11</td>
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<tr>
<td>Scripts &amp; Mock Session (x11)</td>
<td>Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9 Module 11</td>
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<td>Quiz</td>
<td>Module 6</td>
<td>25 points</td>
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<tr>
<td>Attendance and Participation</td>
<td>Ongoing Each live session is worth 10 points</td>
<td>100 points</td>
<td>10%</td>
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<tr>
<td>Total Possible Points</td>
<td></td>
<td>495</td>
<td>100%</td>
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Types of Activities and Assignments

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

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

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

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

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

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

**SIMmersion (Simulations):** New practitioners have historically practiced conversations with vulnerable populations prior to real engagement to increase their confidence with skill implementation. SIMmersion simulations 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 SIMmersion and their use, please visit Using SIMmersion Simulation.
Use of Simulations in Field Education

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

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

d. Attendance Policy

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class session. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% are at risk of a grade reduction, including receiving a non-passing grade.

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

For more information, please see the Policy on Class Attendance. This policy can also be found in the MSW Student Guide.
Live class participation

All students are expected to be available and engaged during live sessions. Engagement will be evaluated based on the following:

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

Grading

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

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

- A+ 100%
- A 93 - 99%
- A - 90 - 92%
- B+ 88 - 89%
- B 83 - 87%
- B- 80 - 82%
- C+ 78 - 79%
- C 73 - 77%
- C- 70 - 72%
- D+ 68 - 69%
- D 63 - 67%
- F Less than 62%

Late assignments will be accepted up to one week late for up to 50% credit.
**Incompletes:** Incompletes are 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 must formally request an incomplete from the instructor prior to the final week of classes.

For additional information, please reference the following resources

- Grades in Academic Courses and in Field Instruction
- Student Grievance Procedures
- Policy for Grading in Special Circumstances

### e. Class Recording and Course Materials

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

For more information view the Recording and Privacy Concerns FAQ.

### Health-Related Class Absences

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

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

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