1. Course Statement

a. Course description
This course will build on intervention approaches introduced in the essential courses by promoting advanced and skill building for behavioral health providers (e.g., engagement, contracting, problem-solving, emotional regulation, behavioral activation, cognitive restructuring, etc.) using a specific brief, evidence-based and/or evidence-informed interventions including prevention, treatment and recovery as well as longer-term treatment and support for children and youth as appropriate. Particular focus will be on Cognitive Behavioral Therapy as a model of evidence-informed approaches in advancing clinical competency development regarding: 1. Psychoeducation, 2. Mindfulness, 3. Cognitive coping, 3. Behavioral Activation, 4. Exposure, 5. Problem solving and 7. Distress Tolerance. An overview of crisis and suicide intervention, solution focused, motivational interviewing interventions and family interventions will be provided. A specific intervention strategy will be analyzed in the context of delivering interventions as trauma-informed and culturally responsive. Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, youth, transitional age youth and their families.
b. Course objectives and competencies

Upon completion of this course, students will be able to:

1. Demonstrate engagement strategies that are relevant to the practice setting (EPAS Competency 1, 6)
2. Utilize evidence-informed assessment procedures to identify appropriate intervention strategies.
3. Develop person-centered treatment goals, objectives, and interventions. (EPAS Competency 1, 7, 8)
4. Implement evidence-based prevention and intervention strategies (e.g., cognitive behavioral interventions, parent management training) that are compatible with child/adolescent and family or caretaker goals, needs, circumstances, culture, and values. (EPAS Competency 1, 8, 2)
5. Develop trauma-informed intervention skills in working with children, adolescents, and their families that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3, 4, 8)
6. Monitor and 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 Competency 1, 2, 8, 9)

c. Course design

Class format will include lecture, discussion, case analysis, and peer-reviewed skill practice. Reflection and recorded assignments to evaluate students' ability to integrate knowledge into practice will be utilized. This course has been designed to focus on development and demonstration of intervention skills and competencies. Thus a “flipped classroom” model – with students reading pre-readings and watching videos prior to class and using class time primarily for practice demonstration and discussing questions and feedback will be followed. Teaching Pedagogy: I utilize engaged teaching strategies to impact transformative learning. The course content and materials will incorporate the following themes: Creativity • Intercultural engagement • Social/civic responsibility and ethical reasoning • Communication, collaboration, and teamwork • Self-agency, and the ability to innovate and take risks

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. Actively practice to enhance social justice: 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: Students during the engagement, assessment, intervention, and evaluation phases of work, how privilege, oppression, diversity, and social justice impacts 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 that are impacted by social justice goals. Develop strategies to engage in interprofessional teams with conflicting roles, responsibilities, and ideas. 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.

e. Instructor Expectations

As professionals in training, professional identity should be exhibited. Students should plan to attend each class prepared to participate.

If students are unable to attend or participate in the scheduled session, an email to the instructor is required. If more than two absences occur without contacting the instructor, the student will not receive 50% of the credit for points earned throughout the course of the semester.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner. Students that are unable to participate in respectful dialogue will be asked to exit the classroom and will not receive points for attendance or participation.

Students needing to contact the instructor are asked to do so via email at anthanyb@umich.edu. Students will need to communicate utilizing formal standards and include their name, course and if they are requesting a response. Communications requesting a response will be addressed within 48 business hours during the semester.

Communications that utilize informal language such as Hey, What's Up, etc, will not receive a response. Students that wish to meet with the instructor should email the instructor with the preferred date and time frame to meet.

Text communication is accepted at 503.975.4697.

Meetings with the instructor can be scheduled in advance to discuss course material, content, or to give and/or receive feedback. General questions that are not specific to an individual should be posted/asked in the CANVAS Q&A.

2. Text and Class Materials
There is not a standard, set textbook required for this course.

a. Resources and Course Materials:
   - TRAILS to Wellness
   - TF-CBT: Online Training: Medical University of South Carolina (COST)
   - Cognitive Behavioral Intervention for Trauma In Schools (CBITS)
   - The National Child Traumatic Stress Network
   - Georgetown University Center for Child and Human Development
   - Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57
   - NTI: National Training Institute: MENTAL HEALTH
   - Additional reading can be found in the weekly schedule

b. SIMmersion’s:
   - Adolescent SUD/Motivational Interviewing module with David for CME (2)
   - Suicide Prevention: Assessing Risk with Taye Banks
   - Preventing Childhood Obesity with Kelly Robinson
   - Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
   - Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison
   - Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison

   ● All articles can be accessed through the UM Library with uniqname and 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, it is expected that students will 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 prior to the due date.

SSW Credit Hour Policy
The United States Department of Education requires that academic institutions develop a written credit hour policy that conforms to the definition of a credit hour. More recently the University of Michigan has instructed us that our School must create such a policy. The School of Social Work definition of a credit hour formalizes compliance with federal expectations and assists with consistency through the School of Social Work. As such,
the School of Social Work utilizes a ratio of one hour of classroom instruction to two hours of out-of-class activity. Specifically:

- One credit is equal to approximately 45 hours of total work over the semester.
- Three credits is equal to approximately 135 hours of total work over the semester.

Because of the critical nature of reflection, integration, understanding the use of self in practice, self-care, and praxis to social work education, it is expected that a portion of these total work hours will be devoted to activities that further these aims. These activities may include, but are not limited to:

- The practice of critical self-care and building resilience.
- Integration of the concepts and theories presented in class with direct practice experiences such as those in their field courses.
- Engaging in activities that enhance self-reflection, self-awareness, and emotion regulation.
- Read more on the SSW credit hour policy [here](#).

### 3. Class Schedule

<table>
<thead>
<tr>
<th>Week/ Module</th>
<th>Topics</th>
<th>Learning Objectives</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 05/09/23</td>
<td>Introduction To Course</td>
<td>Identify engagement strategies appropriate for specific environments. (EPAS 1, 6)</td>
<td>Review the syllabus and Canvas site. Bring questions to first day of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CSWE Competency</strong></td>
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</tr>
<tr>
<td>1 05/09/23</td>
<td>Introduction to Course</td>
<td>Identify engagement strategies appropriate for specific environments. (EPAS 1, 6)</td>
<td><strong>ASSIGNMENT:</strong></td>
</tr>
<tr>
<td>Module 1</td>
<td>Focus on Engagement</td>
<td>Explain necessities and challenges associated with engagement strategies. (EPAS 1, 6)</td>
<td><strong>Engagement Scripts &amp; Recordings</strong></td>
</tr>
<tr>
<td></td>
<td>Therapeutic Alliance:</td>
<td></td>
<td>Engagement includes the way you begin your relationship with people you will work with. Using engagement strategies as described in the articles and videos presented in this module, describe yourself as you would to a client.</td>
</tr>
<tr>
<td></td>
<td>Beginnings and Endings</td>
<td></td>
<td>In this assignment, you will:</td>
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<td></td>
<td></td>
<td>1. Select an age range</td>
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<tr>
<td></td>
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<td></td>
<td>2. Write at least one script addressing the points below</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3. Submit script</td>
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<tr>
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<tr>
<td>Justice (P.O.D.S) could influence engagement. (EPA S 1, 6)</td>
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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 record yourself reading one of your scripts from one setting. Select and record the script for the age group you selected and the setting you would like to work in. In your recording, ensure that your verbal and body language are natural and appropriate for the environment. Be prepared to utilize the script during live session.

**READING RESOURCES:**


<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignment</th>
<th>Attribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Describe methods for remaining aware of and sensitive to diversity factors and social identities (EPAS 1, 2, 8, 9)</td>
<td>ASSIGNMENT: SIMmersion Simulation: Suicide Prevention: Assessing Risk with Taye Banks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3k 4, 8)</td>
<td>ASSIGNMENT: Assessment Tools Scripts Discussion Post</td>
</tr>
</tbody>
</table>
|           |        | This week, you have learned about completing assessments of children and families. For this class 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? Be prepared to utilize your script within class. 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?

READING RESOURCES:


3
05/2323
Module 3
Family Engagement

Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate. (MLO 3.1, CLO 3, EPAS 1, 7, 8)

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

 ASSIGNMENT:

SIMmersion Simulation: Preventing Childhood Obesity with Kelly Robinson (see master assignment)

 ASSIGNMENT:

This week you have read about family therapy and theoretical frameworks. With this information in mind, think about two models you selected from Family Therapy With the Experts Series for discussion.

For this week, please consider the following prompts:

- An overview of the two models you reviewed.
- Identify how the selected models are compatible or incompatible with your preferences for practice. What are some things to consider?
social identities. (MLO 3.3, CLO 3, EPAS 1, 7, 8)

- How is family conceptualized in the models presented in readings and videos for this module?
- What considerations and adjustments may be necessary to recognize diversity in family structures?

In response to your peer, consider the following:

- Share how your experience with theoretical frameworks of family intervention differs or is similar to your peers’ experiences.
- Share how your experiences, expectations, and conceptualizations might influence your view of peer’s approaches and how you might expand or develop in these areas.
- Share how your experience or lack of crosscultural experiences might influence your practice and how you might expand or develop in these areas.

**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.

**READING RESOURCES:**

Culturally Informed and Flexible Family Based Treatment for Hispanic Adolescents. Couple & family psychology, 2(4), 246–263.


<table>
<thead>
<tr>
<th>Module 4</th>
<th>Goal Planning/Individualized Plan of Service</th>
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</thead>
<tbody>
<tr>
<td>4/30/23</td>
<td>Describe the concept of personcentered treatment. (EPAS 1, 2, 8)</td>
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<td></td>
<td>Discuss personcentered treatment goals, objectives, and interventions. (EPAS 1, 2, 8)</td>
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<tr>
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<td>Apply a personcentered approach to a clinical scenario. (EPAS 1, 2, 8)</td>
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</table>

**ASSIGNMENT:**

Treatement 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.”

Be prepared to use these scripts in class.

**READING RESOURCES:**


Developing meaningful treatment plans. (2021). Improving Mi Practices. [Link](https://www.improvingmipractices.org/focus-areas/courses/person-centered-planning/developing-meaningful-treatment-plans)


**MEDIA RESOURCES:**
| 5/6/06/23 | Module 5 | Interventions and monitoring: Motivational Interviewing and tools to monitor effectiveness | Develop a plan for monitoring and evaluating 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, 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, 3, 4, 8) | ASSIGNMENT:  
SIMmersion Simulation: Engaging Adolescent Patients About Marijuana Use with David Martin (CME) (see master assignment outline)  
ASSIGNMENT RESOURCES  
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.  
READING RESOURCES  
(n.d.). Indian Health Service | Indian Health Service (IHS)  
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)


**MEDIA**

PsychotherapyNet. (2019, February 13). Motivational Interviewing for Adolescent Substance Use [Video]. YouTube. [https://www.youtube.com/watch?v=K-zJme3RTzM](https://www.youtube.com/watch?v=K-zJme3RTzM)


**ASSIGNMENT:**

**Complete TF-CBT OR CBITS ONLINE MODULES**

For this assignment, complete the full course to utilize with the ongoing practice of implementing CBT.

**Cognitive Behavioral Therapy (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

**READING RESOURCES**

A.M., Smith, S.N., Choi, S.Y., Koschmann, E., Liebrecht, C., Rusch, A., Abelson, J.L., Eisenberg,
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Interventions CBT: Identify and Challenging Automati c Negative Thoughts and Beliefs</th>
<th>Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate. (EPAS 1, 2, 8)</th>
<th>ASSIGNMENT RECOMMENDATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/6/2023</td>
<td>7</td>
<td>Examine effective trauma-informed and culturally relevant interventions. (EPAS 1, 2, 3, 4, 8)</td>
<td>Apply an evidence-based intervention to a clinical scenario. (EPAS 1, 2, 3, 4)</td>
<td>Automatic Negative Thoughts</td>
</tr>
</tbody>
</table>
For this week’s discussion, please respond to the following prompts:

- Describe which types of thoughts are most difficult for you to engage with.
- What types of thoughts are most difficult for you to refrain from?
- Are there situations where thoughts that are not positive, but should not be contextualized as negative?
- How do social identities impact thoughts?

In follow-up responses to two peers’ posts, address the following:

- Share how your experience with considering social identity and thoughts differs or is similar to your peers’ experiences.
- How your peer’s response influenced your perspective.

**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.

**READING RESOURCES**


Trails to Wellness. (2020). Session 5 Agenda: Depression and Anxiety.


**ASSIGNMENT:**

**Behavioral Activation Discussion**

This week you have read about the skill of behavioral activation. With this information in mind, think about your previous personal and practice experiences in attempting to change behaviors that are consistent with identified goals.

For this week’s discussion, please consider the following prompts:

1. When is behavioral activation not effective for clients (consider stages of change from motivational interviewing)?
2. How do your social and personal identities impact the focus on behavioral activation?
3. What ways can you ensure that the social and personal identities of clients are integrated into intervention implementation?
4. Are there incongruences with the texts and resources provided that are not culturally responsive and trauma informed?
In follow-up responses to two peers’ posts, consider the following:

1. Share how your experience differs or is similar to your peers’ experiences.
2. Challenges your peers may or may not experience as a result of their approach.
3. How your peers’ experience has influenced your perspective and approach.

**Behavioral 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

Also review the Behavioral Activation worksheet on page 176 of the Behavioral Activation guide. Practice using the worksheet with yourself. You will use this worksheet in class with a peer.

**READING RESOURCES**

Behavioral-Activation-for-Depression.pdf
https://medicine.umich.edu/sites/default/files/content/downloads/Behavioral-Activation-for-Depression.pdf

<table>
<thead>
<tr>
<th>9/8/23</th>
<th>Interventions: Relaxation and Mindfulness</th>
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</thead>
<tbody>
<tr>
<td>Module 9</td>
<td>Discuss evidence based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1, 8, 2)</td>
</tr>
<tr>
<td></td>
<td>Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1, 8, 2)</td>
</tr>
<tr>
<td></td>
<td>Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1, 8, 2)</td>
</tr>
<tr>
<td></td>
<td>Examine effective trauma-informed and culturally relevant interventions (EPAS 1, 2, 3, 4, 8)</td>
</tr>
<tr>
<td></td>
<td>Apply an evidence-based intervention to a</td>
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</table>

**ASSIGNMENT RECOMMENDATION:**

**Mindfulness Script**

Mindfulness strategies include being aware of your internal and external feelings.

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. Be prepared to use the script in the live session.

**Reading Resources**


clinical scenario EPAS 1, 2, 3, 4, 8)

https://doi.org.proxy.lib.umich.edu/10.1037/0033-3204.43.1.99


Erica M.S. Sibinga, Carisa Perry-Parrish, Shang-en Chung, Sara B. Johnson, Michael Smith, Jonathan M. Ellen, School-based mindfulness
<table>
<thead>
<tr>
<th>Date</th>
<th>Module 10</th>
<th>Interventions: CBT Practice: Putting it all together</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| 08/11/23   | 10        | Discuss evidence-based prevention and goal-oriented intervention strategies that are culturally and situationally appropriate (EPAS 1, 8, 2) | Complete three SIMmersions:  
- Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley  
- Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison  
- Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison |
|            |           | Apply an evidence-based, culturally, and situationally sensitive prevention and intervention strategy to a clinical scenario (EPAS 1, 8, 2) | ASSIGNMENT RESOURCE |
|            |           | Explain how social and personal identities could influence intervention strategies and their effectiveness (EPAS 1, 8, 2) | SIMmersion Reflection and Approach Modifications |
|            |           | Examine effective trauma-informed and culturally relevant interventions (EPAS 1, 2, 3, 4, 8) | Reflect on what you learned from completing the SIMmersion titled Cognitive Behavioral Therapy Training with Roger Ellison. Think about the experience and how core skills could be utilized with parents. Also think about how we could modify this for use with different age groups and parents. |
|            |           |                                                    | In your initial response address the following questions:  
- What could you do to modify the approach you used with Roger Ellison in the simulation to work with children?  
- How could you use core skills employed in your work with Roger Ellison in the |
| Module 11 | Interventions: CBT and Beyond | Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3k 4, 8) | **RESOURCES**

- **Internal Family Systems Therapy** Website
  - [IFS Overview](https://www.ifstherapy.org/)
- **DBT Workbook for Youth**
- **DBT Skills Manual**
- **Attachment Based Family Therapy**

**ASSIGNMENT RESOURCES**

**Mock Client Session**

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

This will be used to complete a mock client session that includes demonstration of skills gained from previous modules. A recording and
reflection will be submitted following the live session.

Complete SIMmersion on Motivational Interviewing:
SELF EVALUATE DIFFERENCE IN SKILLS

Revisiting SIMmersion: Engaging Adolescent Patients about Marijuana use with David Martin (CME).

Read the instructions fully and carefully prior to beginning.

For this assignment, you will revisit the simulation from Module 5. Download your previous transcript. Log into the SIMmersion website and access the simulation titled Engaging Adolescent Patients about marijuana use with David Martin (CME). If at all possible, use the “voice recognition” feature to get used to practice speaking with clients.

Complete the simulation.

Download your transcription. Then reflect on your experiences using the following questions:

- What differences did you notice in this simulation experience from Module 5?
- What are areas of strength for you?
- What skills do you notice that you need continued practice in?
- What was challenging about the experience?

<table>
<thead>
<tr>
<th>12 8/25/23</th>
<th>Evaluation, Termination, and Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 12</td>
<td>Monitor and 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</td>
</tr>
</tbody>
</table>

ASSIGNMENT

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:
| needs resulting from conditions (EPAS Competency 1, 2, 8, 9) | • 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? |

**READING RESOURCES**

[https://doi.org/10.1080/00377310009517598](https://doi.org/10.1080/00377310009517598)

*Professional Quality of Life Scale (ProQOL)*


**MEDIA RESOURCE**

4. Assignments

a. Master Assignments:
   - SIMmersion Modules
     1. Adolescent SUD/Motivational Interviewing module with David for CME (2)
     2. Suicide Prevention: Assessing Risk with Taye Banks
     3. Preventing Childhood Obesity with Kelly Robinson

b. Additional Assignments:
   - Peer examples and clinical rationale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submission</th>
<th>Percent of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMmersion Modules</td>
<td>Transcript submitted via canvas by midnight on the due date</td>
<td>25%</td>
</tr>
<tr>
<td>Clinical Engagement</td>
<td>Engagement rationale submitted via canvas by midnight on the due date</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Actively engaged in live sessions, responding to polls and discussion prompts. Engaged in discussion posts prior to and after sessions</td>
<td>35%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

https://www.youtube.com/watch?v=D9Cr-kiK5yk
https://video.alexanderstreet.com/watch/feedbackinformed-treatment-fit
Required Master Assignment 1: SIMmersion Module: Adolescent SUD/Motivational Interviewing module with David for CME INITIAL

Purpose
SIMmersion simulations allow students to interact with a ‘client’ that is responsive and unpredictable, much like an actual client. The ‘client’ responds differently to each topic/phrase you choose and their mood can change based on your chosen response.

Course Outcomes
This assignment provides documentation of student ability to meet the following course outcomes:

- Demonstrate engagement strategies that are relevant to the practice setting (EPAS Competency 1, 6)
- 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)
- Develop trauma-informed intervention skills in working with children, adolescents and their families that are grounded in practice and research informed for effectiveness. (EPAS Competency 1, 2, 3k 4, 8)

P.O.D.S. Capacities
This assignment connects to the many P.O.D.S. capacities, including:

- Recognize one’s own positionalities on multiple dimensions, including nationality/citizenship (the relative power of the nation) and other insider/outsider statuses. (D)
- Recognize how these intersect with each other and change in interactions with others and in different contexts. (D)
- Demonstrate intersectional humility in communication and interactions with others. (C)

Task
Engaging in a process reflection of simulated interactions may help you to critically reflect on your skills and facilitate self-assessment. Complete a Process Reflection Steps:

Selecting the simulation: Adolescent SUD/Motivational Interviewing module with David for CME

- Reading through the theory-based curriculum available within the application before you enter the simulation; this content contains valuable resources and information on the intervention technique before you begin to practice it. Review the curriculum as often as necessary.
- Utilize the “voice recognition” feature to get used to practice speaking with clients when possible. POST SIMULATION REFLECTION
- What feedback did you receive from reviewing the transcript?
  What did you learn from the experience?
  What skills might you incorporate into practice?
- What was challenging about the experience?
  Were there areas that were surprising to you?
- How did the personal and social identities of the client impact the interaction?
- How do your personal and social identities and experiences impact your views of substance use in adolescents?
• What opportunities for growth do you see for yourself in implementing motivational interviewing with youth and their families?

Grading Rubric

3 points for transcript submission
7 points (1 point for each prompt) for reflection submission
# Required Master Assignment 2: SIMmersion Module: Suicide Prevention: Assessing Risk with Taye Banks

## Purpose
SIMmersion simulations allow students to interact with a ‘client’ that is responsive and unpredictable, much like an actual client. The ‘client’ responds differently to each topic/ phrase you choose and their mood can change based on the words you choose to say.

## Course Outcomes
This assignment provides documentation of student ability to meet the following course outcomes:

- Demonstrate engagement strategies that are relevant to the practice setting (EPAS Competency 1,6)
- Utilize evidence-informed assessment procedures to identify appropriate intervention strategies (1,2, 7,8)

## P.O.D.S. Capacities
This assignment connects to the many P.O.D.S. capacities, including:

- Recognize one’s own positionalities on multiple dimensions, including nationality/citizenship (the relative power of the nation) and other insider/outsider statuses. (D)
- Recognize how these intersect with each other and change in interactions with others and in different contexts. (D)
- Demonstrate intersectional humility in communication and interactions with others.(C)
Task
Engaging in a process reflection of simulated interactions may help you to critically reflect on your skills and facilitate self-assessment. Complete a Process Reflection Steps:
Selecting the simulation: Suicide Prevention: Assessing Risk with Taye Banks
Reading through the theory-based curriculum available within the application before you enter the simulation; this content contains valuable resources and information on the intervention technique before you begin to practice it. Review the curriculum as often as necessary.
Utilize the “voice recognition” feature to get used to practice speaking with clients when possible

POST SIMULATION REFLECTION
• What feedback did you receive from reviewing the transcript?
  ○ What did you learn from the experience?
  ○ What skills might you incorporate into practice?
  ● What was challenging about the talking and documentation experience?
  ○ Were there areas that were surprising to you?
  ○ Did you observe differences in the tools and strategies introduced in SIMmersion?

  ● How did the personal and social identities of the client impact the interaction?
  ● How do your personal and social identities and experiences impact your views of substance use in adolescents?
  ● What opportunities for growth do you see for yourself in comp

Grading Rubric
3 points for transcript submission
7 points (1 point for each prompt) for reflection submission

5. Attendance and class participation
  b. Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement. This course covers a content domain that is extensive and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.
  c. Be present at the beginning of class when attendance is recorded and remain for the duration of class. In class, I ask you that you fully engage interpersonally and
do not have electronics on unless you need your computer to take notes. Please do not distract with your phone, email, or other social media during class. I need your full attention during my lectures, and we all need each other’s undivided attention when we are participating in class. I believe this is one way to practice good social work (key word – “social”) – fully showing up in mind, body, attention, and expression. I will be there with you in full, and I need that of you as well.

d. The instructor reserves the right to deduct 3% from the student’s final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification should be discussed with the instructor as soon as possible and changes will be documented in writing, typically over email. See below for absences due to illness (Health-Related Class Absences)

e. Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency. For more information see the Policy on Class Attendance found in the MSW Student Guide.

f. If you are facing a crisis, talk to me asap so we can plan for you to succeed in the course and we will work something out. Class attendance is so important because lecture, activities and discussion will focus on how to practice, and provide opportunities for you to expand your assessment skills. Most class sessions will begin at 6:00 and will end at 8:50 with a 10-minute break. I will provide an office hour before and after classes and by appointment, and don’t hesitate to call or text me on my cell to talk or set up an appointment time.

g. If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.

h. While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.

i. Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.

j. Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.

k. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the
instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

1. Eating and drinking is fine during course sessions.

m. Please do not bring children or adult guests to this course in person without permission of the instructor ahead of class.

n. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

6. Grading

• Grading Scale
  A (300-283 points) C+ (239-232 points)
  A- (282-270 points) C (231-220 points)
  B+ (269-262 points) C- (219-210 points)
  B (261-250 points) D (209-180 points)
  B- (249-240 points) F (less than 179 points)

The University of Michigan School of Social Work master’s program is on a 4.3 grade point system with a maximum term and cumulative GPA of 4.0.

The breakdown of the 4.3 scale is as follows:

4.3 = A+
4.0 = A
3.7 = A−
3.3 = B+
3.0 = B
2.7 = B−
2.3 = C+
2.0 = C
1.7 = C–
1.3 = D+
1.0 = D
0.7 = D–
0.0 = E

Students can calculate their grade point average (GPA) by dividing the Michigan honor points (MHP) by the Michigan semester hours (MSH) on their transcript. Students can access their grades via Wolverine Access at https://wolverineaccess.umich.edu/

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):
97-100=A+
93-96=A
90-92=A-
87-89=B+
83-86=B
80-82=B-
77-79=C+
73-76=C
70-72=C-
67-69=D+
63-66=D
60-62=D-

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade.
| (0 – 19) Poor Participation | • Does not attend class sessions  
|                           | • No effort, disruptive, and disrespectful  
|                           | • Uses harmful language in class and does not respect other students' identities |
| (20-39) Marginal Participation | • Does not attend 1-2 class sessions  
|                                  | • Late most/all in-person class sessions  
|                                  | • Little effort, texting or web surfing (irrelevant to course)  
|                                  | • Demonstrates infrequent involvement in class or class discussions  
|                                  | • Uses harmful language at times in class and sometimes does not respect other students' identities |
| (40-59) Moderate Participation | • Late to multiple class sessions  
|                                       | • Moderate effort, texting or web surfing on occasion (irrelevant to course)  
|                                       | • Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them  
|                                       | • Rarely offers to contribute to discussion, but contributes to a moderate degree when called on  
|                                       | • May seem occasionally distracted or uninterested  
|                                       | • Uses inclusive language at times and respects other students' identities to an extent |
| (60-79) Strong Participation | • Rarely late and no class absences  
|                                        | • Engaged in classroom activities only while in the class  
|                                        | • Has clearly read and asks pertinent questions about course material  
|                                        | • Offers interpretations or analysis of course material (more than just facts) to class  
|                                        | • Contributes well to discussion in an ongoing way  
|                                        | • Responds to other students' points, thinks through own points, questions others in a constructive way  
|                                        | • Demonstrates consistent ongoing involvement by active visual and/or verbal engagement  
<p>|                                        | • Uses inclusive language in class and respects other students' identities |</p>
<table>
<thead>
<tr>
<th>(80–100) Excellent Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently on time and no absences</td>
</tr>
<tr>
<td>Engaged in classroom activities only while in the class</td>
</tr>
<tr>
<td>Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)</td>
</tr>
<tr>
<td>Participates actively and equally during in class discussions, and group activities</td>
</tr>
<tr>
<td>Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students’ comments, contributes to the cooperative dialogue-building</td>
</tr>
<tr>
<td>Demonstrates ongoing active involvement and active visual and/or verbal engagement</td>
</tr>
<tr>
<td>Always uses inclusive language in class and respects other students’ identities</td>
</tr>
</tbody>
</table>

Please see some more information about Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances

1) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation that is communicated to your instructor as soon as possible. Extensions of existing due dates are at the discretion of your professor. See below for health-related absences (section h)

2) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

3) Grades will be posted to Canvas within two-three weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

o. 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 in advance that a recording will occur and be provided with an option to opt-out. 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.

p. 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.

q. 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.

r. 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 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: 8am-5pm, 530 S State St., Ann Arbor, MI 48109
caps.umich.edu

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