1. 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 as it relates to building therapeutic relationships and intervening with children, youth, transitional age youth, and their families. This course focuses on advanced skill-building regarding core practice interventions (e.g. engagement, contracting, problem-solving, emotional regulation, behavioral activation, cognitive restructuring, etc.) using specific brief, evidence-based and/or evidence-informed interventions including prevention, treatment, and recovery as
well as longer-term treatment and support for these children and youth as appropriate. Examples of practice interventions may include: behavioral/cognitive interventions, motivational interventions; resiliency-based interventions, brief treatments for mental health and substance use problems, crisis intervention, parent management interventions, and group interventions. Intervention strategies will be analyzed in the context of delivering trauma-informed, culturally responsive interventions.

b. Course objectives and competencies
   1. Demonstrate engagement strategies that are relevant to the practice setting (EPAS 1,6)
   2. Utilize evidence-informed assessment procedures to identify appropriate intervention strategies. (EPAS 7)
   3. Develop person-centered treatment goals, objectives, and interventions. (EPAS 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 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 1, 2, 3, 4, 8)
   6. Evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families' social identities on their experience of power and privilege; and appropriateness of the intervention to specific child/adolescent needs resulting from conditions (EPAS 1, 2, 8, 9)

c. Course design
   This could be online with live synchronous sessions.

d. Intensive focus on PODS

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

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

a. Text and 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 will be required to log into your University account using your credentials (username and password) to access University of Michigan Library materials.

a. Resources and Course Materials:
   i. TRAILS to Wellness
   ii. TF-CBT: Online Training: Medical University of South Carolina (COST)
   iv. The National Child Traumatic Stress Network
   v. Georgetown University Center for Child and Human Development
   vi. Trauma-Informed Care in Behavioral Health Services: SAMHSA TIP 57
   vii. NTI: National Training Institute: MENTAL HEALTH

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Lesson 1: Engagement</td>
<td>Read:</td>
</tr>
</tbody>
</table>


**Watch**
Price, D. *Engagement as the Foundation for Service Delivery* [Video]. Canvas. University of Michigan


**Supplemental Resources:**

**Complete:**
Engagement and Development Stages Discussion If Absent

Engagement Scripts &
<table>
<thead>
<tr>
<th>Module 2</th>
<th>Lesson 2: Assessment: Intricacies Within Formal and Informal Assessments</th>
<th><strong>Recordings</strong></th>
</tr>
</thead>
</table>
**Watch:** Psychotherapy.net. (2012). *Harnessing the power of* |**Clinical Documentation/Reflection:**  
**Peer Feedback** |
genograms in psychotherapy [Video]. Kanopy.  
https://umich.kanopy.com/video/harnessing-power-genograms-psychotherapy

Canvas. University of Michigan.

Supplemental Resources:

https://www.psychotherapynetworker.org/magazine/article/958/the-view-from-black-america


https://www.childwelfare.gov/topics/systemwide/assessment/family-assess/


Center for Deployment
<table>
<thead>
<tr>
<th>Module 3</th>
<th>Lesson 3: Intervention: Family Engagement</th>
<th>Read:</th>
</tr>
</thead>
</table>


**Watch:**


**Supplemental Resources:**

Shapiro, F., Kaslow, F. W., &


**Complete:**
Ideas of Families Discussion
SIMmersion Simulation: Preventing Childhood Obesity With Kelly Robinson

Family Engagement Script

Clinical Documentation/Reflection:

Peer Feedback
<table>
<thead>
<tr>
<th>Module 4</th>
<th>Lesson 4: Goal Planning / Individualized Plan of Service</th>
<th><strong>Read:</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Watch:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Supplemental Resources:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improving MI Practices. (n.d.).</td>
</tr>
</tbody>
</table>
Developing meaningful treatment plans.
https://www.improvingmipractices.org/focus-areas/courses/person-centered-planning/developing-meaningful-treatment-plans


<table>
<thead>
<tr>
<th>Module 5</th>
<th>Lesson 5: Interventions: Motivational Interviewing</th>
<th>Read:</th>
</tr>
</thead>
</table>


Complete:

Treatment Plan Script

Clinical Documentation/Reflection:

Peer Feedback
Watch:

https://www.youtube.com/watch?v=ivPlhCD0pFY

https://www.youtube.com/watch?v=K-zJme3RTzM


https://www.youtube.com/watch?v=5xk7OoOpK_U

https://youtu.be/zPomDCFiwjs

https://www.youtube.com/watch?v=GvaOXREccHI&feature=youtu.be

https://www.youtube.com/watch

**Supplemental Resources:**


<table>
<thead>
<tr>
<th>Module 6</th>
<th>Lesson 6: Interventions: Introduction to CBT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read:</td>
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</tbody>
</table>

Complete:
Simulation: Engaging Adolescent Patients About Marijuana Use With David Martin (CME)  
Motivational Interviewing Intervention Training  
Client Session Rating Script


**Watch:**


Therapist Aid. (2014, November 28). *What is CBT?* [Video]. YouTube. [https://www.youtube.com/embed/bUOaHsxe8OQ](https://www.youtube.com/embed/bUOaHsxe8OQ)

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


**Supplemental Resources:**

<table>
<thead>
<tr>
<th>Module 7</th>
<th>Lesson: Interventions CBT: Identifying and Challenging Automatic Negative Thoughts and Beliefs</th>
<th>Read:</th>
</tr>
</thead>
</table>


**Complete:**

Midterm Survey

Cognitive Behavioral Therapy (CBT) Script

CBT Quiz due by

**Clinical Documentation/Reflection:**

Peer Feedback


**Watch:**


**Supplemental Resources:**


National Resource Center for Permanency and Family Connection: Silberman School of Social Work at Hunter
<table>
<thead>
<tr>
<th>Module 8</th>
<th>Lesson: Interventions CBT: Behavioral Activation</th>
<th>Read:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Complete:</td>
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<tr>
<td></td>
<td></td>
<td>Automatic Thoughts Script</td>
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<tr>
<td></td>
<td></td>
<td><strong>Clinical Documentation/Reflection:</strong></td>
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<tr>
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<td></td>
<td><strong>Peer Feedback</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Module 8</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson: Interventions CBT: Behavioral Activation</strong></td>
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<tr>
<td></td>
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<td><strong>Read:</strong></td>
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</tbody>
</table>
Module 9  |  Lesson: Interventions: Relaxation and Mindfulness  |  Read:


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Watch:


Supplemental Resources:


Complete:

Behavioral Activation Script

Clinical Documentation/Reflection:

Peer Feedback


**Watch:**


**Supplemental Resources:**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Module 10</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Module 11</td>
</tr>
<tr>
<td>-----------</td>
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</table>
|           |                                      | Nims, D. R. (2007). Integrating play therapy techniques into solution-focused brief therapy. *International Journal of Play Therapy*, 16(1), 54–68. [link](https://doi-)


**Complete:**
Simulation: Cognitive Behavioral Therapy: Introducing CBT With Tanisha Mosley due Day 3
Simulation: Cognitive Behavioral Therapy Training With Roger Ellison due Day 3
Simulation: Creating a Change Plan With Melody Denison due Day 3

Reflections on CBT Practice

**Clinical Documentation/Reflection:**

**Peer Feedback**
| Watch:  
| Supplementary Resources:  
| Complete:  
| Focusing on Solutions Discussion
<table>
<thead>
<tr>
<th>Module12</th>
<th>Lesson: Interventions Termination and Maintenance</th>
<th>Read:</th>
</tr>
</thead>
</table>

**Watch:**


**Supplemental Resource:**


NASW. (n.d.). *Code of Ethics:*

29
| English. |  
| Complete: |  
| Ending the Therapeutic Relationship  
Initial response due Day 3, Peer responses due Day 6  
Therapeutic Relationship Script due Day 6  
Clinical Rationale due Day 7 |
<table>
<thead>
<tr>
<th>Module 13</th>
<th>Lesson: Evaluation and Planning</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ProQOL. (n.d.). <em>Professional quality of life measure.</em> <a href="https://proqol.org/ProQol_Test.html">https://proqol.org/ProQol_Test.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch:</td>
</tr>
</tbody>
</table>

**Supplemental Resources:**


**Complete:**
Evaluation of Professionals Initial response due Day 3, Peer responses due Day 6
Professional Quality of Life Scale due Day 6
Final Clinical Rationale due Day 7
c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>% Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Training</td>
<td>Module 6</td>
<td>100 points</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments (x2)</td>
<td>Module 10, Module 11</td>
<td>15 each, 30 total</td>
<td>25%</td>
</tr>
<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, Module 12</td>
<td>30 each, 330 total</td>
<td>35%</td>
</tr>
<tr>
<td>Quiz</td>
<td>Module 6</td>
<td>25 points</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Each live session is worth 10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Possible Points</td>
<td>495</td>
<td>100%</td>
</tr>
</tbody>
</table>

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. SIMmersions 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 SIMmersions and their use, please visit Using SIMmersion Simulations.

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

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

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.

e. Live class participation (if joining via zoom)
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.
f. Grading

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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>105%</td>
</tr>
<tr>
<td>A</td>
<td>94 - 100%</td>
</tr>
<tr>
<td>A -</td>
<td>90 - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 - 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>68 - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 - 67%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 62%</td>
</tr>
</tbody>
</table>

Late assignments will be accepted up to one week late for up to 50% credit.

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


g. Class Recording and Course Materials

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

For more information view the Recording and Privacy Concerns FAQ.

h. 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