

SOC W 661 - Social Work Practice Models

Fall 2023

Section 001: 150 HRCB on M from 10:00 am - 11:50 am, TBA TBA on M from 4:00 pm - 4:50 pm

Section 002: 150 HRCB on M from 1:00 pm - 2:50 pm, TBA TBA on M from 4:00 pm - 4:50 pm

Instructor/TA Info

Instructor Information

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Course Information

Description

Welcome to SOC W 661 - Practice Models in Social Work

This course provides introductory training in two core practice models in clinical social work: Motivational Interviewing (MI) and Cognitive Behavioral Therapy (CBT). We will also engage in a broad overview of major systems of psychotherapy (see list below).¹ This course will also promote professional and ethical behavior in social work through an introduction to the Ethical Principles and Ethical Standards of the NASW Code of Ethics.

Why MI and CBT?

The purpose of focusing intensively on a small number of models (i.e., MI and CBT) is to help students be maximally prepared to work with clients effectively and increase confidence with delivering interventions in their initial work with clients in clinical settings (e.g., practicum, internship, first jobs after graduation). Student feedback in past courses suggests that these models are useful and helpful as beginning social work students and as new clinical social workers in the field. There is no expectation, pressure or implicit requirement, however, that students or graduates from program become lifelong practitioners of MI and CBT. Students, as with all clinical social workers in the field, will choose for themselves models and interventions that are best suited to their circumstances and the needs of their clients. That being said, we believe that MI and CBT have arguably the most broad application and evidence base of the major practice models. Additionally, MI and the "spirit of MI"², in particular, is very closely aligned to the core values of social work³ and an approach that research is showing to be very well suited for working with diverse populations⁴. We believe that MI spirit promotes a respectful and compassionate approach toward clients. Our hope is that students can translate social work values into the moment-by-moment interaction with clients in clinical practice.

¹The broad overview of major models of psychotherapy will include: Psychoanalytic Therapies (e.g., psychoanalysis), Psychodynamic Therapies (e.g., Adlerian therapy), Existential Therapies, Person-Centered Therapies (e.g., Rogerian therapy), Experiential Therapies (e.g., Gestalt therapy), Exposure Therapies (prolonged exposure, EMDR), Behavior Therapies (e.g., systematic desensitization, contingency management), Cognitive Therapies (e.g., Beck's CT, REBT), Third Wave Therapies (e.g., ACT, DBT), Systemic Therapies (e.g., family systems therapies), Interpersonal Therapies, Gender-Sensitive Therapies (e.g., feminist theory), Multicultural Therapies (multicultural counseling), Constructivist Therapies (e.g., narrative, solution-focused).

²The "spirit of MI" is the underlying mindset and intent of MI. The MI spirit includes 1) **Partnership** with the client as equals; 2) **Acceptance** of the client, including their ambivalence about change; 3) **Compassion** for the client by putting their best interests at the center of the interaction; and 4) **Evocation** (i.e., bringing out) the client's own strengths, wisdom and personal reasons for making change (PACE).

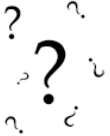

³For a more detailed discussion, see Hohman, M. (2012). *Motivational interviewing in social work practice*. Table 1.1 provides an excellent overview of social work principles and MI spirit.

⁴See Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. New York; Guilford Press. Chapter 25 under the heading Applications across Cultures reviews research to date.

Prerequisites

Admission to the MSW program at BYU or instructor permission is the only prerequisite. Prior volunteer or paid experience working in human service organizations is a plus.

Materials

Item	Price (new)	Price (used)
 <u>Listening Well</u> - <i>Required</i> by Miller, W	21.00	15.75
 <u>Motivational Interviewing 4e</u> - <i>Required</i> by Miller, W	65.00	48.75

Course Purpose

Competency Assessment

The following points outline how Competency 1 will be assessed in this course, including the corresponding Dimension(s) (in italics) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- Ethical Principles Digital Dialog
 - This assignment will assess student *knowledge* and *values* related to ethics and professional conduct. Students are required to read the NASW Ethics Code and are prompted select and discuss 2 of the 6 ethical principles of the ethics code. They are also asked to provide at least one specific example of how a social worker might: 1) exemplify the principle and 2) a specific example of how a social worker might violate the principle. Lastly, students engage with each other in an online discussion forum regarding ethics.
- Ethical Standards Digital Dialog
 - This assignment will assess student *skills* working with the NASW Code of Ethics and engage students in a *process* of application of ethical standards. This assignment shifts focus from the ethical principles to the ethical standards of the NASW Ethics Code. Students are asked to select a specific standard from the code and comment on how a clinical social worker might practice in accordance with that standard as well as how a clinical social worker might violate the standard. Students are required to engage in an online discussion forum with other students on the topic of ethical standards.

In order to be considered competent for Competency 1, students must pass the above assignments points with a cumulative 80% or better. If a student is found not competent, he/she will follow remediation instructions in the MSW Student Handbook.

The following points outline how Competency 8 will be assessed in this course, including the corresponding Dimension(s) (in italics) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- Real Play Transcription:
 - This assignment will assess student competency with the *process* of intervention. Students demonstrate intervention skill competency through a recorded real-play (i.e., a “real life” conversation with another individual about a change topic that they are considering undertaking). Motivational Interviewing (MI) is a key intervention model for this course. Students are asked to demonstrate competency in MI as indicated by their use of more reflective listening responses than questions. This set of basic skills forms the basis of all other interventions learned in this course.
- CBT Intervention Tools (from the Clinical Tools Portfolio):

- These assignments will assess student *knowledge* of effective intervention. Students are required to develop a clinical intervention plan for various clinical CBT intervention To demonstrate competency in these areas, students are required to include relevant detail for all of the following elements: 1) Intervention Name, 2) Associated model or theory, 3) Description of the intervention, a) when to use the intervention, b) how to introduce the intervention (using client-friendly language), c) how to deliver the intervention (using client-friendly language), d) possible problems that can come up when using the intervention, e) how to know if the intervention works, f) homework/follow-up elements of the intervention, g) how motivational interviewing can strengthen the intervention, and 3) Supporting Materials (such as a form worksheet or handout). References are also required.
- Helpful Responses Questionnaires:
 - These questionnaires will assess student *skills* with effective intervention. These questionnaires provide a series of clients statements. Students are prompted to provide the response that they feel will be most helpful in the situation. The first questionnaire is a baseline assessment. The second questionnaire is an assessment of skills learned in the course.

In order to be considered competent for Competency 8, students must pass these assignments with a cumulative 80% or better. If a student is found not competent, he/she will follow remediation instructions in the MSW Student Handbook.

Learning Outcomes

CSWE 2015 Competency 1

Demonstrate Ethical and Professional Behavior

Links to BYU AIM: Character Building (integrity, social justice)

CSWE 2015 Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Links to BYU AIM: Lifelong Learning and Service (service)

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grades are calculated based on raw (unweighted) points for each course component.

NOTE regarding quizzes: Some students have a difficult time with quizzes whereas others find them all too easy. My grading policy at the end of the course is to work with students individually who may be at risk of getting a C+ grade in the course or lower. This opportunity only applies for students who attempt ALL quizzes and ALL assignments.

Participation Policy

Student participation enhances learning and engagement. Students are expected to have read the assigned material prior to the day of class. This level of preparedness will lead to richer and more helpful discussions and, importantly, to skill development.

A part of class room decorum includes having cell phones silenced. Poor classroom etiquette, in addition to cell phones going off in class, includes but is not limited to such things as repeatedly leaving class early, leaving class and returning to class while it's in session, sleeping in class, text messaging during class, using your laptop or tablet for anything other than taking notes during class, and carrying on side conversations during class. Grade penalties for lack of preparedness, and poor classroom etiquette will be at the instructor's discretion, based on individual circumstances.

Attendance Policy

BYU's class attendance policy is that you are expected to attend classes for which you are registered. Likewise, instructors are expected to tell you what effect attendance has on the course grade. In compliance with this policy, you are expected to attend and be on time for classes. Students are allowed one unavoidable absence. In order to be excused, you will need to contact me--in advance if possible--and inform me of the absence and the general reason. If the student is unable to attend in person but is otherwise able to participate via remote means, students can be granted one (1) remote attendance option for the semester. Unavoidable absences are identified as such at instructor discretion. After one absence, students will thereafter lose points for non-attendance.

Classroom Procedures

Students will be evaluated on four course components:

1. Weekly quizzes* on text-book reading and lectures. Weekly quizzes are administered on Learning Suite. They generally consist of 5 questions worth 1 point each. Each quiz is timed (about 10 minutes). Quizzes are open book. Each quiz closes on Saturday at midnight prior to the week that the content will be discussed on the schedule.
2. Attendance at each weekly lecture. Attendance is with 10 points per class.
3. Participation in a periodic Digital Dialog (e.g., discussion board) assignments.
4. Creation of a clinical tools portfolio. A clinical tools portfolio is an assignment that allows each student to focus on tools that will aid them in working with clients using clinical skills used in class.

The portfolio consists of 4 elements (full details are listed for each item under the Assignments tab):

1. A 10 minute (approximately) audio recording of you using MI skills in a role-play with a volunteer
2. A transcription and coding of your audio recording to code different social worker skills (e.g., OARS, ATA).
3. Intervention Tool 1
4. Intervention Tool 2

The intervention tools identify a specific clinical intervention, a detailed description of how and when to use it clinically, and one or more supporting materials (e.g., worksheet, handout) to assist with the intervention. Students might choose to use their role-play to demonstrate one of the interventions.

Study Habits

The clinical social work skills used in this course build upon each other. It is therefore very important to keep up with the assigned readings and assignments. The weekly quizzes will help keep students up on the readings.

The clinical tools portfolio will be due several weeks before the end of class and NOT at the end of the semester. I have found that this helps to improve the helpfulness of this assignment by avoiding the bottleneck of the final exams and final papers that will be assigned in other classes. This means that it will be helpful to select a role-play volunteer sometime around midterm and a clinical intervention that you want to demonstrate shortly thereafter. I am very happy to discuss this throughout class, demonstrate various interventions and answer questions that you have.

Teaching Philosophy

In this program we are inviting you to change your behavior to become excellent clinical social workers! The intent and design for this class is to help BYU MSW graduates obtain excellent preparation in clinical skills. Toward that end, I appreciate the importance of interaction and practical application in addition to didactic instruction. Students can expect to have opportunities for discussion as well as *practice* of clinical skills in class. I see education as a social work intervention and I lead class sessions and discussion in similar ways that I would a therapeutic interaction. That means that sometimes I will *direct* the content of class sessions; sometimes I will *follow* student questions and comments as a guide to class discussions. Most of the time, however, I will *guide* class discussions in order to cover the planned content but be flexible to engage student comments and questions (i.e., this is not a lecture only class!). Please be prepared to participate and accept my invitations to encourage participation.

Assignments

Assignment Descriptions

*Helpful Responses Questionnaire - Pre-test

08 Due: Friday, Sep 08 at 11:59 pm

Please use this link to complete this quiz:

<https://goo.gl/forms/8N5O1uw1L1qCQ8692>

You do NOT have to submit anything through Learning Suite. Just make sure that you include your name on the survey.

Class 1 Attendance Week of: 9/4

Sep
09 Due: Saturday, Sep 09 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Class 2 Attendance Week of: 9/11

Sep
16 Due: Saturday, Sep 16 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Class 3 Attendance Week of: 9/18

Sep
23 Due: Saturday, Sep 23 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

*Ethics Code Familiarization

Sep
23

Due: Saturday, Sep 23 at 11:59 pm

Select and discuss 2 of the 6 ethical principles described in the NASW Code of Ethics. You can access the code here:

<https://socialwork.utexas.edu/dl/files/academic-programs/other/nasw-code-of-ethics.pdf>

In your discussion, provide at least one specific example of how a social worker might: 1) exemplify the principle and 2) a specific example of how a social worker might violate the principle. Respond to at least one of your classmates with a substantive post (i.e., not just "I liked what you said.")

Class 4 Attendance Week of: 9/25

Sep
30

Due: Saturday, Sep 30 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Class 5 Attendance Week of: 10/2

Oct
07

Due: Saturday, Oct 07 at 11:59 pm

Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 10 points. For this class period, enter the number of points (out of 10) that you earned based on this criteria. Also **write in two key take-away concepts** that stood out to you from this class: One from Monday (concepts) and one from Wednesday (Practice) Write 3-4 sentences to summarize your key take-away(s).

Class Recording Release Form

Oct
09

Due: Monday, Oct 09 at 11:59 pm

Form used for collecting a FERPA release from students for sharing the recording of their class to students in other sections of the course.

Class 6 Attendance Week of: 10/9

Oct
14

Due: Saturday, Oct 14 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Class 7 Attendance Week of: 10/16

Oct
21

Due: Saturday, Oct 21 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation; 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Behavior Therapy - CBT Intervention

Oct
21

Due: Saturday, Oct 21 at 11:59 pm

First Wave CBT Intervention - Behavior Therapy.docx [Download \(plugins/Upload/fileDownload.php?fileId=f399fbe4-TvGr-8Um5-FwDV-Vf09933d06af&pubhash=9b80xyCXmrc9nChAxIVCKto6LW05zDUxAI-nS_anw1Yt-NHYZU465BCz2xiBjo2GNJFhICGkte17PJLAPC8Mlg==\)](#)

Behavior Therapy - CBT includes (but is not limited to) the following broad categories or systems:

behavior therapy, exposure therapy, applied behavior analysis, behavior modification, systematic desensitization, relaxation training, contingency management, stimulus control, operant conditioning, classical conditioning, communication skills training, and others.

From among these broad categories, select a specific intervention from among these behavior therapy categories. This intervention is something you could introduce and start using with your client in one session (about 45 minutes, although it may take several sessions for the client to practice, use and benefit from this intervention).

You can find these interventions described in the readings, presented in class lectures or another that you have discovered in your own research. You may want to choose an intervention that addresses a topic of clinical interest to you.

Students should thoroughly address each item listed below. Include the following in your document:

- Name of the Intervention:
- Name of the model, system or theory (or theorist) that this intervention comes from:
- Description:
 - When to use the intervention:
 - Description: Be specific as to the types of clinical problems or client complaints that might be a good match for this intervention
 - Imaginary client dialog: Provide two or more examples of specific client statements that might signal that the client might benefit from the intervention.
 - How to introduce the intervention
 - Description: (none needed, just provide imaginary client dialog).
 - Imaginary client dialog: Provide an example of imaginary dialog of what you would say to the client (using client-friendly language).
 - How to deliver the intervention
 - Description: Briefly describe your intention and goals for using this intervention.
 - Imaginary client dialog: Provide an example of imaginary dialog of what you would say to the client (using client-friendly language).
 - Possible problems:

- Description: Describe two or more possible problems that can come up when using this intervention. Also describe how you can address these:
- Imaginary client dialog: Write two imaginary client questions or concerns that clients might express to you about this intervention.
- How to know if the intervention works:
 - Description: Describe two or more indicators that tell you as the clinician that the intervention is working as intended for the client.
 - Imaginary client dialog: Include two imaginary client statements that suggest that the intervention is working for the client.
- Homework/follow-up:
 - Description: Describe what the client might do outside of session to help them derive additional benefit from the intervention.
 - Imaginary client dialog: Write what you would say to the client to introduce any homework or follow-up tasks.
- How Motivational Interviewing (MI) can help:
 - Description: Describe specific motivational concepts that might help strengthen this intervention.
 - Imaginary client dialog: Write out one or more MI-consistent statements that you might say to the client to help with this intervention.
- Supporting Materials:
 - Include any forms, worksheets, handout (attach separately if needed) that might help you deliver the intervention. These may include worksheets, handouts, URLs to supporting videos or audio files or other helpful resources that may be helpful for you to use this intervention with clients. If you use someone else's work, always ensure to include the full reference.
- References:

Class 8 Attendance Week of: 10/23

Oct
28 Due: Saturday, Oct 28 at 11:59 pm

Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 10 points. For this class period, enter the number of points (out of 10) that you earned based on this criteria. Also write in two key take-away concepts that stood out to you from this class: One from Monday (concepts) and one from Friday (Practice) Write 3-4 sentences to summarize your key take-away(s).

Class 9 Attendance Week of: 10/30

Nov
04 Due: Saturday, Nov 04 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Class 10 Attendance Week of: 11/6

Nov
11 Due: Saturday, Nov 11 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):

2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Cognitive Therapy - CBT Intervention

Nov
18

Due: Saturday, Nov 18 at 11:59 pm

Cognitive therapy CBT includes (but is not limited to) the following broad categories or systems:

cognitive therapy, cognitive restructuring, rational emotive behavior therapy, cognitive reprocessing therapy, guided imagery, and others.

From among these broad categories, select a specific intervention from among these cognitive therapy categories. This intervention is something you could introduce and start using with your client in one session (about 45 minutes, although it may take several sessions for the client to practice, use and benefit from this intervention).

You can find these interventions described in the readings, presented in class lectures or another that you have discovered in your own research. You may want to choose an intervention that addresses a topic of clinical interest to you.

Students should thoroughly address each item listed below. Include the following in your document:

- Name of the Intervention:
- Name of the model, system or theory (or theorist) that this intervention comes from:
- Description:
 - When to use the intervention:
 - Description: Be specific as to the types of clinical problems or client complaints that might be a good match for this intervention
 - Imaginary client dialog: Provide two or more examples of specific client statements that might signal that the client might benefit from the intervention.
 - How to introduce the intervention
 - Description: (none needed, just provide imaginary client dialog).
 - Imaginary client dialog: Provide an example of imaginary dialog of what you would say to the client (using client-friendly language).
 - How to deliver the intervention
 - Description: Briefly describe your intention and goals for using this intervention.
 - Imaginary client dialog: Provide an example of imaginary dialog of what you would say to the client (using client-friendly language).
 - Possible problems:
 - Description: Describe two or more possible problems that can come up when using this intervention. Also describe how you can address these:
 - Imaginary client dialog: Write two imaginary client questions or concerns that clients might express to you about this intervention.
 - How to know if the intervention works:
 - Description: Describe two or more indicators that tell you as the clinician that the intervention is working as intended for the client.
 - Imaginary client dialog: Include two imaginary client statements that suggest that the intervention is working for the client.
 - Homework/follow-up:
 - Description: Describe what the client might do outside of session to help them derive additional benefit from the intervention.
 - Imaginary client dialog: Write what you would say to the client to introduce any homework or follow-up tasks.

- How Motivational Interviewing (MI) can help:
 - Description: Describe specific motivational concepts that might help strengthen this intervention.
 - Imaginary client dialog: Write out one or more MI-consistent statements that you might say to the client to help with this intervention.
- Supporting Materials (at least one supporting item is required):
 - Include any forms, worksheets, handout (attach separately if needed) that might help you deliver the intervention. These may include worksheets, handouts, URLs to supporting videos or audio files or other helpful resources that may be helpful for you to use this intervention with clients. If you use someone else's work, always ensure to include the full reference.
- References:

Second Wave CBT Intervention - Cognitive Therapy.docx [Download \(plugins/Upload/fileDownload.php?fileId=537eaffe-GRrx-DOum-Xc3h-k6e071b0420c&pubhash=q0Zq3wuZgR3CIITEjj45LRmtL4v0ssrOepIMtY1amjhYEyYcieBvIQ-Uv3t_MltA-s5dWOavVHdB3MA3cG5rFA==\)](#)

Class 11 Attendance Week of: 11/13

Nov
18

Due: Saturday, Nov 18 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Class 12 Attendance Week of: 11/20

Nov
25

Due: Saturday, Nov 25 at 11:59 pm

Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 10 points. For this class period, enter the number of points (out of 10) that you earned based on this criteria. Also **write in two key take-away concepts** that stood out to you from this class: One from Monday (concepts) and one from Wednesday (Practice) Write 3-4 sentences to summarize your key take-away(s).

Reflections on CBT

Dec
02

Due: Saturday, Dec 02 at 11:59 pm

Please respond to the following:

1. Identify at least one critical take-away lesson or principle from the reading and videos on CBT.
2. Indicate why this point stands out to you.
3. If you choose to use any CBT interventions in the future, indicate what you might do to continue practicing and improving your skills (if you choose not to use CBT in the future, please suggest what someone else might do to practice and improve their skills in this area).

Respond to at least one of your classmates with a substantive post (i.e., not just "I liked what you said.")

Reflections on MI

Dec

02 Due: Saturday, Dec 02 at 11:59 pm

Please respond to the following:

1. Identify at least one critical take-away lesson or principle from the training on MI.
2. Indicate why this point stands out to you.
3. If you choose to MI in the future, indicate what you might do to continue practicing and improving your skills (if you choose not to use MI in the future, please suggest what someone else might do to practice and improve their MI skills).

Respond to at least one of your classmates with a substantive post (i.e., not just "I liked what you said.")

Class 13 Attendance Week of: 11/27

Dec 02 Due: Saturday, Dec 02 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Reflections on ACT

Dec 02 Due: Saturday, Dec 02 at 11:59 pm

Please respond to the following:

1. Identify at least one critical take-away lesson or principle from the reading and videos on ACT.
2. Indicate why this point stands out to you.
3. If you choose to use any ACT interventions in the future, indicate what you might do to continue practicing and improving your skills (if you choose not to use ACT in the future, please suggest what someone else might do to practice and improve their skills in this area).

Respond to at least one of your classmates with a substantive post (i.e., not just "I liked what you said.")

Class 14 Attendance Week of: 12/4

Dec 09 Due: Saturday, Dec 09 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation, 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

Mindfulness and Acceptance - CBT Intervention

Dec
09

Due: Saturday, Dec 09 at 11:59 pm

Mindfulness and Acceptance CBT includes (but is not limited to) the following broad categories or systems:

mindfulness, mindfulness-based stress reduction, mindfulness-based CBT, dialectical behavior therapy (DBT), acceptance and commitment therapy (ACT)

From among these broad categories, select a specific intervention from among these mindfulness and acceptance categories. This intervention is something you could introduce and start using with your client in one session (about 45 minutes, although it may take several sessions for the client to practice, use and benefit from this intervention).

You can find these interventions described in the readings, presented in class lectures or another that you have discovered in your own research. You may want to choose an intervention that addresses a topic of clinical interest to you.

Students should thoroughly address each item listed below. Include the following in your document:

- Name of the Intervention:
- Name of the model, system or theory (or theorist) that this intervention comes from:
- Description:
 - When to use the intervention:
 - Description: Be specific as to the types of clinical problems or client complaints that might be a good match for this intervention
 - Imaginary client dialog: Provide two or more examples of specific client statements that might signal that the client might benefit from the intervention.
 - How to introduce the intervention
 - Description: (none needed, just provide imaginary client dialog).
 - Imaginary client dialog: Provide an example of imaginary dialog of what you would say to the client (using client-friendly language).
 - How to deliver the intervention
 - Description: Briefly describe your intention and goals for using this intervention.
 - Imaginary client dialog: Provide an example of imaginary dialog of what you would say to the client (using client-friendly language).
 - Possible problems:
 - Description: Describe two or more possible problems that can come up when using this intervention. Also describe how you can address these:
 - Imaginary client dialog: Write two imaginary client questions or concerns that clients might express to you about this intervention.
 - How to know if the intervention works:
 - Description: Describe two or more indicators that tell you as the clinician that the intervention is working as intended for the client.
 - Imaginary client dialog: Include two imaginary client statements that suggest that the intervention is working for the client.
 - Homework/follow-up:
 - Description: Describe what the client might do outside of session to help them derive additional benefit from the intervention.
 - Imaginary client dialog: Write what you would say to the client to introduce any homework or follow-up tasks.
 - How Motivational Interviewing (MI) can help:
 - Description: Describe specific motivational concepts that might help strengthen this intervention.
 - Imaginary client dialog: Write out one or more MI-consistent statements that you might say to the client to help with this intervention.
- Supporting Materials (at least one supporting item is required):

- Include any forms, worksheets, handout (attach separately if needed) that might help you deliver the intervention. These may include worksheets, handouts, URLs to supporting videos or audio files or other helpful resources that may be helpful for you to use this intervention with clients. If you use someone else's work, always ensure to include the full reference.
- References:

Third Wave CBT Intervention - Mindfulness and Acceptance.docx [Download \(plugins/Upload/fileDownload.php?fileId=4f58d342-OemO-31Jt-WBhL-Gr5823bc1441&pubhash=frHWXGEJjF3SkKS-EP6ikmnV-rr3-h6PRIJpVWQmIPNBsloRPDhbUf3PNsDCtxNZrSBmruMU3VosQN2dHNv10A==\)](#)

*Helpful Responses Questionnaire - Post Test

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Please access the link here:

<https://goo.gl/forms/jg5u66d3XNy06ctf1>

When you hit Submit, that will count as completion of the Quiz.

You do NOT have to submit anything through BYU Learning Suite.

3. Practice Simulation #2-Emily

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

1. [Practice Simulation #2-Emily \(20 points\)](#)

See the "Kognito Overview & Instructions" power-point found under the "content" tab of this syllabus for additional information.

Students will log into their individual Kognito account and complete the Screening and Brief Intervention (SBI) with Adolescents Practice Challenge/Simulation #2 (Emily). Students are encouraged to "review and rework through" the practice simulation, exploring how differing responses are received by the client, what additional feedback is given, and what additional comments are made.

Upon completion of the simulation with Emily, students will submit, via LS, a one paragraph (3-4 sentence) response: 1. documenting their completion of the first practice simulation (10 pts) and, 2. reflecting upon two concepts they became aware of or learned (10 pts).

Grading of this assignment is based upon completion of the simulation and submission of the learning reflection. (See Simulation Grading Rubric under the content tab.) Late submission of the assignment will result in an automatic 50% deduction in points.

Completion of the simulation is required for successful completion of the course.

It is recommended that students print off/save an electronic copy of the resource items within the simulation for their future reference.

4. Practice Simulation #3-Kayla

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

1. [Practice Simulation #3-Kayla \(20 points\)](#)

See the "Kognito Overview & Instructions" power-point found under the "content" tab of this syllabus for additional information.

Students will log into their individual Kognito account and complete the Screening and Brief Intervention (SBI) with Adolescents Assessment Challenge/Simulation #3 (Kayla).

The first time through this simulation the student is to work their way through the simulation, giving what they consider to be the most professional and "best responses."

Upon completion of the simulation, a performance assessment score will be generated (Assessment Dashboard). Students will submit, via LS, a screen shot (use the "snipping tool" to obtain a screen shot...) of their Assessment Dashboard information (overall performance score and subcategory scores).

After saving and submitting a screen shot of their original assessment dashboard scores, students are encouraged to "review and rework through" the simulation, and explore how differing therapeutic responses are received by the client and how such changes impact the student's overall assessment score.

Students need to work through the simulation, uploading copies of their assessment dashboard score/information, until they receive a minimum score of 75. (75 is the suggested score demonstrating competency). Students may "review and rework through" the challenge simulation #3 as many times as they desire. Multiple file uploads of assessment dashboard scores have been enabled in LS.

Grading of this assignment is based upon **completion of the challenge simulation #3 (Kayla) and submission of an Assessment Dashboard Score of 75 or above. (20 pts).**

Completion of the Kognito simulation training module with an Assessment Dashboard score of 75 or above is required for successful completion of SocW 661.

Late submission of the assignment will result in an automatic 50% deduction in points.

1. Pre-Test Survey

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

1. Practice Simulation Pre-Test Survey (10 points)

See the "Kognito Overview & Instructions" power-point found under the "content" tab of this syllabus for additional information.

Students will log into: kognitocampus.com Enrollment key: byuedu, set up their individual account, and complete the Screening and Brief Intervention (SBI) with Adolescents pre-test survey. Upon completion of the pre-test survey, students will submit, via Learning Suite, one sentence stating that they enrolled in the Kognito simulation and completed the pre-test survey.

Grading of this assignment is based upon completion of the pre-test survey. Students who complete the pre-test will receive 10 points. Those who do not complete the pre-test will receive 0 points.

Late submission of assignment will result in an automatic deduction of 5 points.

Class 15 Attendance Week of: 12/11

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Write 2 to 3 sentences for each of the prompts below (feel free to copy and paste the prompts below into your typed attendance submission):

1. My take-aways from Motivational Interviewing (MI):
2. My key take-aways from Cognitive Behavioral Therapy (CBT):
3. My key take-aways from Acceptance and Commitment Therapy (ACT):
4. My overall self-rating for preparedness and participation* in class/practice lab this week (1 = very poor preparedness or participation; 2 = fair preparedness or participation; 3 = good preparedness or participation; 4 = excellent preparedness or preparation):

* Completing all the required readings before class, arriving on time, attending the full class and participating fully is worth 4 points.

2. Practice Challenge/Simulation #1-Josh

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

1. Practice Challenge/Simulation #1-Josh _ (20 points)

See the "Kognito Overview & Instructions" power-point found under the "content" tab of this syllabus for additional information.

Students will log into their individual Kognito account, complete the "learning portion" of the clinical training and then complete the Screening and Brief Intervention (SBI) with Adolescents Practice Challenge/Simulation #1 (Josh).

Students are encouraged to "review and rework through" the practice simulation, exploring how differing responses are received by the client, what additional feedback is given, and what additional comments are made.

Upon completion of the simulation with Josh, students will submit, via LS, a one paragraph (3-4 sentence) response: 1. documenting their completion of the first practice simulation (10 pts) and, 2. reflecting upon two concepts they became aware of or learned (10 pts).

Grading of this assignment is based upon completion of the simulation and submission of the learning reflection. (See Simulation Grading Rubric under the content tab.) Late submission of the assignment will result in an automatic 50% deduction in points.

Completion of the simulation is required for successful completion of the course.

It is recommended that students print off/save an electronic copy of the resource items within the simulation for their future reference.

6. SBI w/ Adolescent Certificate Submission

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

SBI w/ Adolescent Certificate Submission (10 points)

After completing challenge simulation #3 (Kayla) with an assessment score of at least 75, students are to print off/save an electronic copy of the training certificate earned. (The assessment score (XX/100) is included on the certificate of completion.) Students will upload and submit, via LS, a copy of their certificate of training as proof of completion and competency.

5. Practice Simulation Post-Test Survey

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

1. Practice Simulation Post-Test Survey (20 points)

Students will log into their individual Kognito account and complete the Screening and Brief Intervention (SBI) with Adolescents post-survey. Upon completion of the post-survey students will submit, via LS, a one sentence response stating they completed the post-simulation survey.

Grading of this assignment is based upon completion of the post-test. Students who complete the post-test will receive 20 points. Those who do not complete the post-test will receive 0 points.

Late submission of assignment will result in an automatic deduction of 10 points.

***Ethics Code Application: Ethical Standards**

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Earlier in this course, you were asked to discuss some of the Ethical *Principles* of the NASW code of ethics. This current discussion focuses on the ethical *Standards*. For this digital dialog, please select and comment on one of the standards provided in the NASW Code of Ethics. For your selected standard, comment on both of the following:

1. How a clinical social worker might practice in accordance with that standard
 2. How a clinical social worker might violate the standard.
- Respond to at least one other classmate with a thoughtful and substantive response.

Transcription

Dec
16

Due: Saturday, Dec 16 at 11:59 pm

Submit your transcription file here.

Use this file to transcribe your words in the audio recording:

Role Play Transcription and Coding Sheet.xlsx [Download \(plugins/Upload/fileDownload.php?fileId=510941d8-XY23-ghDo-73Za-cR0ffabe522f&pubhash=uG3-CdfSgiQDZfWm84kPt7QFqMSqxDutywIDpMkshvVJ5hxPuzgra1vIADcSw5gADWBIMYMBstA9Vh2Xk5G3g==\)](#)

Audio Recording of Real Play

Dec
16

Due: Saturday, Dec 16 at 11:59 pm

Submit your audio recording here.

The recording should be approximately 5 to 15 minutes.

NOTE: For this assignment, you do NOT have to demonstrate any interventions (including the ones that you chose for your clinical tools portfolio). This is primarily a demonstration of your MI basic skills. It helps to have a partner with a clear change topic so that you can clearly identify change talk and sustain talk during the interaction.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of

women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges." ^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."ⁱⁱⁱ To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."
ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."
ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility> (<https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>); https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37 (https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)
"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)
^{iv} Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020
^v Elder M. Russell Ballard, "The Trek Continues", October, 2017
^{vi} President Russell M. Nelson, "The Love and Laws of God", September, 2019

Schedule

Date	Assignments	Motivational Interviewing	CBT	ACT	Models Overview
Week 1					
Su Sep 03 Sunday					
Week 2					

T Sep 05 Tuesday

Start of Classes

Reading

Listening Well: The Art of Empathic Understanding (Miller, 2018) ** NOTE: these are very short, readable chapters **

Listening Well (pp. 1-18)

- Chapter 1:
 - Together
- Chapter 2:
 - Accurate Empathy
- Chapter 3:
 - How Accurate Empathy Works
- Chapter 4:
 - The Attitude of Empathic Understanding
- Chapter 5:
 - Roadblocks to Listening

Motivational Interviewing (Miller & Rollnick, 2023), Fourth edition is nicknamed "MI4":

MI4

- Chapter 1
 - The Mind and Heart When Helping
- Chapter 2

Start the video course on the BYU Library called: "Cognitive Behavioral Therapy: Techniques for Retraining Your Brain" From The Great Courses series.

Episode 1 Cognitive Behavioral Foundations

- <https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-0>

Episode 2 Quantified Self-Assessment for Therapy

- <https://byu.kanopy.com/video/quantified-self-assessment-therapy>

Complete the following Modules in the ACT Guide:
0. Intro to ACT Guide

		<ul style="list-style-type: none">◦ What Is Motivational Interviewing?			
Th Sep 07 Thursday	*Ethics Code Familiarization Opens				
F Sep 08 Friday	*Helpful Responses Questionnaire - Pre-test				
Sa Sep 09 Saturday	Class 1 Attendance Week of: 9/4				
Week 3					

M Sep 11 Monday		<p>Listening Well: (pp 19 - 44)</p> <ul style="list-style-type: none">Chapter 6:<ul style="list-style-type: none">The Picture Without the SoundChapter 7:<ul style="list-style-type: none">Asking QuestionsChapter 8:<ul style="list-style-type: none">Forming ReflectionsChapter 9:<ul style="list-style-type: none">Diving DeeperChapter 10:<ul style="list-style-type: none">Affirming <p>MI4</p> <ul style="list-style-type: none">Chapter 3<ul style="list-style-type: none">A Flowing ConversationChapter 4<ul style="list-style-type: none">Engaging: "Can We Walk Together?"	<p>Cognitive Behavioral Therapy</p> <ul style="list-style-type: none">Episode 3 Setting Therapeutic Goals<ul style="list-style-type: none">https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-2Episode 4 Third-Wave Cognitive Behavioral Therapy<ul style="list-style-type: none">https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-3	<p>ACT Guide Module: Session 1: Away Moves</p>	<p>Person-Centered therapies</p> <p>*see Content tab > Overview of Therapy Models > Brief Review of Therapy Models Readings</p>
Sa Sep 16 Saturday	Class 2 Attendance Week of: 9/11				
Week 4					

M Sep 18 Monday		MI3 <ul style="list-style-type: none"> Chapter 5 <ul style="list-style-type: none"> Listening: Understanding the Person's Dilemma Chapter 6 <ul style="list-style-type: none"> Core Interviewing Skills: OARS 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 5 Stress and Coping <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-4 Episode 6 Anxiety and Fear <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-5 	ACT Guide: Session 3: Your Values	Behavior therapies: Systematic_Desensitization Reading.PDF Download and Behavior_Modification Reading.PDF Download Exposure Therapy: Exposure_Treatment.PDF Download <ul style="list-style-type: none"> EMDR: Eye_Movement_Desensitization_a FAQ.PDF Download and Eye_Movement_Desensitization_a (CH 36).PDF Download
Sa Sep 23 Saturday	*Ethics Code Familiarization Closes Class 3 Attendance Week of: 9/18				
Week 5					
M Sep 25 Monday					
Sa Sep 30 Saturday	Class 4 Attendance Week of: 9/25				
Week 6					
M Oct 02 Monday		MI3 <ul style="list-style-type: none"> Chapter 7 <ul style="list-style-type: none"> Exploring Goals and Values Chapter 8 <ul style="list-style-type: none"> Why Focus? 			Cognitive therapies: CognitiveBehavioral_Therapy.PDF Download
Sa Oct 07 Saturday	Class 5 Attendance Week of: 10/2				
Week 7					

M Oct 09 Monday		MI3 <ul style="list-style-type: none"> Chapter 9 <ul style="list-style-type: none"> Finding the Horizon Chapter 10 <ul style="list-style-type: none"> When Goals Differ 		ACT Gui de Modules : 2. Your Mind is Like ... 3. Your Values	Third Wave Therapies: Acceptance_and_Commitment_Ther.PDF Download and Dialectical_Behavior_Therapy_D.PDF Download
Sa Oct 14 Saturday	Class 6 Attendance Week of: 10/9				
Week 8					
M Oct 16 Monday		MI3 <ul style="list-style-type: none"> Chapter 11 <ul style="list-style-type: none"> Exchanging Information Chapter 12 <ul style="list-style-type: none"> Ambivalence: Change Talk and Sustain Talk 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 7 Treating Depression <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-6 Episode 8 Anger and Rage <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-7 	ACT Gui de Modules : 4. Finding Values 5. Being Flexible	Psychoanalytic Therapy: Psychoanalysis PDF Reading.PDF Download
Sa Oct 21 Saturday	Behavior Therapy - CBT Intervention Class 7 Attendance Week of: 10/16				
Week 9					

M Oct 23 Monday		MI3 <ul style="list-style-type: none"> Chapter 13 <ul style="list-style-type: none"> Evoking the Person's Own Motivation Chapter 14 <ul style="list-style-type: none"> Responding to Change Talk 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 9 Advanced Cognitive Behavioral Therapy <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-8 Episode 10 Positive Psychology <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-re-9 	ACT Guide Modules : 6. Stepping Back 7. Sitting with Emotions	Psychodynamic: Psychodynamic_Psychotherapy Reading.PDF Download
Sa Oct 28 Saturday	Class 8 Attendance Week of: 10/23				
Week 10					
M Oct 30 Monday		MI3 <ul style="list-style-type: none"> Chapter 15 <ul style="list-style-type: none"> Responding to Sustain Talk and Discord Chapter 16 <ul style="list-style-type: none"> Evoking Hope and Confidence 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 11 Healing Traumatic Injuries <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-10 Episode 12 Forgiveness and Letting Go <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-11 	ACT Guide Modules : 8. Carrying Emotions with You 9. How You Want to Act	Existential therapy: Existential_Psychotherapy Reading.PDF Download
Th Nov 02 Thursday	*Ethics Code Application: Ethical Standards Opens				
Sa Nov 04 Saturday	Class 9 Attendance Week of: 10/30				

Week 11					
M Nov 06 Monday		MI3 <ul style="list-style-type: none"> Chapter 17 <ul style="list-style-type: none"> Counseling with Neutrality Chapter 18 <ul style="list-style-type: none"> Developing Discrepancy 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 13 Digging Deep and Finding Meaning <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-12 Episode 14 Cognitive Behavioral Therapy and Medicine <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-13 	ACT Guide Modules : 10. Setting Goals 11. Making Commitments	Experiential therapy: Experiential_Psychotherapy Reading.PDF Download
Sa Nov 11 Saturday	Class 10 Attendance Week of: 11/6				
Week 12					
M Nov 13 Monday		MI3 <ul style="list-style-type: none"> Chapter 19 <ul style="list-style-type: none"> From Evoking to Planning Chapter 20 <ul style="list-style-type: none"> Developing a Change Plan 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 15 Staying on the Wagon <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-14 OR https://www.kanopy.com/en/byu/video/167981 Episode 16 Thinking Healthy: Weight and Nutrition <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-15 OR https://www.kanopy.com/en/byu/video/167983 	ACT Guide Modules : 12. Returning to Commitments	Interpersonal Therapy: Interpersonal_Therapy.PDF Download
Sa Nov 18 Saturday	Class 11 Attendance Week of: 11/13 Cognitive Therapy - CBT Intervention				
Week 13					

M Nov 20 Monday		MI3 <ul style="list-style-type: none"> Chapter 21 <ul style="list-style-type: none"> Strengthening Commitment Chapter 22 <ul style="list-style-type: none"> Supporting Change 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 17 Behavioral Therapy for Chemical Addictions <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-16 Episode 18 Getting a Good Night's Sleep <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-17 		Systemic: Multisystemic_Therapy.PDF Download
T Nov 21 Tuesday	Friday Instruction				
W Nov 22 Wednesday	No Classes				
F Nov 24 Friday	Thanksgiving Holiday				
Sa Nov 25 Saturday	Class 12 Attendance Week of: 11/20				
Week 14					
M Nov 27 Monday		MI3 <ul style="list-style-type: none"> Chapter 23 <ul style="list-style-type: none"> Experiencing Motivational Interviewing Chapter 24 <ul style="list-style-type: none"> Learning Motivational Interviewing 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 19 Mastering Chronic Pain <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-18 Episode 20 Building and Deepening Relationships <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-19 		Gender sensitive therapies <ul style="list-style-type: none"> Feminist_Therapy.PDF Download Feminist_Counseling.PDF Download Gender_Issues_in_Mental_Health.PDF Download
F Dec 01 Friday		MI3 <ul style="list-style-type: none"> Chapter 25 <ul style="list-style-type: none"> Applying Motivational Interviewing Chapter 26 <ul style="list-style-type: none"> Integrating Motivational Interviewing 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 21 Constructive Conflict and Fighting Fair <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-20 Episode 22 Thriving at Work through Behavioral Health <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-21 		Multicultural: Culture_and_Psychotherapy.pdf_.pdf Download

Sa Dec 02 Saturday	Class 13 Attendance Week of: 11/27 Reflections on ACT Reflections on CBT Reflections on MI				
Week 15					
M Dec 04 Monday					
T Dec 05 Tuesday					
F Dec 08 Friday		MI3 <ul style="list-style-type: none"> Chapter 27 <ul style="list-style-type: none"> Research Evidence and Evolution of Motivational Interviewing 	Cognitive Behavioral Therapy <ul style="list-style-type: none"> Episode 23 Developing Emotional Flexibility <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-22 Episode 24 Finding the Best Help <ul style="list-style-type: none"> https://byu.kanopy.com/video/cognitive-behavioral-therapy-techniques-r-23 		Constructivist: Constructivist_Psychotherapy.pdf_.pdf Download
Sa Dec 09 Saturday	Class 14 Attendance Week of: 12/4 Mindfulness and Acceptance - CBT Intervention				
Week 16					
M Dec 11 Monday					

Th Dec 14 Thursday	Last Day of Class *Ethics Code Application: Ethical Standards Closes *Helpful Responses Questionnaire - Post Test 1. Pre-Test Survey 2. Practice Challenge/Simulation #1-Josh 3. Practice Simulation #2-Emily 4. Practice Simulation #3-Kayla 5. Practice Simulation Post-Test Survey 6. SBI w/ Adolescent Certificate Submission Class 15 Attendance Week of: 12/11				
F Dec 15 Friday	Exam Preparation Day				
Sa Dec 16 Saturday	Final Exam Day Audio Recording of Real Play Transcription				
Week 17					
M Dec 18 Monday	Final Exam Day				