



# School of Social Work

## University of Missouri



### Professional Development Courses

The School of Social Work is offering 3 five week Professional Development Courses this Spring & Summer 2017. Practitioners will earn 15 contact hours per course.

#### Available Courses

- Session 1 - Suicide Assessment and Intervention
- Session 2 - Acceptance and Commitment Therapy
- Session 3 - Motivational Interviewing for Integrated Healthcare

### Dates, Enrollment, Fees & Technology

#### Course Dates

- Session 1 - Suicide Assessment and Intervention - April 3, 2017 to May 5, 2017  
*\*Registration Close Date: March 15, 2017*
- Session 2 - Acceptance and Commitment Therapy - May 15, 2017 to June 16, 2017  
*\*Registration Close Date: April 30, 2017*
- Session 3 - Motivational Interviewing for Integrated Healthcare - June 26, 2017 to July 28, 2017  
*\*Registration Close Date: June 15, 2017*

#### Registration

Registration is currently open for all courses, please complete the attached form and return to [dotzleral@missouri.edu](mailto:dotzleral@missouri.edu). Once form is received, you'll receive a confirmation email. After the session registration close date, you will receive a link to create a Canvas account and enroll in the course. Payment will not be processed until after the registration deadline.

#### Cost

Course fees are \$75/session. The SSW HRSA IBH grant will cover \$50 for each person. Registrants are responsible for \$25 per session. The grant will also cover the cost of required readings for each course.

#### Technology

Courses are 100% online - internet connection is required. Students will also need to have access to a webcam via a computer or smartphone. Courses will not require synchronous (occurring at the same time) class sessions.

*\*Courses will count for "online", not in-person contact hours.*

*These courses are sponsored by the MU School of Social Work's Behavioral Health Workforce Education and Training Grant.*

# Session 1 Course: Suicide Assessment and Interventions

## Course Outline and Assignment Descriptions

**Instructor:** Rachel Bailey, MSW, LCSW. Bailey is a Clinical Instructor at the SSW, the Assistant Clinical Director at Family Facets, and provides DBT and TF-CBT in her private practice.

**Course Description:** This course provides theory and application of evidence-based suicide assessment and intervention at the micro level. Develops knowledge of rationale for practice, suicide nomenclature, data and trends, common myths, protective factors, risk factors, formulation of risk, clinical responses, essential skills, professional documentation, and ongoing development. The method of instruction will be a combination of video/audio lectures, PowerPoint presentations, discussion board dialogue, and skill demonstrations through student videotapes, role-play, simulation exercises, and individual/group written assignments.

### Course Outline:

#### Week 1

Learning objectives: Course rationale, terminology, data, myths

Assignments: Course readings, terminology quiz, data quiz, discussion board introduction & discussion board post.

#### Week 2

Learning objectives: Assessment - theoretical perspectives, risk factors, protective factors

Assignments: Course readings, week 2 quiz, case application

\* Case application: Students will apply concepts of suicide nomenclature, myths, theoretical perspectives, and assessment of risk and protective factors to a provided case study.

#### Week 3

Learning objectives: Intervention - instructor demonstration video, formulation of risk, indicated clinical responses

Assignments: Course readings, week 3 quiz, discussion board post

#### Week 4

Learning objectives: Assessment and intervention in additional contexts, essential skills, pitfalls

Assignments: Course readings, suicide assessment

\* Suicide assessment: Students will demonstrate application of concepts of suicide nomenclature, myths, theoretical perspectives, risk factors, protective factors, formulation of risk, and clinical response through a recorded role play interview. Students will be placed in groups of two or three to complete the interview assignment.

#### Week 5

Learning objectives: Documentation and the standard of care in treating suicidal behaviors, resources for ongoing professional development

Assignments: Course readings, week 5 quiz, discussion board post

#### \*Discussion Board Participation

This forum should be viewed as synonymous with in class discussion and small group work in the classroom. Students will complete a total of 4 discussion board assignments throughout the 5-week period.

## Session 2 Course: Acceptance and Commitment Therapy Course Outline

**Instructor:** Abram Wilks, MSW, LCSW is a current psychotherapist working for Burrell Behavioral Health Outpatient Clinic in Columbia, MO. Abram has over 12 years of experience working with children, adolescence, adults, families, and groups with diverse backgrounds and presenting problems. Abram has been employed with Burrell since 2008 and has held a number of positions including; Community Support Worker, Community Support Supervisor for the Mental Health Court Program, and Individual/Group Therapist. Prior to his employment with Burrell he helped start the Transitional Living Group Home for the Boys and Girls Town in Columbia and was a Social Service Aid and Youth Specialist for Division of Youth Services-Northeast Region. Abram considers himself an eclectic and holistic practitioner in that he incorporates various therapeutic modalities into his practice including, but not limited to; Acceptance and Commitment Therapy (ACT), Mindfulness-based CBT and Stress Reduction (MBSR), Cognitive Processing Therapy (CPT), Exposure Response Prevention (ERP), and Eye Movement Desensitization and Reprocessing Therapy (EMDR).

**Course Description:** In this course you will gain an in depth understanding of Acceptance and Commitment Therapy (ACT) and its psychological flexibility model. You will explore research findings that demonstrate how the ACT model is an evidenced based treatment for many psychiatric disorders and is considered to be a unified model of human functioning. You will come to know the philosophical and theoretical underpinnings of ACT; how contextual functionalism and relational frame theory guide to pragmatically explain how human language and cognition, experiential avoidance, the mainstream disease model, among other issues, perpetuate human suffering; and why the psychological flexibility model is effective in helping people live a valued and meaningful life. You will gain an intellectual understanding and experiential ability to apply the six core processes of psychological flexibility: defusion, acceptance, flexible attention to the present moment, self as context, values, and committed action. After completing this course you will understand the ACT model thoroughly, which populations and specific diagnoses it can be of benefit to, and how to incorporate it in your own personal life and the life of those you serve.

### Course Outline:

#### Week 1

Learning objectives: Foundations of ACT Model

Assignments: Course readings, matrix diagram, reflection journal, week 1 quiz

#### Week 2

Learning objectives: Functional Analysis and Approach to Intervention

Assignments: Course readings, assessment worksheet, creative hopelessness worksheet, week 2 quiz

#### Week 3

Learning objectives: Core Clinical Processes - Present-Moment Focus and Dimension of Self

Assignments: Course readings, reflection journal on mindfulness & self as context exercises, week 3 quiz

#### Week 4

Learning objectives: Core Clinical Processes - Cognitive Defusion and Acceptance

Assignments: Course readings, reflection journal on cognitive defusion and acceptance exercises, week 4 quiz

#### Week 5

Learning objectives: Core Clinical Processes - Values Clarification and Committed Action

Assignments: Course readings, eulogy, matrix diagram, week 5 quiz, final quiz, video demonstration assignment

# Session 3 Course: Motivational Interviewing for Integrated Healthcare

## Course Outline and Assignment Descriptions

**Instructor:** TBA

**Course Description:** This course provides an overview of Motivational Interviewing (MI), an evidence-based counseling strategy for promoting behavior change. The course focuses on using MI conversations to target behaviors such as smoking, alcohol and other drug use, physical activity, obesity, risky sexual behavior, and injury and violence.

### Course Outline:

#### Week 1

Learning objectives: Spirit, approach and history of MI

#### Week 2

Learning objectives: A new way to look at motivation and the 4 processes

#### Week 3

Learning objectives: OARS and technical skills

#### Week 4

Learning objectives: OARS and microskills continued

#### Week 5

Learning objectives: Empathy and direction

### Assignments:

#### Discussion Boards

Each module has several discussion boards. Everyone is expected to post at least one original post in each discussion board, and at least one post responding to a fellow student's post.

#### Practice Activities

In several Modules you will find practice activities to build your MI skills. Most of these activities involve reading patient statements, then writing your responses in a manner consistent with MI.

#### Motivational Interviewing Real Play Practice

Each of the 5 Modules ends with a practice exercise where you will partner with another learner and complete the assigned task.

#### Final Coded Motivational Interviewing Session

The final for this course is a recorded 20 minute "real play" with another learner from this course. You will record a 20 minute session where you utilize the skills learned in this course. The topic of the conversation needs to be a real change topic, not a role play. The Instructor will score each session utilizing the MITI 4.1 (Motivational Interviewing Treatment Integrity Scale).