Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

1. Course Description (Foundation Methods Course):
This course presents generalist foundation knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. It integrates content on multiculturalism, diversity, social justice, and social change issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice.

**This is a special section of SW521 combined with a new lab section 513-002. The foundation material typically offered beginning students in 521 will be supplemented with additional instruction for understanding and assessing mental health disorders, more intensive preparation in evidence-based intervention methods, and the opportunity to rehearse assessment and practice skills in multiple simulated client sessions.

2. Course Content:
This course builds a base from social science theories of ecological/systems theory; social role theory; and stress, trauma and coping theory which inform the practice concepts and skills taught in this course. Students learn how to perform various generalist social work roles (i.e. counselor, group facilitator, mediator, broker, and advocate), recognizing that these roles must be based on the adherence to social work values and ethics. Students learn the importance of developing
relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students also learn how self-awareness and the conscious use of self affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice. In this course all phases of the IP treatment process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) are presented and applied to generalist social work practice with individuals, families, and small groups. Students learn how to assess various role problems and stressful events/conditions in clients' lives that relate to attributes (e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as well as situational and environmental factors relevant to the client's social functioning.

Students learn how to assess risks, strengths and limitations, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques (such as Hudson scales, SUDS, etc.) in order to demonstrate the effectiveness of change efforts. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation protocols, treatment interventions, and termination issues.

3. Course Objectives:
Upon completion of this course, students using a generalist social work practice framework will be able to:
(1) Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups and critique the strengths and weakness of these various frameworks.
(2) Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
   (a) Demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
   (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.
   (c) Recognizing the role of privilege in one's ability to assess needs and intervene in the helping process.
(3) Carry out the roles of advocate, broker, counselor, group facilitator, and mediator and assess the appropriateness of these roles in context.
(4) Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting.
(5) Conduct culturally sensitive and culturally competent interpersonal practice by:
   (a) Engaging diverse client systems
   (b) Employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
   (c) Articulating treatment goals, developing measurable treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
   (d) Implementing treatment protocols consistent with treatment plans, current evidence based practice and sensitive to clients' situations
   (e) Recognizing basic termination issues that pertain to interpersonal practice.
(6) Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice.

4. Course Design:
This course will employ a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, modeling with demonstration on video, etc.

5. Relationship of the Course to Four Curricular Themes:

**Theme Relation to Multiculturalism & Diversity** is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

**Theme Relation to Social Justice** is central to the topic of various roles assumed by social workers and in the clienthood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation** is reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

**Theme Relation to Behavioral and Social Science Research** is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

**Relationship to SW Ethics and Values:** Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

**REQUIRED TEXTS**
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Three other required texts are available free online at the following link:
http://www.psychiatryonline.com.proxy.lib.umich.edu/

*Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition TR

*Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition


**Learning Needs and Accommodations**
If you need or desire an accommodation for a disability, please let us know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make us aware of your needs the more effectively we will be able to use the resources available to us such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, we will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

**Session 1-Sept. 6, AM**
**Introduction, Overview of Interpersonal Practice, Foundational Concepts**
- Class Introductions
- Course Overview and Preparation
- Class Groundrules
- Preparing yourself for interpersonal practice
- Setting learning goals

Required reading:
Hepworth, et al:
Chapter 1: The Challenges of Social Work
Chapter 2: Direct Practice: Domain, Philosophy, and Roles
Chapter 3: Overview of the Helping Process

**Session 2 Sept. 6, PM**
**Ethics, Diversity and Social Justice**

Required reading:
Chapter 4: Operationalizing the Cardinal Social Work Values

**Session 3- Sept. 13, AM**
**Relationship-Building and Interviewing Skills**

Required readings:
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Hepworth et al  Chapter 5: Building Blocks of Communication: Communicating with Empathy and Authenticity

Session 4- Sept. 13, PM
Relationship-Building and Interviewing Skills

Chapter 6: Verbal Following, Exploring and Focusing Skills;
Chapter 7: Eliminating Counterproductive Communication Patterns

Session 5- Sept. 20, AM
Assessing Intrapersonal and Environmental Systems

Required Readings:
Chapter 8: Assessment: Exploring and Understanding Problems and Strengths, pp 179-205.
Chapter 9: Assessment: Intrapersonal and Environmental Factors, pp 206-239

Session 6- Sept. 20 PM
Mood disorders

Required readings:
DSM IV TR: Multiaxial Assessment (p. 27-34)
DSM 5:
  Preface (p. xli-xliv)
  Intro (p 5-17, especially The Multiaxial System p. 16-17)
  Use of the Manual (p. 19-24)
  Section III: Assessment Measures: WHODAS 2.0 (p. 745-748)
  Section III: Cultural Formulation (p. 749-759)
  Bipolar Disorders (p. 123-154)
  Depressive Disorders (p. 155-188)
Readings for suicidality may be added for this class.

http://www.psychiatryonline.com.proxy.lib.umich.edu/

Notes on the sessions focusing on psychopathogy. Please also bring loose paper and a pen or another method for writing (e.g. personal computer) as the in-class exercises involving writing case diagnostic summaries

Example format for in class case diagnostic summary utilizing both the DSM IV Tr Multiaxial System and the DMS 5 Summary Format:

Axis I: 303.90 Alcohol Use Disorder, Severe, In Early Remission, In Controlled Environment
Axis II: Deferred
Axis III: Chronic Pain
Axis IV: Occupational Problems (Fired a four months ago)
  Problems related to interaction with legal system (DUI, on probation)
Problems with access to health care services (lack of transportation)

Axis V: GAF= 55 (current) GAF= 60 (highest level in last year)

WHODAS 2.0: Raw Score 95

Average General Disability Score=2.64 (Mild to Moderate)

Average Domain Scores:
- Understanding and Concentrating= 3.8 (Moderate to Severe)
- Getting Around= 2 (Mild)
- Self-Care= 1 (None)
- Getting Along with People: 2.8 (Mild to Moderate)
- Life Activities= 3.25 (Moderate to Severe)
- Participation in Society= 2.88 (Mild to Moderate)

Axis VI: Intrapersonal (Exercises regularly), Interpersonal (has at least on good friend), Community (engaged in AA), Spiritual (utilizes prayer), Cultural (identifies as Catholic).

Ms. Smith meets criteria for Alcohol Use Disorder Moderate in Early Remission in Controlled Environment as evidenced by alcohol is taken in larger amounts over a longer period of time (e.g., drinks more than she plans/desires on a regular basis), unsuccessful efforts to cut down/stop drinking (e.g., has been in treatment three times), cravings, recurrent use resulting in failure to fulfill role obligation (e.g., loss of job due legal problems from DUI), recurrent alcohol use in hazardous situations (e.g., driving while intoxicated), and tolerance (e.g., has increased her use to get the same effect). Ms. Smith’s early remission is evidenced by not using alcohol for the last 3 months, working towards engaging in improving her role obligations, and working towards employment. Ms. Smith has been living in a structured sober living environment as part of her probation for the past 3 months thus is in a controlled environment. Ms. Smith does not have symptoms of or meet criteria for any personality disorders, thus this diagnostic category is deferred. Ms. Smith’s medical problems include chronic pain and she identified that her use of alcohol is to “treat” her chronic pain condition. Ms. Smith identified occupational problems (e.g., getting fired four months ago), problems related to the legal system (e.g., DUI, on probation), and problems with accessing health care as her car broke down a month ago. Ms. Smith’s Global Assessment of functioning is currently a 55, with her highest GAF in the last year as a 60. Ms. Smith’s World Health Organization Disability Assessment Schedule (WHODAS) 2.0 Raw Score is 95. Ms. Smith has expressed moderate to severe difficulty in understanding and concentrating (3.8), mild difficulty in getting around (2), no difficulty in self-care (1), mild to moderate difficulty in getting along with others (2.8), moderate to severe difficulty in life activities (3.25), and mild to moderate difficulties in participating in society (2.88). Ms. Smith has identified strengths and resiliencies including exercising regularly by going for walks (intrapersonal), having a good relationship with at least one good friend (interpersonal), engaging in AA meetings three times per week (Community), utilizing prayer during cravings and other difficult times (Spiritual), and she has feels as though she has values from her Catholic upbringing that will serve her well in her recovery (Cultural).

This is the same format that is required on the Assessment Papers (see assignment session).

Other in-class exercises may include:
- Group discussions (e.g., class-wide or small groups)
- Role Play (e.g., small groups, round robin, class-wide)
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**Session 7- Sept. 27 AM**
**Anxiety disorders**

Required reading: DSM 5- Anxiety Disorders (p.189-233)

**Session 8- Sept. 27, PM**
**Substance Abuse**

Required Readings: DSM 5 : Substance-Related and Addictive Disorders (p. 481-589)-

**Session 9- Oct. 4, AM**
**CBT 1**
Gabbard, Chapter 6; Theory of Cognitive Therapy
Gabbard, Chapter 7; Techniques of Cognitive-Behavioral Therapy

**Session 10- Oct. 4, PM**
**CBT 2**
Gabbard, Chapter 8; Applications of Individual Cognitive-Behavioral Therapy to Specific Disorders: Efficacy and Indications

**COACHING TEAMS 1**

**Session 11-Oct. 11, A.M.**
**Assessment in crisis, life-endangering and abusive situations**
*First simulation*

Required Readings:


**Session 12, Oct 11, PM**
**Assessment 2, cont. from a.m.**
**COACHING TEAMS 2**
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Session 13, Oct. 18, AM
Planning and Implementing Change-Oriented Strategies
   • Negotiating Goals and Contracting
   • Task Centered
   • Simulation Session- First Interview with Assigned Simulated Client

Required Readings:
Hepworth et al
Chapter 12: Negotiating Goals and Formulating a Contract

Session 14, Oct. 18, PM
Planning and Implementing Change-Oriented Strategies, cont.
   • Addressing and Enhancing Client Motivation
   • Motivational interviewing
   • Solution focused approaches

Required readings:
   • Chapter 13: Planning and Implementing Change-Oriented Strategies

Session 15, Oct. 25, AM
Solution-focused and motivational interviewing, continued

Session 16, Oct. 25, PM
Consolidation, video viewing, etc.

Session 17, Nov. 1, AM
CBT 3

Session 18, Nov. 1, PM
CBT 4
COACHING TEAMS 3

Session 19, Nov. 8, AM
CBT 5

Session 20- Nov. 8 PM
Group intervention
Hepworth et al
Chapter 11: Forming and Assessing Social Work Groups
COACHING TEAMS 4
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

Session 21- Nov. 15 AM
Chapter 12: Intervention with Social Work Groups
Group Simulation

Session 22-Nov. 15 PM
Family assessment
Assessment, Planning and Intervention: Families 1
Hepworth et al. Chapter 10: Assessing Family Functioning in Diverse Family and Cultural Contexts

Session 23- Nov. 22 AM
Assessment, Planning and Intervention: Families 2
Family Simulation
Hepworth et al, Chapter 15: Enhancing Family Relationships

Session 24- Nov. 22, PM
COACHING TEAMS 5

Session 25 -Dec. 6 AM
Ending Phase of Work
Hepworth et al., Chapter 19: The Final Phase: Evaluation and Termination

Session 26- Dec. 6 PM
Putting it all together
  • Integration with macro strategies
  • Putting it all together
  • Final reflections
Hepworth, et al, Chapter 14: Developing Resources, Planning, and Advocacy as Intervention Strategies
Assignments

1. Assessment, goal-setting and intervention planning and reflection on interviews (30% of grade)
   DUE:

   Part 1: Psychosocial assessment

   Using the psychosocial assessment form distributed in class as an outline, write an assessment based on your first two sessions. The key for the assessment is to use the concepts we have covered in class in a way that demonstrates your understanding of the material and ability to apply it. It should also demonstrate your critical consciousness about issues of identity and social justice. Your paper should substantiate conclusions with specific information gathered during your sessions with the client. (See Session 6 “Example format for in class case diagnostic summary” for information on how the diagnostic write-up should be formatted in your paper.)

   Part 2: Goal-setting and intervention plan

   Based on the assessment, develop an intervention plan for your third session with the client.
   1. Specify goals for your work with the client as you understand them at this point.
      a. Clarify how the client sees them and conceptualizes them, as well as how you see them.
      b. There are likely to be multiple goals so specify each of them.
      c. To the degree possible, specify tasks (subgoals, objectives) to be worked on as intermediate steps.
   2) Include an ecomap describing the client’s current context in the assessment and also represent goals in terms of a future ecomap.
   3. What intervention techniques, models will you apply in the third session? Give some detail about how you plan to implement them in the session. Specify what model you chose and why you think its appropriate for this client at this time.

   Part 3: Reflection on your listening, engagement and interviewing skills

   This assignment also has a reflective component in which you will evaluate how well you were able to engage the client and use the interviewing skills we study in class.
   Here are the steps:
   · Before watching your first video, make your own process notes as you recall what was said in the session, the order it was discussed, etc.
   · Review the feedback you got from the client and observers.
   · When you play the video, observe how your notes correspond (or not) to what you see on the video.
   · Before conducting your second interview, take some time for self-evaluation: identify at least three “areas of strength and at least three “areas for improvement” based on the processing of your first interview. In other words, use your feedback from, and processing of, your initial interview, to help inform how you conduct the second interview.
Repeat the sequence of the first video before watching your second video i.e. do process notes, review feedback, then watch the video.

In watching the videos and reflecting on your work, pay attention to the skills we are covering in class – e.g. preparation and centering, empathic responding, authentic responding, paraphrasing, focusing, summarizing, and questioning.

In your paper, discuss the following issues, but not necessarily in the order below.

For each interview reflect on the following:

- Your own sense of how you comported yourself in the interviewer role.
- The degree of agreement with your notes and the videos.
- Your interviewees reports of how they experienced the interview and your attending style.
- Key concepts both from the class notes and from the readings – how does your experience of the interviews illuminate key concepts?
- Your observations of your interviewees’ non-verbal communications, and the degree of congruence or non-congruence with verbal statements.
- Discuss the skills you used, and critique how effectively you think you used them.
- Reflect on how you were feeling in the interviewer role.

In terms of reflecting on the experience of doing the two interviews discuss:

- What strengths and “areas for improvement” did you identify after the initial interview? Look for differences in how you were experienced by your first and second interviewee. How did you perform on the second interview differ from the first. What key things did you learn by comparing and contrasting the two interviews.
- What goals do you have for your interviewing skills in the third interview session?

2. Case SummaryPaper (30% of grade)

Ongoing Assessment:

- What was the client’s diagnosis at the initial assessment. What is the diagnosis at this stage of your work?
- What information influenced your current diagnosis? Did more information reinforce original dx or challenge it? Describe.
- What additional and relevant assessment information emerged during your work together after the initial assessment?

Engagement and goal-setting

- How well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals?
- Describe your efforts to address power dynamic in your work? What did you to balance power of worker role? What did you do maximize client empowerment?
- What ethical issues, if any, arose in your work with this client? How were they addressed?
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- What issues arose for you as a worker, that contributed to how you managed your relationship with this client?

**Intervention**
- What intervention techniques did you use?
- How appropriate was the choice of those techniques?
- How effectively did you implement the intervention?

**Evaluating progress**
- Show any transitional progress on an eco-map. Discuss the overall ecology for this client and what directions future work might take.
- What recommendations would you make for evaluation of this client going forward? E.g. would you recommend use of any measures, self-monitoring, or other approaches to getting data on this clients progress?

**Plans for continued work with this client**
- Describe how your current work might best be continued. What other or new directions might be explored?
- What additional interventions might be tried (e.g. group, family, other models, etc.)
- Consider two dimensions—if the work were to be short-term and time-limited (i.e. another 4-8 sessions) and if there were more time to work with this client.
- You can also discuss how it might differ if you continued with the client rather than a transfer being made at this point.

**Reviewing your sessions**
- Golden moments
  - Identify a 5-10 minute block of video you would say illustrates a positive portion of your work with the client
  - Discuss how it illustrates effective practice with the client
- Blooper
  - Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the client
  - Discuss it and give suggestions for how you might have improved your work

**3. Final Exam 10%**

This will be a comprehensive examination based on the text. It will be an in-class exam during final examination week. Alternatively, you can take the weekly online quizzes based on reading prior to class. If you score 80% or higher on the required preclass quizzes on the readings, you will not have to take the final examination and will receive full points for the final.
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

If you are late on taking a quiz (i.e. not completed before 9 a.m. the day of class that the chapter is due, you will get a 1 point reduction on that quiz that will be deducted from your final exam score. You will have the option of taking the final exam if you choose to improve your grade. But your final exam score will be binding if you choose to take it.

EXAMPLES:
Take all quizzes and get 80% or higher and you got 80% on each one BEFORE class--score=10 points.
Take all quizzes and get 80% or higher and you were late twice--score =10--2=8
Take all quizzes and get 80% or higher and you were late four times-- score=10-4=6
Don't complete all quizzes with 80% or higher--take the final exam

4. Final Reflection 20%  12/16; 4-6 pages
   - What were my learning goals for the semester? What progress did I make in fulfilling those goals?
   - What am I learning about myself in terms of how I work with individuals, families and groups? Do I find areas of greater comfort/discomfort? What were they?
   - What past experiences are you reexamining? What new insights did you get from those experiences?
   - What connections are you making to material from other classes or other learning experiences? How did your exploration of interpersonal practice inform other areas or how did you bring those experiences into your exploration of interpersonal practice?
   - What are you learning about creating social change in the context of interpersonal practice? Are there any experiences or accounts that illustrate what you have learned.
   - What are you learning about yourself in terms of your ability to work with diverse clients/colleagues? Are there any experiences or accounts that illustrate what you have learned?
   - What readings/materials/exercises are most compelling to you? Why? What important lessons did you take from those?
   - Which assignments do you find best enhance your learning? What makes the assignment a good fit for you?
   - How are you integrating what you are learning in class with what you learned in field or in any other practice or non-classroom settings? Are there any specific examples or stories that stand out as examples of what you learned?
   - What areas have you identified for future growth as a social worker? What will you need to do/plan to do to further improve your skills as a social worker?
   - Aha! Tell the story of how you came to an important insight about your work this semester.

You needn’t answer all of these questions or only these questions. The challenge is to use the assignment in a meaningful way for you and to communicate that in a meaningful manner. Creativity is encouraged. One useful way to generate material for this assignment may be to work with someone else in the class or a small group in class and discuss this together. That may generate further reflection and new areas to examine for you. Your
Draft—some changes are often needed after the initial class, so be aware some things may be corrected or tweaked upon further review.

colleagues may have insights that they can share back with you about what you have learned and how you will apply it.

5. Participation and active engagement. 10% 20pts.  
To be evaluated based on a self-evaluation due Dec. . Length 1-2 pages

Class attendance is mandatory as we will spend most of our class time doing activities that cannot be replicated outside of our class session. Missing more than two class sessions could jeopardize your ability to complete the class with a passing grade. Please inform me of any anticipated absences before the class session. If you miss unexpectedly, I will expect an email with an explanation for your absence. If you miss more than two class sessions, we will meet to discuss a plan for making up missed work or repeating the course. I expect you to get to class on time. You are expected to arrive on time.

Active engagement in class can be demonstrated in several ways, some examples are: participation in discussion, volunteering for in-class exercises, bringing experiences or problems from field or other settings to class discussion, sharing techniques or information with class members, thoughtfully processing classroom experiences, taking risks in sustaining dialogue on difficult issues that arise in class, asking challenging questions or posing critiques. Problems with engagement include being late, checking cell phones in non-emergency situations in class, using a personal computer or other device for any purpose other than note-taking or class exercises that require the device. We may ask you in class to turn off your device or to explain your use of a device if it appears it is not being used to support engagement in the classroom activities.

****Make sure you list how many classes you attended and reflect on your participation in terms of the criteria above.

Notes on Grading

The final grading scale is based on percentages. Since the class activities for 521/513 are intertwined, you will receive the same grade for both classes. All three instructors will be involved in grading and the specific role for each assignment will be explicit. Prof. Tolman will be responsible for the final tabulation and submission of grades for 521 and 513.

A+ = 98-100, A = 93-97, A- = 92-93, B+ = 88-90, B = 83-87, B- = 80-82, C+ = 77-79,
C = 72-76, C- = 70-72; not passing = <70

I strive to give substantive feedback on each assignment, and to use my comments as a way to continue to have a dialogue about what you are learning in the class. I may not give specific feedback about why an assignment didn’t get a perfect score. For example if an assignment is worth 25 points and your score is 29 (~an A) instead of 30 (an A+), we may not have written any negative feedback because a paper needn’t have any major flaws to earn a lower A or A-. But if you ever have any questions or concerns about the grading, please contact us to talk more about it.