1. COURSE STATEMENT

Course Description
This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.

Course Content
This course will present prevention, treatment, and rehabilitation models appropriate to interpersonal practice with children, youth and their families in a variety of contexts. Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape the therapeutic relationship. Since the intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, attention will be paid to the understanding of self as an instrument in the change process. A variety of evidence-based interventions for engaging children, youth, and their families (or other caretaking adults such as foster parents) will be presented. Assessment content will emphasize client and caretaker strengths and resources as well as risks to child or youth well-being that may result from internal or external vulnerabilities caused by trauma, deprivation, discrimination, separation and loss, developmental disability, and physical and mental illness.

Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the worker's ability to accurately assess the child, youth, or family. These assessments include attention to life-threatening problems such as addictions, suicidal ideation, and interpersonal violence.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources. These interventions will be based on a thorough assessment, appropriate to the child's or adolescent's situation, and sensitive to and compatible with the child/adolescent's and family's expressed needs, goals, circumstances, values, and beliefs.
Summary descriptions of developmental stages (i.e. infancy, toddlerhood, preschool age, school age, and adolescence) will be presented in terms of developmental characteristics and milestones, salient developmental challenges, and themes such as self-esteem and the development of peer relationships. Helping parents or other caretaking adults to understand the child's or youth's issues or behavior in developmental terms will also be discussed.

A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, behavioral therapy, and parent management training. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. Methods for monitoring and evaluating interventions will also be discussed and demonstrated in this course.

**Course Objectives**

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

1. Understand and address the impact of diversity (including 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) of children, adolescents and their families and the social worker on practice process and outcomes. (Practice Behaviors 4.IP, 10.c.IP)

2. Describe and apply a number of assessment procedures (e.g. direct observation of or interviews with the client, parent or caretaker, and collateral contacts with teachers, caseworkers, or other professionals) that identify internal and external risk protective and promotive factors that may affect children and adolescents. (Practice Behaviors 3.IP, 9.IP, 10.b.IP)

3. Describe the primary developmental tasks and characteristics of childhood and adolescence as they relate to the selection and implementation of developmentally and culturally appropriate techniques for engaging and treating children and adolescents. (Practice Behaviors 4.IP, 10.a.IP)

4. Identify the ways in which continuity or disruption in primary care relationships may impact children, adolescents, and the therapeutic relationship. (Practice Behaviors 1.IP, 10.a.IP)

5. Engage in an assessment process that includes gathering information on the risk, protective and promotive factors at the intrapersonal, family, peer group, school and neighborhood levels in order to formulate and understanding of the child/adolescent's presenting problems and circumstances. (Practice Behaviors 9.IP, 10.b.IP)

6. Implement evidence-based prevention and intervention strategies (e.g. cognitive behavioral interventions, parent management training) that are compatible with child/adolescent and family or caretaker goals, needs, circumstances, culture, and values. (Practice Behaviors 2.IP, 3.IP, 6.IP, 9.IP, 10.c.IP)

7. Develop intervention skills in working with children, adolescents and their families. (Practice Behavior 10.c.IP)

8. Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families' social identities on their experience of power and privilege; and
appropriateness of the intervention to specific child/adolescent needs resulting from conditions such as maltreatment, deprivation, disability, and substance abuse. (Practice Behaviors 5.IP, 10.d.IP)

**Theme Relation to Multiculturalism & Diversity**
Multiculturalism and Diversity will be addressed through discussion of child/adolescent/family worker differences and power/privilege differentials based on 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. Case examples of intervention and readings will reflect this theme.

**Theme Relation to Social Justice**
Social Justice and Social Change will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and their families will also be emphasized.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**
Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of risk, protective and promotive factors across the child/adolescent's multiple contexts. Discussions will also emphasize intervention theories and techniques that support the child's or adolescents' developmental potentials.

**Theme Relation to Behavioral and Social Science Research**
Behavioral and Social Science Research will be addressed in relationship to the selection, monitoring, and evaluation of assessment and intervention methods with specific emphasis on evidence-based interventions in the areas of developmental psychopathology, attachment, risk, resiliency and coping, trauma, and maltreatment. Students will develop advanced skills necessary to implement evidence-based interventions and critically evaluate intervention theories and approaches used with child and adolescent populations.

**Relationship to SW Ethics and Values**
Social work ethics and values in regard to confidentiality, self-determination, and respect for cultural and religious differences are particularly important when working with children and youth. Social workers working with children and adolescents often need to make critical intervention decisions which may have to balance risks to the child's or adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities.

This course will cover the complexities of ethical dilemmas as they relate to work with child and adolescent populations and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.

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

**Course Design and Format**
Class format will include lecture, discussion, case analysis, skills development sessions and viewing of videotapes. All assignments will integrate theory, evidence-based practice research, and case analysis, and when
possibly, the student's practicum work. The majority of class session will include two hours of the lecture topic, 45 minutes of clinical team practice and discussions and 1 hour of clinical case presentations and discussions. 

More than one absence will result in the lowering of the students’ grade.

2. CLASS REQUIREMENTS

Required Texts and Class Materials:

- Required Texts & Readings are available to students for FREE online via the MLibrary:


  Choose One of the Three for your Book Review Assignment:


  Additional required readings will be available on Canvas at course site.

Optional Texts & Recommended Readings:


Course Outline

(May be revised to fit the needs of the class)

Week 1: January 9, 2018

- Intro to Class, Expectations & Assignments
- Ethical and Diversity Considerations in Practice with Children and Youth

Required Readings:


Week 2: January 16, 2018

- Psychosocial Assessment and Developmental Considerations in Practice with Children and Youth
- Starting to Explore SOGIE

Required Readings:


**Recommended Readings:**


**Week 3: January 23, 2018**

- Cognitive-Behavioral Interventions for Anxiety and Interpersonal Psychotherapy for Depression
- Class Presentations

**Required Readings:**


**Recommended Readings:**


**Week 4: January 30, 2018**
- Assessing and Treating Childhood Trauma and PTSD
- Abuse/Neglect and TF-CBT
- Intro to Attachment
- Class Presentations

**Required Readings:**


**Recommended Readings:**


**Week 5: February 6, 2018**
- Attachment Cont.
- Play therapy
- Class Presentations

**Required Readings:**


**Recommended Readings:**

**Week 6: February 13, 2018**
- PMTO / Behavior Management and Disruptive Behaviors
- Triple P and ADHD
- Class Presentations

**Required Readings:**


**Recommended Readings:**


**Week 7: February 20, 2018**
- Physical and Intellectual Disabilities
- Working with Children and Youth Diagnosed with Hearing Loss
  
  *Guest Lecture: Leslie Pertz, LMSW*
  
  *Clinical Social Worker, Michigan Medicine*

**Required Readings:**


**Recommended Readings:**

**Week 8: February 27, 2018**  
**NO CLASS – SPRING BREAK**

**Week 9: March 6, 2018**
- School Settings, IEPs & Michigan Protection & Advocacy Services
- Bullying
- Class Presentations

**Required Readings:**


Recommended Readings:


**Week 10: March 13, 2018**
- PCIT vs CPP, Disruptive Behaviors and Bipolar Disorders
- Class Presentations

Required Readings:


Recommended Readings:


**Week 11: March 20, 2018**
- Suicidal and Non-Suicidal Self-Injurious Behaviors
- Eating Disorders and Levels of Treatment
- Class Presentations

Required Readings:


**Week 12: March 27, 2018**
- Social Work and Sports, Youth Impact Program
- Class Presentations

**Required Readings: TBD**

**Week 13: April 3, 2018**
- Divorce, Separation and Loss
- Class Presentations

**Required Readings:**


**Recommended Readings:**


**Week 14: April 10, 2018**
- Substance Use Disorders and FFT
- Anti-social Behaviors and MST
- Class Presentations

**Required Readings:**


**Recommended Readings:**


**Week 15: April 17, 2018**
- Transition and Transfer
- Class Presentations
- Course Wrap Up

**Required Readings:**


**Course Assignments & Grading:**

<table>
<thead>
<tr>
<th>Required Assignments</th>
<th>Due Date</th>
<th>Points/Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>In-Class Clinical Case Presentation and Self-Reflection Summary - Written reflections due within one week of in-class presentation.</td>
<td>Varies (based on assigned presentation date)</td>
<td>20</td>
</tr>
<tr>
<td>Completion of TF-CBT On-Line Training and One-page Reflection Paper</td>
<td>January 30, 2018</td>
<td>10</td>
</tr>
<tr>
<td>Completion of PCIT On-Line Training and One-Page Reflection Paper</td>
<td>March 13, 2018</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Case Assessment and Intervention Paper</td>
<td>March 23, 2018</td>
<td>40</td>
</tr>
<tr>
<td>Book Review, along with a one-page reflection paper &amp; outside of class discussion</td>
<td>April 10, 2018</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Possible Points**

100

My practice is to provide detailed feedback on your papers. As such, it may take me up to three weeks to return them.
Papers are graded on:

**Quality of clinical thinking:** Papers that rate the highest will show strong analytic skills; evidence strong clinical insight; show strong understanding of human behavior; demonstrate a curiosity about what they hear or see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.

**Integration of materials:** Papers that rate the highest will show superior skill in linking reading and lecture materials to their written work; pull from multiple sources; typically go above the requirements but not excessively so; go beyond “person on the street” thinking.

**Level of Self-reflection:** Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in them response to the work.

**Writing skills:** Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate and there will be effective use of quotations.

*Assignment details can be found on CANVAS in the “ASSIGNMENTS” Folder*

<table>
<thead>
<tr>
<th>Grading for this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ = 100%</td>
</tr>
<tr>
<td>A = 96 – 99%</td>
</tr>
<tr>
<td>A- = 92 – 95%</td>
</tr>
<tr>
<td>B+= 89 – 91%</td>
</tr>
<tr>
<td>B = 85 – 88%</td>
</tr>
<tr>
<td>B- = 81 – 84%</td>
</tr>
<tr>
<td>C+= 78 – 80%</td>
</tr>
<tr>
<td>C = 74 – 77%</td>
</tr>
<tr>
<td>C- = 70 – 73%</td>
</tr>
</tbody>
</table>

**Attendance & Participation (10 points/10%)**
As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed.

Your attendance and participation also reflects the basic elements of any social work relationship – you show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. Your grade will be negatively impacted if more than one class is missed as an unexcused absence. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing.
related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

**A Note on the Learning Environment:**
The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

All assignments are expected to be handed in on their due date prior to the end of the day (11:59pm).

*Late assignments will be marked down 5% for every day late.*

**Religious/Spiritual Observances**
Students will be excused from class for religious/spiritual observances. Please let the instructor know ahead of time about any conflicts between class sessions, assignments, and religious observances. Every reasonable effort will be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities.

**Incompletes**
Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

**In-Class Clinical Case Presentation and Self-Reflection Summary (20 points/20%)**
*Due Date: Varies (based on assigned presentation date), Written reflection is due within one week of in-class presentation*

Each week 2 clinical case presentations will be given by selected students as assigned. Each student will
be assigned one in-class presentation during the semester. Presentations will be a maximum of 10 minutes long with clinical case discussion to follow each case for approximately another 15 minutes.

The purpose of the clinical case presentation is to address any area where you would like feedback from the class in order to gain a greater understanding or new perspectives on the clinical case situation.

Often the case presentation will be addressing areas where you as a clinician felt stuck or need additional feedback on a particular issue or clinical process variable.

Case presentations should follow the following format:

1. Share with the class your clinical questions or learning outcome you would like to address in the case presentation. For purposes of the presentation you should have 2 questions for the class to address in discussion.
2. Brief case description: presenting problem/concern, any critical issues, relevant histories (social, family, medical, psych, education). Please remember to protect confidentiality of any case material and alter case information to ensure that client systems are not able to be identified. The purpose of this background is to help us engage in the clinical formulation and intervention planning. Be concise in presenting this information.
3. Summary of your clinical formulation or impressions. Include how you incorporated best practice knowledge and skills in your assessment and clinical hypothesis development. Also discuss any worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.
4. Interventions used and/or treatment plan goals. Links to any evidenced-based practices that you reviewed, to help in developing the intervention approach.

Self-Reflection Summary: The summary should be a reflection of what you learned about your clinical question(s) or learning outcomes, and yourself within the case based on your own review and the feedback that you received from the class discussion. This self-reflection should include discussion of any conflict or challenge you experienced, exploration of emotions the case evoked in you, and analysis and making meaning of these emotions. This summary should be approximately 2-3 pages and submitted to the instructor one-week post-presentation.

**Completion of TF-CBT On-Line Training and One-page Reflection Paper (10 points/10%)**
*Due Date: January 30, 2018*

There is no charge to register and complete the course. You can locate the online web course at the following link.

http://tfcbt.musc.edu/

It takes some time, so you may want to get started early in the semester. Complete the internet course on the use of Trauma-Focused Cognitive Behavioral Therapy, by Cohen, Mannarina and Debringer, and turn in your certificate of completion with a short one-page reflection paper. The course takes about 10 hours and will be completed at your own pace outside of class.
You will earn 10 continuing education hours for taking this course and a certificate of completion that can be reflected in your resume. Once you have completed the training, please write a brief one-page summary about:

1. A brief description of the training in your own words.
2. What will you take from completing this course that will help you guide your future practice or involvement with children and families?

Please upload your certificate of completion at the end of your reflection.

Completion of PCIT On-Line Training and One-Page Reflection Paper (10 points/10%)
Due Date: March 6, 2018

There is no charge to register and complete the course. You can locate the online web course at the following link: [http://pcit.ucdavis.edu/pcit-web-course/](http://pcit.ucdavis.edu/pcit-web-course/)

In 2011, the UCD PCIT Training Center developed the “PCIT for Traumatized Children” Web Course: a free, 10-hour, 11-module web course to provide fundamental information about providing PCIT.

This web course was designed to increase access to information about PCIT and to make it easier for more therapists to learn the skills necessary to aid a greater number of families. The web course gives trainees a solid foundation in PCIT and partially fulfills the requirements to be a certified PCIT therapist. The course uses a combination of instruction, video examples, and interactive exercises to educate therapists on the principles of PCIT.

You will earn 10 continuing education hours for taking this course and a certificate of completion that can be reflected in your resume. Once you have completed the training, please write a brief one-page summary about:

1. A brief description of the training in your own words.
2. What will you take from completing this course that will help you guide your future practice or involvement with children and families?

Please upload your certificate of completion at the end of your reflection.

Clinical Case Assessment and Intervention Paper (40 points/40%)
Due Date: March 23, 2018

The aim of this paper is to give you a chance to reflect on your clinical work in a concentrated and organized manner. Option 2 is open only to those students not doing direct work with children, adolescents and/or their parents/families.

Option 1: Select a clinical case (child or adolescent (and parents, if applicable) you have worked within your field placement. This can be a newer case or a long-term case but one in which you at least have developed a working relationship.
Option 2: If you do not have a clinical case you may select a topic that focuses on a particular problem area of children/youth, preferably one not discussed in class (i.e., inter-racial adoption, autism spectrum disorders, sexual offenders, etc…). Please see me to discuss modifications in the assignment if this is the option you will be doing.

Utilize the intervention/practice research literature as it pertains to client issues and problem areas. You may use treatment manuals if available, peer-reviewed journal articles and selected documents or books. These sources should be current, published within the last ten to fifteen years.

For the paper, integrate information from the clinical case/problem area and the findings from your review under the following themes:

- Complete a clinical assessment by providing a concise clinical description of the client. This includes a description of the presenting problem, critical issues, psychosocial/developmental/family history. Include discussion of risk and protective factors and environmental issues and impact on child/adolescent/family functioning. (approximately 2-3 pages) 5 points

Include in the bio-psychosocial assessment the following information that may be obtained from the youth and parent(s)’/caregivers depending on your setting (Please use the following subheadings):

- Description of the Presenting Issues and Referral Source
- Family background and situation;
- Physical functioning and health of youth;
- Educational background and School performance;
- Cognitive functioning;
- Psychological and emotional functioning;
- Interpersonal and social relationships;
- Ethnicity;
- Religion and spirituality of youth/family;
- Gender (including Gender Identity and Gender Expression);
- Strengths and problem-solving capacity of youth and family;
- Family income and use of community resources;
- Potential barriers to treatment;
- Clinical Impressions/Case Formulation

In general, a case formulation usually involves the following steps: developing a comprehensive problem list, determining the nature of each problem, identifying patterns among the problems, developing a hypothesis to explain the problems, validate and refine hypothesis and test hypothesis (Maruish 2002, p. This is an important part of the assessment summary and should be at least half a page in the write-up.

- Discuss your clinical decision-making on how you developed a treatment approach and intervention plan for this case. Indicate your rationale and clinical thinking for choosing the approach you did. The relationship between your clinical hypothesis and treatment plan should be clearly stated, with particular emphasis on how you collaborated with the client and family in developing this plan. (max 3-4 pages) 10 points
- Describe in detail the intervention you used and how this relates to the current intervention practices/research for the identified problem areas. This should include critical incidents that occurred in treatment and assessment of client progress in terms of objectives of the treatment plan. Also discuss how you made adjustments in your approach along the way if needed (max 4-5 pages) 15 points

- Conclude with a discussion of what the client/family has evoked or could evoke in you. This is a self-reflection. Also, you should include a brief critical evaluation of your intervention as it compares to this practice/research literature, addressing strengths and limitations of each (max 2 pages) 10 points

Papers must be thoroughly, yet concisely written and should be 10-12 pages in length. Use APA format for references/citations. Please reference other’s work as appropriate. Papers are to be typed, 12-font, and proofread and uploaded to CANVAS for submission by March 23, 2018 at 11:59pm.

**Book Review, along with a one-page reflection paper & outside of class discussion (10 points/10%)**

*Due Date: April 10, 2018*

You will be required to attend one outside book club discussion prior to the due date. Each small book club group has the option to meet in-person or by Blue Jeans (a web-based video conferencing option) at a time arranged by group members. If your small group decides to engage in the discussions using Blue Jeans, group members can connect from home using a computer with video cameras or by phone using the audio-only line.

**Group-specific links for Blue Jeans meetings will be posted to Canvas**

The Book Review Assignment requires that you will submit two components (the assignment is not complete without both):

1) The paper (maximum 2 pages, single-spaced) reviewing the book; and
2) A minimum of two discussion questions that you will use during “book club.”

*Both components should be included in one document.*

**The Book Review (8 points):**

- A very short (no more than 2 paragraphs) overview of the content of the book. (2 points)

- A brief critique of the author’s approach to the topic. This section should include a discussion on the particular part(s) of the book you believe to be very strong and why, as well as the part(s) you found somewhat problematic and why. Be sure to incorporate issues we’ve discussed in class and/or have covered in the readings. (3 points)

- A brief discussion of some of the implications related to mental health/behavioral health that you see arising from the book. If the author raises his/her own recommendations, you can analyze those, but you should also bring something new to the discussion. (2 points)

- A brief reflection on one “Aha” moment you have experienced while reading this book. Also, how do you see yourself integrating material from this book in the work you do? (1 point)

**Discussion Questions (2 points):**

- Your paper should include at least two discussion questions, listed at the end. It is absolutely fine if these are included on a third page.
3. ADDITIONAL COURSE INFORMATION AND RESOURCES

Proper use of names and pronouns:
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

Accommodations for Students with Disabilities:
If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/Spiritual Observances:
An overview of the process for students who have conflicts with religious observances:
- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Military Deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Student Mental Health and Wellbeing:
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
  The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources
The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- **SSW Health and Wellness Guide**
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

**Teaching Evaluations:**
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

**Writing Skills and Expectations**
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
**SSW Writing Assistance Career Services** (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

**APA Formatting**
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the *MLibrary APA Citation Guide* as needed. The *Purdue Owl website* is another helpful resource for assistance with APA formatting.

**Academic Integrity and Plagiarism**
Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

**Safety & Emergency Preparedness**
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. In the event of a non-life threatening emergency, or for general assistance, call 647-0007 or 7-0007 from any campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

For more information visit the U-M Division of Public Safety and Security website.
- Active Attacker Response and Prevention Video
- Register for U-M Emergency Alerts
- Report a hate crime or bias-related incident
- U-M Annual Emergency Guidelines

**Weather Emergency**
In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the Curtis Center (room B660) in the lower level. Building Occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest
weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held.

**Building Evacuation**

In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff member wearing orange emergency vests will be on hand to assist with an orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester instructors will review the emergency plan for each classroom where classes are held. View the SSW Building Egress Map.

**School Closures**

From time to time the University of Michigan may be forced to close for any number of reasons. The most commons instances are do to inclimate weather, health epidemic, or building mechanical failure. Updates can also be found on the following radio stations:

- WUOM 91.7 FM
- WWJ 950 AM
- WJR 760 AM

In the event that the building is closed (loss of power for example) students can call the Building Emergency Update line (734) 764-SSWB (7792) for updates or check the SSW school website.

**ADA Evacuation**

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADA compliance@umich.edu.

Office of Student Services
School of Social Work
Room 1748
(734) 936-0961