1. COURSE STATEMENT

This course will address the practice theories and techniques for assessment, evaluation, and treatment of individuals and couples presenting with sexual difficulties. This course will provide grounding in the following perspectives: attachment theory, psycho-sexual development and functioning across the life span, physiology of sexual functioning, contemporary and historic approaches to understanding human sexual behavior, and the interaction of physiology, personality, and social influence in developing a sexual self. Variations in human sexual function and expression will be discussed from physiologic and sociocultural viewpoints. The practice component will address major clinical concepts, including assessment, evaluation, differential diagnosis, and treatment planning. Intervention techniques will be discussed considering their effectiveness with different kinds of sexual problems, in different practice settings, and respecting client differences, including the diverse dimensions (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). The applicability and limitations of different theoretical approaches will be discussed. This course will focus on empirically based models of intervention and the use of evaluative tools in the practice setting.

Course objectives and competencies:
Upon completion of the course, students will be able to:
1. Describe the contemporary understanding of human sexual behavior as bio-psycho-social, and describe cultural variations within the United States, including knowledge about the ways in which cultural norms influence an individual's psycho-sexual development.
2. Describe the ways in which diversity dimensions especially age, ethnicity, gender, illness/disability, cultural teachings, and socioeconomic status (including impact of poverty) influence the expression of human sexual behavior.
3. Describe the physiology of human sexual function, including variations across gender and within gender.
4. Summarize the different theoretical models in the treatment of sexual difficulties and their basis in empirical research. Included will be cognitive/behavioral, couples/family systems, insight oriented, biologic/biofeedback, and brief treatment theories.
5. Discuss ethical decision making and sex therapy, as well as the impact of the therapist’s values and reactions to sexual behavior and sexual difficulties.
6. Identify appropriate techniques for discussing sexual concerns and addressing the sexual difficulties of clients.
7. Describe and apply a number of evaluative techniques in assessing sexual difficulties.
8. Develop a differential diagnosis, and formulate a treatment plan based on a bio-psycho-social approach to the client's problem, while remaining sensitive to concerns based on the client's age, gender, race, ethnicity, social/cultural/religious norms, sexual orientation, and special abilities.
9. Discuss how methods of assessment and intervention may be affected by clinical setting, issues in the treatment relationship (including the impact of race, ethnicity, gender, social class, sexual orientation, power and privilege), and by special issues presented by the client (including physical and sexual abuse, developmental disability, illness, severe psychiatric disturbance, and substance abuse).
10. Identify the meaning of human sexuality in the broader context of an individual's self-esteem and affectional life.

Course design:
The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, and viewing of videotapes. Written assignments will integrate theory, research, and case analysis, applied to the student's field instruction work when possible.

Curricular themes:
Relationship to social work ethics and values:
Theme Relation to Multiculturalism & Diversity
Multiculturalism and Diversity will be addressed through discussion of worker-client differences and power/privilege differentials based on culture, ethnicity, race, gender, and social class. Case examples of interventions and readings will reflect this theme. The variation of human sexual behavior across cultures will be fundamental to this course.

Theme Relation to Social Justice
Social Justice and Social Change will be addressed through discussion of differences between sexual problems that are responsive to interpersonal practice interventions, and those which result from poverty, discrimination, and disenfranchisement and require systemic as well as individual interventions. Discrimination based on gender or transgender identity, and sexual orientation will be discussed. The area of sexuality and human rights will be discussed from the vantage point of different political/governmental controls and cultural customs.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of client sex education and early treatment intervention, as well as advocacy/guidance with other professionals, and health/mental health systems to educate about human sexual behavior across the life span.

Theme Relation to Behavioral and Social Science Research

Behavioral and Social Science Research will inform the course, drawing especially on current research in the following areas: human sexual response and sexual difficulties, psycho-sexual development, gender identity, attachment and interaction, trauma/resiliency/coping, and culture/ethnicity/immigration.

Relationship to SW Ethics and Values

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Issues specific to sexual dysfunction will be given special attention, such as variations in human sexual expression and dysfunction, therapist ethical decision making, as well as the impact of the therapist's values and reactions to sexual behavior and sexual difficulties. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be discussed.

Intensive Focus on PODS

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

2. CLASS REQUIREMENTS

No one book is comprehensive on this subject matter. Therefore this course will utilize several books as well as a few readings available on Canvas. Assigned readings for each week are noted in the syllabus.
Readings should be completed by the date assigned. The texts are listed as either required or optional. Optional books are listed for your own interests and because they are clinically relevant and excellent resources. Books can be purchased online. Feel free to purchase earlier editions of the text in efforts to reduce cost.

**Required Texts:**


**Additional Recommended books:**


Nagowski, E. *Come as you are*.


Pukall, Caroline. 2013. *Human Sexuality: A contemporary introduction*


**a. Class schedule:**

**SUMMARY OF LECTURES:** January-April, 2018

**1/3/18** Overview of Course, Cultural Myths, Development of Modern Sex Therapy
Readings (Completed by this date)
Wincze and Weisberg, ch 1 and ch 6
Levine, ch. 1 and 2
Foley: ch 1-5,
Kleinplatz (New Directions in Sex Therapy) Please find on Canvas

1/10/18 Sexuality Through the Life Cycle / Male & Female Physiology and Response Cycles
**Personal Reflection Due
Readings:
Foley 6-8,
Wincze and Weisberg, ch 2-3
Levine, ch 5, ch 9, 10, 11
Siegel, ch 1-3

1/17/18 Sexual Dysfunction: basic assessment and treatment / desire, arousal and orgasm
Readings:
Foley: ch 9, 11, 12;
Levine ch 3, 4, 7, 14, 15
Siegel, ch 4-6

1/24/18 Female and Male sexual function and treatment of sexual problems: arousal, orgasm, desire
Readings:
Foley: 13-16;
Levine, ch 16, 18
Wincze and Weisberg ch 4-5
Siegel, ch 7-9

1/31/18 Substance Abuse, mood altering and sexual problems
**Quiz

2/7/18 Infidelities and Treatment
Readings:
Levine: Ch 20, 21, 24

2/14/18 Treatment of Trauma
**Self-help Critique Due
Readings:
Foley: ch 8, 10
Levine, ch 17
Wincze and Weisberg: 7

2/21/18 Treating Problems of Pain in Sex
Readings:
2/28/18  NO CLASS SPRING BREAK

3/7/18 Ethics, values and sex therapy / Poverty, discrimination, exploitation and issues of human rights
**Annotated Bibliography Due**
Readings:
Levine, ch 13, 19, 25, 26
Wincze and Weisberg: ch 9, 10
Optional review:   AASECT code of ethics, NASW code of ethics

3/14/18  Sex therapy: physical changes due to aging, chronic illness, and disability
** Quiz

3/21/18  LGBTQ Provider awareness and stigma  and Disorders of Sex Development
**Beginning of student presentations**
Readings:
See Optional Readings on Canvas

**Student Presentations Begin**
**Patient Education Project Due**
Readings:
See Optional Readings on Canvas

4/4/18  Professional development in the field of sexual health
**Student presentations**

4/11/18  Reflections and Review
**Student presentations**

b. Assignments:

This is a highly interactive course, intensive in training and time.  Hopefully you will feel that you will complete the class feeling far better prepared to address sexuality issues with clients.  All assignments are returned by your instructor the week after they are turned in.
Attendance in class, participation in class, and written reflection: 150 pts
Critique of self-help book: 200 pts
In-class quizzes: 100 /100
Annotated Bibliography: 200
Patient education project: 200
Oral presentation: 50

Three of the assignments are easily ‘linked’ together—the self-help book, the annotated bibliography and the patient education project. You can choose the same topic for all three.

If you turn an assignment later than the due date, it will receive a ‘one grade’ deduction (i.e. an “A” paper becomes an A-).

**Participation**

**Attendance:** For any absences due to an emergency (severe illness of self or child, personal or family crisis), please contact the instructor as far ahead of class as possible. One absence due to urgent event (e.g. wedding, funeral, job interview, a set date that cannot be changed, etc.) allowed with prior instructor approval. Additional absences may affect course grade. (think: would I cancel a client for this reason or would I expect an instructor to cancel teaching for this reason...). Students will be responsible for all missed class material.

In-Class Participation: You are expected to contribute to a positive learning environment in the manner that best fits your learning style. Each of us participates differently, and I will strive to honor that diversity among us. The following evaluation criteria is used when determining your participation grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Class Participation &amp; Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>140-150 pts</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material. Completion of non-graded reflection.</td>
</tr>
<tr>
<td>130-140 pts</td>
<td>Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td>120-130pts</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.</td>
</tr>
<tr>
<td></td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend</td>
</tr>
</tbody>
</table>
regularly or is often tardy. Inattentive to lectures and discussions and has not read
the assigned material. Directs disrespectful verbal and/or non-verbal behaviors
towards others in the classroom.

We aspire to treat each other well, by adopting the following attitudes and behaviors: **Choose kindness.** Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media. **Think the best.** Assume we are all trying to do the right thing. Put yourself in the other person's shoes, and be flexible and patient with others. **Act in a supportive way.** Encourage each other. Acknowledge each other's contributions, and lend a hand when others need help. Be inclusive and welcoming.

**Multicultural Ground Rules** (from The Program on Intergroup Relations, University of Michigan)

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.

2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.

3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias - we are taught misinformation about others and ourselves.

4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise. **Victims should not be blamed for their oppression.**

5. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.

6. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.

7. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.

8. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress.
and cooperation and group gain.

10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.

11. We will challenge the idea or the practice, but not the person. 12. We will speak our discomfort. 13. Are there other ground rules that the class would like to add...?

**Personal Reflection Due 1/10/18**  
A three-page reflection describing your own impressions about how culture views human sexuality and sexual interaction. You can include any personal reflections, and myths that you see American culture holds about sexuality. You may contrast this with other cultures with which you are familiar. What do you think are the socio-cultural expectations placed on men and women according to gender role, socioeconomic strata, ethnicity, religion, marital status, and age with regard to sexuality? What do you think makes a good clinician in counseling men and women about human sexuality? What do you think the term ‘sexual health’ means? There are no “right” or “wrong” answers. It is your thoughts and perceptions that are useful. Please check spelling/grammar and make sure that the mechanics and organization of your paper are graduate school quality. Completion of this assignment will be considered as part of your participation grade.

**Quiz 1 Due 1/31/18**

**Quiz 2 Due 3/14/18**

They are open book/open note. Not cumulative. These are to assure that generally everyone is keeping up on their reading. Each person should bring their own reading and resource materials to the quiz.

**A critique of a self-help book Due 2/14/18**

There are so many themes within sexuality and sex therapy that it is important for you to specialize your own learning as well as gain from the class readings and lectures. In order to achieve this, you will have the opportunity to read a sex therapy or self-help book. For critique assignment, you will read a book of your choice. You can use the bib about human sexuality. Books not on the bib may be selected if these are cleared through the instructor first. You can choose a book oriented to your own clinical practice area of interest or a research area in which you are interested.

The book critique should be at least four pages, or longer, if you wish. Grammar and punctuation, clear academic writing are all important. The critique should include:

1. An introduction that includes why you chose this book and what your paper will cover. Don’t forget this intro.
3. To what readership or specific group (i.e. persons with chronic illness, adolescents, etc.) this book is directed.
5. A discussion of possible problematic aspects of the book (i.e. perhaps it is directed at a general readership but is too technical, or perhaps the book does not meet the stated goal).
6. A general summary of the book’s utility as an adjunct to counseling, whether it should be used by professionals in their practice, and any cautions about the book.

Note: Please avoid ‘bulleted’ lists on all your papers for this course. Please do not use informal language. This is an academic paper. Please use third person ("This paper will address the psychological treatment of rapid ejaculation.")

The critique must include and will be graded on the following:
Discussion of reason for choosing book
Discussion of readership to which book is directed and summary of book
Discussion of strengths of book.
Discussion of drawbacks of book.
Discussion of applicability of book to social work practice.
Overall organization of paper, including introductory and concluding paragraphs, spelling, grammar, punctuation, etc.
Please remember to begin with an introductory paragraph introducing the themes of your paper and a concluding paragraph summarizing. Please do not use ‘slang’ or colloquialisms.

Annotated bibliography Due 3/7/18

An annotated bibliography on one of the sexuality topics listed below. These same sexuality topics will be used to construct your clinical education brochure (see next assignment). Please research using online journals. Read at least 10 research articles on the topic you have chosen. Summarize each article with a one paragraph summary that will critically assess the article and help your colleagues educate themselves on the topic you've chosen.

From Wikipedia, here is the format for annotation of a bibliography

"An annotated bibliography is a [bibliography] that gives a summary of the [research] that has been done. It is still an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a brief summary or [annotation]. The annotation usually contains a brief summary of content and a short analysis or evaluation...summarize and critique. The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source’s central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include some or all of the following:
• An explanation [brief] about the authority and/or qualifications of the author.
• Scope or main purpose of the work."
Any detectable bias.
Intended audience and level of reading
A summary comment

Ideally, an annotation should be between 100 to 200 words."
The purpose of this annotated bibliography for this class is both to inform and evaluate. It is called a combination annotated bibliography. Each annotation is no more than 200 words, brief summary or description of the topic, how the source is useful and how it is not, assessing the strengths and weaknesses of the article, and brief conclusion. Sentences are used in what is called ‘telegraphic method’ – brief, clear, concise, professional language without embellishment or slang. If information is part of the title, then it can be omitted from your annotation. As Wikipedia states:

“A complete sentences writing style utilizes coherent sentences that are grammatically correct. Subjects and conjunctions are not eliminated even though the tone may be terse. Long and complex sentences are to be generally avoided. Writing an annotated bibliography is an excellent way to begin any research project. While it may seem easier to simply copy down bibliographical information, adding annotations will force the researcher to read each source carefully. An annotation requires the source to be critically analyzed, not simply read over.

Formulating a thesis: Any form of research paper or essay will require some form of argument. This is called a thesis. A developed thesis needs to be debatable, interesting and current. Writing an annotated bibliography will give the researcher a clear understanding about what is being said about his/her topic. After reading and critically analyzing sources, the researcher will be able to determine what issues there are and what people are arguing about. From there, the researcher will be able to develop his/her own point of view.”

Sexuality topics-all annotated bibliographies should focus on sexual health and psychological adjustment regarding sexual knowledge, sexual function, and healthy sexual self-esteem:

- Sexually transmitted infections and counseling an individual who has been infected
- Treatment of low sexual desire in men
- Treatment of interest/arousal disorders in women
- Treatment of survivors of child sexual abuse
- Treatment of survivors of trauma who have sexual avoidance/sexual aversion
- Special treatment considerations for men who are childhood sexual abuse survivors or who have been raped
- Treatment of persons with disability or chronic illness and sexual dysfunction. Please make sure to let instructor know which illness you have chosen. Topics could include but are not limited to: cancer, diabetes, cardiac problems, spinal cord injury, cognitive disability, couples and dementia, renal dialysis, traumatic brain injury
- Treatment of individuals or couples who are older adults
- Treatment of anorgasmia male or female
- Treatment of Peyronie’s disease (male)
- Couples treatment where there is a recurrent problem with urogenital infection (i.e. chronic urinary tract infections)
- Treatment of vulvodynia/vulvovaginal problems that create pain/itching/irritation for a woman
- Treatment of rapid ‘early’ ejaculation
- Treatment of delayed ejaculation
• Treatment of difficulties related to menopause caused by aging or caused by medical interventions
• Treatment for individuals in recovery from substance abuse
• Treatment for individuals with histories of compulsive sexual behavior
• Treatment of erectile difficulties
• Treatment of persistent genital arousal disorder
• Treatment of couple with desire discrepancy
• Treatment of couple with infertility and sexual problems
• Addressing multiple sexual problems within a partnership
• Providing comprehensive sexual health information for individuals leaving prison
• Developing a comprehensive sexual health education curriculum for adolescent boys or girls in residential treatment facilities
• Treatment of sexual problems for individuals with chronic mental illness
• Treatment where sexual problems are the result of medications taken for chronic illness (including depression, anxiety)
• Special treatment considerations for sexual minorities (gay, lesbian, bi, queer)
• Treatment considerations regarding sexual health when treating trans individuals
• Treatment considerations for nontypical in North America partnerships including polyamorous, arranged marriages, polygamous or polyandrous partnerships (you must cover more than polyamory as there are other nontypical partnerships you will counsel)

Clinical consumer/patient/client education project Due: 3/28/18

Many clinical social workers are asked to educate about clinical work. In treatment, social workers must be aware how an assessment is conducted, how a diagnosis is reached, and how treatment proceeds. In addition, clinical social workers must also be aware of complicating factors (like substance abuse, poverty, stigmatized societal status)

Your project will be to pick a sexual problem form the list above and design a clinical education ‘handout’ addressing:

• Make sure your ‘audience’ is obvious to the reader, e.g. professional mental health audience, health care provider audience, consumers, adolescent consumers of health care, etc.
• Description of the problem
• How to assess and diagnose the problem
• How treatment will usually proceed
• Discuss and define any terms or abbreviations that are used. When reading your clinical handout, treat the problem using a biopsychosocial framework
• Suggest resources
• Please do not ‘cut and paste’ from other websites
• If you are quoting from website or article you must state this
• No extra points are given for originality in web design
• Please keep to two pages if in .doc form
• Attach a list of citations for your handout—which of your annotated articles did you use?
• Address whether you are suggesting couples or individual treatment
• Briefly make note of complicating/stigmatizing factors. How do you ‘speak’ to these in your 2-page handout? For instance, how do you let someone know that you do not discriminate against sexual minorities or that you can see people with low or no insurance?
• As you design your 2-page handout, think about how knowledgeable you are about the topic, and how do you convey complex material in straightforward language (something social workers must routinely do in many aspects of any social work position).
• The treatment plan you propose should be based both on your readings about sound clinical practice and evidence-based interventions (where they are available) for the treatment of the specific sexual issue you have chosen to discuss.

The critique must include and will be graded on the following:
Overview and definitions of your topic and audience addressed
Discussion of assessment, formulation of diagnosis, and treatment planning
Discussion of clinical practice issues or evidence-based research and current theory used in treatment
Discussion about how type of treatment is chosen—individual or couple and impact of complicating factors.
Remember to address issues of complicating factors/stigma/culture/ethnicity/orientation/access as relevant to your topic and suggested resources
‘Readability’ of your clinical education handout

5 Minute Speeches/student presentations Due 3/28/18, 4/4/18 and 4/11/18

Imagine that you work in a hospital and a physician asks you: “What is the way you approach the treatment of erectile difficulties?” You would have to quickly summarize what sex therapy treatment of ED entails.

You will be given 5 minutes in class time to give a brief synopsis of some form of sex therapy treatment. These are sometimes called ‘elevator speeches’ because they are brief. You should prepare your brief topic talks on the following sexual difficulties. You may be asked to speak on any one of these in class:
Low sexual desire in men and women (HSDD)
Interest/Arousal disorder in women (including FSAD)
Effects of trauma/PTSD on sexual functioning
Compulsive sexual behavior
Erectile dysfunction
Vaginal pain
Penile pain
Lack of orgasm
Delayed orgasm
Rapid ‘early’ ejaculation

Grading:
• Overview of what is presented
• Content—most important points you want us to know
• Discussion of treatment
• Summary/Questions
• Professional voice and presentation
You may bring note cards and summaries of your treatment ideas.

c. Grading:
Policy on Grades in Academic Courses: Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

Process Governing Student Grievances:
The School of Social Work wishes to resolve all student grievances. The Student Grievances Process shall be followed when concerns or issues arise regarding a course or instructor. The Student Grievances Process is a sequential four-step course of action: (a) students shall meet with the instructor to attempt to resolve the matter; (b) should the matter remain unresolved, students shall seek out their faculty advisor for guidance and potential mediation; (c) should further problems still exist, students shall consult with the MSW Director; (d) only in extenuating circumstances or when students have followed the aforementioned process and the matter remains unresolved should student grievances be heard by the Associate Dean for Educational Programs and/or the Academic Concerns Committee.

The Academic Concerns Committee hears student grievances under the following policies and procedures. Within two weeks of receipt of a written intent to grieve, the Committee Chair will acknowledge receipt of the grievance and clarify that the Committee shall be authorized to act by vote.

Jurisdiction
The procedures herein prescribed shall be available to students currently enrolled in the School of Social Work or former students within one month of their graduation or disenrollment. Grievances shall be filed in a timely manner - generally within one month of the situation prompting the grievance. When longer periods have passed, the grievant may be asked to sufficiently explain the latency of the complaint prior to the Committee accepting jurisdiction. These procedures shall be available with respect to complaints including, but not limited to, those that allege (a) a violation of rules and regulations of the School of Social Work; (b) unfair, unreasonable, or otherwise improper rules or regulations of the School of Social Work; (c) discriminatory or capricious grading practices or Field Instruction evaluations.

It is recognized that there may be complaints with regard to institutional administrative relations rather than specific individual grievances. The Committee shall not have jurisdiction over these matters. Such cases may include: (a) matters concerning relations between the School administration and community fieldwork sites; (b) matters concerning relations between the School and the University administration; (c) matters concerning relations between the School and other departments within the University complex.
3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a.  Safety and emergency preparedness:
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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA compliance@umich.edu.

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. Please link to Campus Safety Statement for additional information: https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement

Additional resources:
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

b.  Mental health and well being:
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.
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.

- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

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

c. **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.

d. **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.

e. **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

f. **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.

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

**h. 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.](#)

**i. 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.](#)