1. COURSE STATEMENT

Course Description
The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions.

Course Content & Objectives
Students will develop skills and knowledge in the Core Competencies for Integrated Health as identified by SAMHSA.

1. Interpersonal Communication: ability to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members and other providers.
2. Collaboration and Teamwork: ability to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, consumers and family members.
3. Screening and Assessment: ability to conduct brief, evidence-based and developmentally appropriate screening and to conduct or arrange for more detailed assessments when indicated.
4. Care Planning and Care Coordination: ability to create and implement integrated care plans, ensuring access to an array of linked services and the exchange of information among consumers, family members and providers.
5. Intervention: The ability to provide a range of brief, focused prevention, treatment and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses.
6. Cultural Competence and Adaptation: The ability to provide services that are relevant to the culture of the consumer and family.
7. System Oriented Practice: The ability to function effectively within the organizational and financial structures of the local system of healthcare.
8. Practice-Based Learning and Quality Improvement: The ability to assess and continually improve the services delivered as an individual provider and as an interprofessional team.
9. Informatics: The ability to use information technology to support and improve integrated healthcare.

Emphasis will be placed on: Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS

Relationship to Social Work Ethics and Values
This course will examine current ethical issues and controversies in the field integrated health care. The NASW Code of Ethics www.socialworkers.org/pubs/code/code.asp will be used to inform practice in this area. Students will analyze
ethical issues related to: stigmatization and psychiatric labels; client confidentiality; client rights and prerogatives; especially the rights of populations at risk; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; changes in policy and legislation that promote improvements in social conditions; and informed participation of the public.

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (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 social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will facilitate PODS learning and support students’ development toward: a vision of social justice; learning social justice processes; applying intersectional and intercultural frameworks; and overall strengthening of critical consciousness, self-knowledge, and self-awareness.

**Course Design & Format**

This course uses an engaged-learning approach, which employs myriad pedagogical strategies such as: class discussions, small group work, experiential/simulated exercises, case examples, role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. Most class classes will include a lecture or presentation, accompanied by a discussion or clinical practice/activity period. This course is designed to be practice-oriented and will highlight advanced clinical practice techniques to work effectively with clients and colleagues in a variety of integrated healthcare settings.

**Course Assignments & Grading:**

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>10</td>
</tr>
<tr>
<td>SBIRT Online Training</td>
<td>May 21, 2018</td>
<td>10</td>
</tr>
<tr>
<td>SIMmersion Assignment</td>
<td>June 25, 2018</td>
<td>10</td>
</tr>
<tr>
<td>In-class Recording and Peer Critique</td>
<td>July 2, 2018</td>
<td>5</td>
</tr>
<tr>
<td>Psychopharmacology Quiz</td>
<td>July 2, 2018</td>
<td>10</td>
</tr>
<tr>
<td>Field Placement Presentation &amp; Reflection Paper</td>
<td>Various Dates; reflection paper is due one week after your presentation.</td>
<td>25</td>
</tr>
<tr>
<td>Simulated Final Exam</td>
<td>July 16 &amp; 23, 2018</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td><strong>100</strong></td>
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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 and demonstrate an understanding of social work values and ethics (PODS, empathy, strengths-based thinking, etc).

**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.
**References and Referencing Style**

When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (6th Edition) is accessible via internet: http://www.apastyle.org/manual/ Additionally, you may access APA examples at: http://owl.english.purdue.edu/owl/resource/560/01/ for further help citing references in course assignments.

**Intellectual Honesty and Plagiarism**

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from http://www.ssw.umich.edu/studentGuide/2007/.

**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 to 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.

<table>
<thead>
<tr>
<th>Grading for this Course</th>
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<tbody>
<tr>
<td>A+ = 100%</td>
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<tr>
<td>A  = 97 – 99%</td>
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<tr>
<td>A- = 92 – 96%</td>
</tr>
<tr>
<td>B+ = 89 – 91%</td>
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<tr>
<td>B  = 85 – 88%</td>
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<tr>
<td>B- = 81 – 84%</td>
</tr>
<tr>
<td>C+ = 78 – 80%</td>
</tr>
<tr>
<td>C  = 74 – 77%</td>
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<tr>
<td>C- = 70 – 73%</td>
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**SBIRT Online Training & Reflection Paper (10 points)**

SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. This early intervention and treatment approach is utilized in integrated health clinics across the world. SBIRT focuses on persons with substance use disorders and those at-risk of developing these disorders.

SBIRTTraining.com was developed by Clinical Tools, Inc (CTI) with funding from the National Institute on Drug Abuse (Contract #HHSN271200800038C). For this assignment, you will be required to complete their published online course, SBIRT Core. This online course includes four 60 minute modules. It is designed to introduce the terms, topics, and resources essential to SBIRT.

To enroll in the SBIRT Core online training, please follow the steps listed below:

1. Go to: http://www.sbirttraining.com/home

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To enroll in the SBIRT Core online training, please follow the steps listed below:

1. Go to: http://www.sbirttraining.com/home

2. After creating an account, click on the TRAINING tab at the top, middle of the webpage course. Click on
SBIRT Core Training. Click on Please Read Activity Description. Click on Purchase this activity. You should be taken to a Checkout screen. The Cart Contents should have 1 SBIRT Core Training Activity. In COUPON DISCOUNT section, enter DWMHA2017. Enter your mailing address in the BILLING ADDRESS section. Click SUBMIT ORDER. You will be redirected to the site home page.

3. Click on Training and SBIRT Core Training. It will request you to complete demographic information. Enter information and click save.

4. Click Complete Activity Pre-Survey.

5. Click on each module to begin. Complete Activity Pre-Survey for each module. It will take you back to the module page. Click the module and then click Start the Module.

6. Once the online course is complete, please upload a copy or screenshot of the Certificate of Completion to CANVAS.

In addition to the online training, you are required to write a 1 – 2 page reflection paper on SBIRT.

This paper should include the following:
1) In your own words, describe the intervention/treatment approach as you would to a client.
2) What personal reactions did you notice as you worked through the training?
3) What are you taking away from this assignment/training that will guide your future practice?

Any late submissions will result in a 1-point deduction for the first day and a ½ point for each subsequent day.

SIMmersion Assignment - Simulated Exercises (10 points/10% Due: June 25, 2018
Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how to deliver Motivational Interviewing techniques to a client. These cutting-edge simulations are not yet publically available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn 10% of your total grade, students will be expected to:
1. Score 90% or better for your chosen simulated character (see below).
2. Complete at least 4 simulations for your simulated character
   -it may take more than 4 simulations to score 90% or better.

A description of the simulations are below.

How to Use SIMmersion Simulations Video:
https://mail.google.com/mail/u/0/#search/simmersion?projector=1

A description of the simulations are below.

SBIRT with Christy Johnson
You are a healthcare practitioner in a suburban health clinic. Your patient is Christy Johnson, a new patient at your clinic. Christy is 42 years old. Christy was in a minor car accident a week ago. She went to the ER immediately after the accident, complaining of a severe headache. She received a CAT scan at the ER, which was normal. Staff at the ER suggested that Christy follow up with a health practitioner in about a week to check on possible injuries from the accident. Christy made an appointment with your clinic for that follow-up care. In the week since her accident, Christy's headaches have subsided, and she has suffered no other adverse symptoms. Christy's vital signs, which were taken upon her arrival at the clinic, are normal: her blood pressure is 120/80, her pulse is 82, and her respiratory rate is 16.
Brief Motivational Intervention with Gabe Turner
This simulation gives students the opportunity to practice a brief intervention focused on motivating a client (Gabe Turner) to engage in behavioral change. In order to engage the client, the student will need to use Motivational Interviewing techniques. In the conversation, the student is given the opportunity to walk through the process of Motivational Interviewing (Engage, Focus, Evoke, Plan). Other techniques the student can practice include: developing a sense of collaboration, displaying empathy, being sensitive to the client's needs, using OARS, using rulers, and eliciting change talk. Finally, this simulation has a cultural sensitivity component included. Throughout the simulation, the student will have the opportunity to learn an effective method to demonstrate cultural sensitivity to the client.

Health Risk Behaviors with Tony Frazier
In this exercise, you will have the opportunity to talk with Tony Frazier, a fictional patient in your practice. You are about to talk with Tony Frazier, a 48 year old patient. This is your first appointment with Tony, even though he has been a patient with your practice for about three years. You colleagues have noted the following in his chart:
- Overweight: BMI of 27
- No patient or family history of hypertension, diabetes, or coronary disease
- Doesn't smoke
- Drinks 5-6 beers/week; no more than 3 at a time

After each conversation with Tony, you will receive a score and feedback on your use of a MI-inspired approach to discussing health risk behaviors. The score is divided into three sections; stages, skills and relationship.

Psychopharmacology On-line Lecture In-Class Quiz (10 points/10%)
Due: July 2, 2018
As a social worker, it is important to have basic knowledge regarding medical assisted interventions utilized to treat health and mental health disorders. Prior to arrive to class on July 2, 2018, you will be required to view an on-line lecture on psychopharmacology. You will attest on-line to completing the lecture.

The in-class quiz will assess your understanding of medications prescribed by Primary Care Physicians and Psychiatrists. The quiz will consist of 20 questions; each question will receive .5 points for a correct answer and 0 points for an incorrect answer.

In-class Recording and Peer Critique (5 points/5%)
Due: July 9, 2018
During class on July 2, you will record a mock brief intervention with one of your classmates. In this exercise, you will be required to demonstrate the following criteria:
- clearly provide informed consent to your patient;
- assess for current strengths and identify the patient’s current needs;
- utilize a mental health screening tool based on the patient’s reported symptoms; and
- provide an internal or external referral to ongoing treatment/services.

You will complete the Session Rating Scale for your classmate while you are role-playing as the patient. At the end of the intervention you will give completed SRS to your classmate and discuss the ratings.

Your SRS will be uploaded to CANVAS, along with a list of things that you feel you did well in the recorded intervention and what you’d like to work to improve during your stimulated client final exam.

Integrated Health Assessment, Presentation, & Reflection (25 points/25%)
Part One (10 points):
Due: June 18, 2018
In April 2013, SAMHSA-HRSA Center for Integrated Health Solutions published, A Standard Framework for Levels of Integrated Healthcare. For this assignment, you will utilize purposive and snowball sampling to reach a conclusion about the level of integration and social work responsibilities’ at your field placement. Once this level
determined, you will be responsible for articulating how it impacts the provision of services for your case presentation and reflection paper.

You are expected to utilize the Integrated Practice Assessment Tool (IPAT) and create additional questions to collect quantitative and qualitative data about the clinic or agency. Questions must gather (qualitative, and if possible quantitative) information about:

- client demographics;
- common health and mental health diagnoses treated;
- use of evidence-based practices and training provided to utilize the EBPs;
- the role of social workers at the clinic/agency;
- responsibilities of MSW interns; and
- plans or hopes to improve the level of integration at the clinic/agency over the next five years.

You are required to interview a minimum of two – three people at your clinic/agency/school. Your key informant should be your field instructor. However, you are able to identify a different person as your key informant. Responses to the questions will vary depending upon the level of knowledge of both on-the-ground operations and conceptual understanding of integrated healthcare.

Part Two (5 points):
Due: Varies, See Presentation Sign-up

You will be required to present a clinical case (or clinical/field placement quandary), as assigned. Early in the term, each student will sign up for one in-class clinical case presentation. At the conclusion of your presentation, you will engage in a clinical consultation with your peers.

The purpose of this assignment is to address a challenge from your practice where you would like feedback in order to gain greater understanding or new perspective in your work. Most times, the case presentations will be addressing areas where you are feeling “stuck” or need/want additional feedback on a particular process or issue.

- Clinical Case Presentations (5 – 7 Minutes) should be prepared using PowerPoint and utilize the following format, each item represents one slide:

  (1) Share with the class your **clinical question or learning outcome** you would like to address in this case presentation.

  (2) Brief case/scenario description: presenting problem/concern, any critical issues, relevant histories (social, family, medical, psych, education). Please remember to protect the confidentiality of any case material and alter case information to ensure client systems. The purpose of this background information is to help us engage in the clinical formulation and intervention planning. *Keep this case description information to a minimum.*

  (3) Summary of your clinical formulation/impressions. Include how you incorporated best practice knowledge and skills, as well as your assessment and clinical hypothesis development. Discuss any colleague/worker/client system diversity factors that may have impacted on your clinical impressions and engagement process.

  (4) Interventions, Strategies, or Treatment Goals: Links to any evidence-based practices or theories you have reviewed or considered to develop your approach.

  (5) Integrated Practice Assessment Tool: Provide detail on the level of integration at the service delivery site and how it affects the patient. In what ways does your agency support your patient’s needs? What is your agency missing that creates a barrier/challenge for your patient’s health and well-being?

- Clinical Discussion and Report Out (10 minutes): Following your presentation, each clinical team will
take a few minutes to discuss the case. Each group will report back to the class, focusing on providing feedback to the clinical question(s) or learning outcome presented.

**Part Three (10 points):**
Written Case Presentation Reflection Paper (To be submitted via Canvas one week after the case presentation discussion): This reflection paper should provide an overview of the suggestions made by your clinical team. You are required to include what you have learned from your clinical question(s) or learning outcome(s). Explain how the IPAT results relate to the work that has been done with your patient and what can be provided in the near future to improve their treatment outcomes. Your written case reflection should be two pages, single-spaced. You are also asked to create two (2) additional summary PowerPoint slides entitled “Clinical Team Recommendations” and “Clinical Self-Reflection” to add to your previous slides (total of at least 6 slides).

This presentation will be uploaded to your Seelio Portfolio.

**Simulated Final Exam (30 points/30%)**
*Due: July 16 & 23, 2018*
This course will prepare you with the skills necessary to complete an effective intervention with a simulated, clinically relevant client/patient encounter. Following the May 28th break, you will sign up for an exam time slot on July 16 or July 23, during which you will receive a case vignette to complete during your specified exam slot.

You will receive a set of case vignettes approximately 2 weeks prior to the final exam to review and prepare; each student will be randomly assigned one case for their exam. Grades will be assigned based on evaluations completed by the simulated patient and course instructor. You will also complete clinical documentation and a self-evaluation immediately following your session.

More details for your final exam will be posted in CANVAS on July 2, 2019.

**2. CLASS REQUIREMENTS**

**Required Texts and Class Materials:**

➢ *No Required Texts for this Course. Required and recommended readings are listed below.*

**COURSE OUTLINE**

*MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE*

5/7 Welcome Back!
Ethics in Integrated Health Settings

➢ Review of course expectations & syllabus
➢ Ethical Considerations when Establishing Professional Boundaries w/ Colleagues and Clients
➢ Exploring Inter-disciplinary Ethics

**Required Readings:**


Case Managers Code of Ethics: [http://ccmcertification.org/content/ccm-exam-portal/code-professional-conduct-case-managers](http://ccmcertification.org/content/ccm-exam-portal/code-professional-conduct-case-managers)

### 5/14 Introduction to Integrated Health Frameworks in Practice

**Guest Speakers:** Starfish Family Services, *(Joined Lecture - Rm B780)*

**Required Readings:**


**Recommended Readings:**


### 5/21 Introduction to SBIRT, Introduction to SIMmersion

**Guest Speakers:** *(Joined Lecture - Rm B780)*

Note: Please bring laptop, along with headphones - or UMID so that you can check-out a laptop.

**Required Readings:**


**Recommended Readings:**


**5/28**  No Class – Memorial Day

**6/4**  Integrated Health Screening Tools

**Required Readings:**


Maruish, Mark E. , "Handbook of Psychological Assessment in Primary Care Settings" (Abingdon: Routledge, 04 May 2017 ), accessed 06 May 2018 , Routledge Handbooks Online.


**Recommended Readings:**


**6/11**  Understanding Health & Mental Health Disorders: Chronic Illness, the DSM-5 and ICD-10 Billing Requirements

**Session & Outcome Rating Scales**

**Required Readings:**


Duncan, B. L., Sparks, J. A., & Timimi, S. (2018). Beyond Critique: The Partners for Change Outcome
Management System as an Alternative Paradigm to Psychiatric Diagnosis. Journal of Humanistic Psychology, 58(1), 7-29.


**Recommended Readings:**


6/18 **Brief Interventions**
**MI, Brief CBT Model**
**Support Groups & Clinical Skills Day**

**Required Readings:**


**Recommended Readings:**


6/25 **Brief Interventions Continued, Practice Skills Day** (Joined Lecture - Rm B780)

*Catch up on Required Readings!!!*
7/2 Referrals & Psychopharmacology

*******In-Class Quiz*******

**Required Readings:**


**Recommended Readings:**


7/9 Navigating Resources and Identifying Human Trafficking in Care (Joined Lecture - Rm B780)

Care Planning & Coordination of Care/Complex Care Management

Complete VCE training: [Child Sex Trafficking in America](#)

(Upload certificate of completion onto Canvas)

**Required Readings:**


**Recommended Readings:**


7/16 Simulated Final Exams (8:00AM – 12:00PM) – *Arrive to B780 for your final exam*

7/23 Simulated Final Exams (8:00AM – 12:00PM) – *Arrive to B780 for your final exam*

### 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 I 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 a 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