



INSTRUCTOR: Abigail Eiler, LMSW, MSW
rowea@umich.edu; 734-845-1442
CLASS: Mondays; 9:00 – 11:50AM, SSWB 2752
OFFICE HOURS: Mondays; 12:00-1:00PM and by appointment only, SSWB 3728
SUBJECT: Interpersonal Practice
CREDITS: 3
PREREQUISITES: None

“The price of inaction is far greater than the cost of making a mistake.”
– Meister Eckhart

1. COURSE STATEMENT

Course Description

This course will provide content on the logic of inquiry and the necessity for an empirical approach to practice. The process of formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. This course will help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research.

Course Content

This course will cover quantitative and qualitative research methods, commonly used statistical procedures, and approaches to the evaluation of practice. Students will learn how to understand and appreciate a scientific approach to building practice knowledge and for evaluating practice, and to use research to advocate for clients and inform policy. Special emphasis will be placed on increasing one's ability to formulate research questions, apply research methods, conduct statistical analysis, and interpret research reports. The latest statistical, graphical, and display technologies will be used.

Course Objectives

Upon completion of this course, students using a social work practice framework will be able to:

1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1)
3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4)
4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3)

5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

Course Design

This course uses an engaged learning approach and employs a number of pedagogical strategies to promote knowledge and skill development.

Most classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. We will employ a number of pedagogical strategies such as: small group work, class discussions, PowerPoint, experiential exercises, audiovisuals, writing exercises, case examples, role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. The course will be practice-oriented and will highlight foundational clinical techniques needed to work effectively with clients and colleagues.

Theme Relation to Multiculturalism & Diversity

This course will include material on methods to improve the cultural inclusiveness and cultural sensitivity of research methods. This content will cover culturally sensitive measures, inclusion of diverse groups of adequate size in sampling, culturally aware interpretations of data, and culturally responsible dissemination of results. The basic purpose of research and practice evaluation will also be analyzed from culturally bound perspectives.

Theme Relation to Social Justice

Students will gain an understanding of the ways in which research and evaluation have sometimes been used against oppressed groups, for example through unethical practices, distortion of results, or fabrication of data. Examples will be given of ways in which research can be used to empower socially disadvantaged individuals, groups, and communities. These examples will include studies in which the research participants were involved in the study during all of its stages.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Studies reviewed in the course will include examination of projects aimed at enhancing well-being and preventing problems. The methodological and ethical problems unique to studies of promotion and prevention efforts will be described. The social work values consistent with promotion/prevention research will be analyzed.

Theme Relation to Behavioral and Social Science Research

The unique challenges in applying social science knowledge and methods to social work settings will be covered. These challenges include the practical and ethical dilemmas of applied research. Emphasis will be placed on the way established theories and methods influence the selection of research questions and methods. Studies will be critiqued for their ability to advance social science theory and knowledge and to improve social work practice.

Relationship to Social Work Ethics and Values

The research and evaluation section of the NASW Code of Ethics and other professional codes will be applied throughout this course. Examples of common ethical dilemmas will be presented. Among the areas of ethics to be covered will be informed consent procedures, protection of research participants from harm, confidentiality, and accurate reporting of results. Emphasis will also be placed on the social workers' ethical obligation to use scientifically sound practice and to continually evaluate practice and programs.

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 Assignments & Grading:

Course Assignments	Due Date	Points
Attendance & Participation	<i>Ongoing</i>	10
Three CANVAS Reflections/Discussion Questions & Responses	<i>Ongoing; due by 12/4</i>	10
Inter-professional Video & Reflection	<i>October 8, 2018</i>	5
Bio-Psycho-Social-Spiritual Assessment Peer Review	<i>October 12, 2018</i>	35
Book Review & Outside of Class Discussion	<i>November 19, 2018</i>	15
Intervention Planning	<i>November 30, 2018</i>	25
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 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 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.

Grading for this Course

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 97 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 96%	B- = 81 – 84%	C- = 70 – 73%

2. CLASS REQUIREMENTS

Required Texts and Class Materials:

1.) M. Ruffolo, B. Perron, & E. Harbeck Voshel (2016) Direct Social Work Practice: Theories and Skills for Becoming an Evidence-Based Practitioner. CA: Sage Publications.

There is a companion website for the textbook that includes quizzes, extra resources, website activities, and multimedia learning tools. <https://study.sagepub.com/ruffolo>

2.) Stevenson, B. (2015). Just Mercy: A Story of Justice and Redemption. NY, NY: Spiegel and Grau Publishers.

COURSE OUTLINE

MAY BE REVISED BY INSTRUCTOR TO FIT NEEDS OF THE COURSE

- 9/10 Introduction to Interpersonal Social Work**
Brene Brown TedTALK
Discussion about vulnerabilities in social work and interpersonal practice
Review of course expectations & Syllabus
Integrative Themes that Guide Social Work Practice

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 1, p.1-10
Chapter 2, p. 11-34
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-2/case-discussion-questions>

- 9/17 Identity and Basics of Clinical Practice**
(Begin) Assessment in Social Work with Individuals and Families
Engagement Skills and Relationship Building Skills
Stages of Change
Transference and Countertransference in Practice

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et al Text: Chapter 5, p. 77-96
Chapter 6, p. 99-126
- Pre Class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-5/casediscussion-questions>

Assignment Due (before class): MOOC Video & Reflection

9/24 Social Work Ethics & Intro to Suicide and Culture
Professional Values, Ethics and Professional Use of Self

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et al Text: Chapter 4, p.55-76
- NASW Code of Ethics: <https://www.socialworkers.org/pubs/code/code.asp>
- Pre-class Discussion/Reflection: <https://study.sagepub.com/ruffolo/student-resources/chapter-4/casediscussion-questions>

10/1 All Day CAFAS Training (continuation into SW511 class)

10/8 Trauma-informed Care & Assessments Cont.

Special Considerations: etiology of common disorders, research on adverse childhood experiences, attachment research, working cross-culturally with a range of diversity factors

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 3, p. 35 -54
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-3/casediscussion-questions>
- View TED Talk by Bryan Stevenson:
https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en

Suggested Readings:

Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture and context seriously. *Administration and Policy in Mental Health and Mental Health Services Research*, 37(1-2), 48-60.

Maiter, S.. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, 37(4), 267.

Pettus-Davis, C. & Epperson, M.W. (2014, June). From mass incarceration to smart decarceration. *American Academy of Social Work and Social Welfare, Grand Challenges Initiative Concept Paper*. St. Louis, MO: Center for Social Development, George Warren Brown School of Social Work, Washington University in St. Louis. Available at: <http://csd.wustl.edu/Publications/Documents/WPI4-31.pdf>

10/15 Fall Study Break – No Class

10/22 MOOC Introduction to IPE
Goal Setting and Intervention Planning

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 7, p. 127-148
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-7/casediscussion-questions>
- View TED Talk: How childhood trauma affects health across a lifetime: https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime

10/29 Introduction to CBT
Core Intervention Skills -CBT and Behavioral Approaches
Motivational Enhancement

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 8, p. 149-178
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-8/casediscussion-questions>

11/5 Models of Interventions: Assessing and Treating Substance Use Disorders – Guest Speaker
Motivational Interviewing
Using Problem-Solving, Psychoeducational and Multisystemic Intervention Approaches
Case/Care Management Skills

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 9, p. 179-202
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-9/casediscussion-questions>

11/12 Individual Therapy

Required Reading & Tasks to Prepare for Class Session:

Bass, C., van Nevel, J., & Swart, J. (2014). A comparison between dialectical behavior therapy, mode deactivation therapy, cognitive behavioral therapy, and acceptance and commitment therapy in the treatment of adolescents. *International Journal of Behavioral Consultation and Therapy*, 9(2), 4.

Dessel, A. B., Jacobsen, J., Levy, D. L., McCarty-Caplan, D., Lewis, T. O., & Kaplan, L. E. (2017). LGBTQ Topics and Christianity in Social Work: Tackling the Tough Questions. *Social Work & Christianity*, 44.

Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. *Behavior therapy*, 35(4), 639-665.

11/19 TF-CBT & Adaptations

Cohen, J. A., & Mannarino, A. P. (2016). Overcoming Obstacles to Implementing Evidence-Based Trauma Treatment. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(10), S278.

Franco, D. (2018). Trauma Without Borders: The Necessity for School-Based Interventions in Treating Unaccompanied Refugee Minors. *Child and Adolescent Social Work Journal*, 1-15.

Griffin, K. M. (2017). Hidden Trauma Amongst Homeless Youth: Trauma Focused-CBT Interventions for Clinical Practice.

Strasser, A. (2015). Trauma-focused cognitive behavioral therapy: An evidence based practice applicable with minority children. *Gallaudet Chronicles of Psychology*, 3(1), 38-42.

11/26 Family & Group Therapy

Working with Families -Models, Skills and Interventions

MECA Maps

Working with Groups, Understanding Group Development & Core Skills in Group Interventions

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 10, p. 203-216
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-10/casediscussion-questions>
- Yan, M.C. & Yuk-Lin R. W. (2005). Rethinking self-awareness in cultural competence: Toward a dialogical self in cross-cultural social work. *Families in Society*, 86:2, 181-188.

12/3 Evaluation/Outcome Monitoring, Types of Termination and Supervision

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 11, p. 217-236
- Pre-class Discussion Question/ Reflections: <https://study.sagepub.com/ruffolo/student-resources/chapter-11/case-discussion-questions>

12/10 Self-care & Professional Development

Required Reading & Tasks to Prepare for Class Session:

- Ruffolo et. al Text: Chapter 12, p. 237-252

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 common instances are due to inclement 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](mailto:ssw-ADA_compliance@umich.edu).

Office of Student Services

School of Social Work

Room 1748

(734) 936-0961