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

COURSE CONTENT
Students will learn various social work roles (e.g. counselor/therapist, group facilitator, mediator, broker, advocate and resource planner), recognizing that these roles must be based on an awareness of cause and effect and on the adherence to social work values and ethics. Students will understand the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies that make up the organizations in which they work. Students will also learn how self-awareness and the conscious use of self affect the helping relationship.

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, evaluation, planning, intervention, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students will learn the importance of evaluating methods of change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice. Various
prevention, treatment, and rehabilitation models will be covered as well as various IP skills. In subsequent IP courses, more emphasis will be placed on specialized assessment procedures, evaluation, treatment interventions, and termination.

**COURSE OBJECTIVES**

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

1. Describe ecological-systems, bio-psycho-social, problem solving, structural, and pathology versus strengths based frameworks in practice with individuals, families, and small groups AND critique the strengths and weaknesses of these various frameworks.

2. Recognize the impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by:
   - demonstrating self-awareness about how their attributes and life experiences impact on their capacity to relate to others with different personal attributes and life experiences.
   - describe how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions.

3. Carry out the roles of advocate, broker, counselor/therapist, group facilitator, and resource developer and assess the appropriateness of these roles in context.

4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical thinking, case recording, and contracting.

5. Conduct culturally sensitive interpersonal practice by:
   - engaging diverse client systems
   - employing assessment protocols of PIE, ecomaps, genograms, network maps, and group composition
   - articulating treatment and prevention goals, developing measurable treatment and prevention objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the special needs of clients.
   - implementing treatment protocols consistent with treatment plans and sensitive to clients' situations
   - recognizing basic termination issues that pertain to interpersonal practice.

6. Operationalize the NASW code of ethics and recognize value dilemmas that emerge in interpersonal practice.

**Links to CSWE Practice Behaviors:**

**Practice Behavior 3**
- Apply critical thinking to inform and communicate professional judgments
  - Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
  - Demonstrate effective oral and written communication
  - Analyze models of assessment, prevention, and intervention

**Practice Behavior 4**
- Engage diversity and difference in practice
Recognize and communicate understanding of the importance of difference in shaping life experiences
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

**Practice Behavior 7**
- Apply knowledge of human behavior and the social environment
  - Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
  - Critique and apply knowledge to understand person and environment

**Practice Behavior 10**
- Engage, assess, intervene and evaluate...
  - Use empathy and other interpersonal skills
  - Collect, organize and interpret client data
  - Select appropriate intervention strategies

**RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

1. Multiculturalism and Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics will explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between children and their broader systems, children/client and interventionist and between client and agency will also be explored.

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

3. Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

4. Behavioral and Social Science Research will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.
RELATIONSHIP OF THE COURSE TO 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. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

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

Required Text:

All other readings and resources are available on CANVAS or through other electronic access.

Session by Session Topics and Assigned Readings:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/OUTSIDE OF CLASS ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/18 a.m.</td>
<td>Social Work Profession and Interpersonal Practice</td>
<td>Hepworth, Chapters 1-3/ COMPLETE WEEK 1 OF EDX: <a href="https://www.edx.org/course/social-work-practice-with-individuals-families-and-small-groups">https://www.edx.org/course/social-work-practice-with-individuals-families-and-small-groups</a></td>
</tr>
<tr>
<td>09/10/18 a.m.</td>
<td>Core Values and Ethics</td>
<td>Hepworth, Chapter 4: Operationalizing the Cardinal Social Work Values</td>
</tr>
<tr>
<td>09/17/18 a.m.</td>
<td>Engagement and Empathy</td>
<td>Hepworth, Chapter 5: Building Blocks of Communication, Conveying Empathy and Authenticity</td>
</tr>
<tr>
<td>09/17/18 p.m.</td>
<td>Interviewing Skills</td>
<td>Hepworth, Chapter 6, Verbal Following, Exploring and Focusing Skills Chapter 7: Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives</td>
</tr>
<tr>
<td>09/24/18 a.m.</td>
<td>Assessment 1</td>
<td>Hepworth, Chapter 8: Assessment Exploring and Understanding Problems and Strengths</td>
</tr>
<tr>
<td>09/24/18</td>
<td>Assessment 2</td>
<td>Hepworth, Chapter 9: Assessing Intrapersonal and</td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
<td>Resource</td>
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<tr>
<td>10/08/18 a.m.</td>
<td>Motivational Interviewing</td>
<td>Hepworth: Chapter 18: Managing Barriers to Change. TRY THE MOTIVATIONAL INTERVIEWING SIMULATION BEFORE CLASS.</td>
</tr>
<tr>
<td>10/08/18 p.m.</td>
<td>SIMULATION 1: Engagement and Assessment</td>
<td>BRING YOUR RECORDING DEVICE CHARGED AND WITH ROOM FOR A LARGE FILE.</td>
</tr>
<tr>
<td>10/15/18</td>
<td>FALL BREAK</td>
<td>Yay!!!</td>
</tr>
<tr>
<td>10/22/18 a.m.</td>
<td>Goal-Setting and Planning, Motivational Interviewing, CONT.</td>
<td>Chapter 12: Developing Goals and Formulating a Contract.</td>
</tr>
<tr>
<td>10/29/18 a.m.</td>
<td>Intervention: Solution-Focused</td>
<td>Hepworth, Chapter 13: Planning and Implementing Change-Oriented Strategies.</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session</td>
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<tr>
<td>10/29/18</td>
<td>p.m.</td>
<td>Simulation 2: Assessment and Goal-Setting</td>
</tr>
<tr>
<td>11/5/18</td>
<td>a.m.</td>
<td>Intervention: CBT1</td>
</tr>
<tr>
<td>11/12/18</td>
<td>a.m.</td>
<td>Family 1</td>
</tr>
<tr>
<td>11/19/18</td>
<td>a.m.</td>
<td>Family 2</td>
</tr>
<tr>
<td>11/19/18</td>
<td>p.m.</td>
<td>Simulation 3: Intervention</td>
</tr>
</tbody>
</table>
### ASSIGNMENTS:
The following are descriptions of each assignment. These are tentative and some changes and tweaks might be made (with plenty of notice and ample discussion in class if a change is made). Final instructions and all due dates are posted on the CANVAS site. I do not put the final versions of the assignment or the due dates in the syllabus because from time to time those shift due to the flow of the class. I do not want a situation where the due dates and descriptions differ from the syllabus and the CANVAS site.

**Character Development-10 points**

Write a detailed description of your client character, and the process you used to develop the character. Include the following:

- Client’s Name Age and Identifying Information
- Presenting Problem
- Possible DSM V diagnosis
- Key intersectional identities for the client
- Relevant family and social information including relationships (e.g. relationship with family of origin, any relevant social circumstances, supports and/or strains)
- Internal & External Life circumstances (e.g. employment, housing, belief systems, community involvement, education, income, medical status, etc.)
- Reason for seeking help - What precipitated/initiated your character’s decision to seek help?
- Goals/Hopes/Expectations for getting help from a social worker
Also answer the following questions:

- Detail and discuss the sources that you used to develop your client/character - memoirs, movies, clinical articles, etc. Please be specific about this, referencing at least 3 current articles that explore/examine either a DSM diagnosis or set of life circumstances which are relevant to your client/character. Also, please be precise in connecting which examples from your articles, memoirs, etc influenced and were useful in character development.
- Consider what you have learned about your character from the classroom exercises and your answers to the questions on the LifeScript/AAI and Gotham forms, paying particular attention to issues of privilege and oppression.
- Incorporate a discussion of what personal and professional experiences you called upon to develop your client/character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing. We certainly welcome the kind of personal reflection that helps you to integrate how this character exploration impacts you in your personal and professional lives.
- Review the handout (on CANVAS) on character development and make sure your character is in line with those recommendations.

Practitioner Annotation of 1st Session-10 points

Interview focus: Engagement and Assessment; Key Skill: Empathic Responding

- Identify a 5-10 minutes block of video that illustrates a positive portion of your work with the client
  - Put a comment at the start that says “High water mark begin”
  - Put a comment at the end that says “High water mark end” and summarize how that segment represents effective practice skills.
  - Your annotations throughout the segment should reflect some of those effective skills.
- Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the client
  - Put a comment at the start that says “Low water mark begin”
  - Put a comment at the end that says “Low water mark end” and summarize how you might have improved on that segment.
  - Your annotations throughout that segment should reflect what might have been improved throughout the segment.
- Identify a 10 minute segment of the interview that you would like me to watch in depth. It can be your high-water or low-water segments, or another segment of your choosing.
  - Put a comment at the start that says “Please watch this segment.” Write a summary of what you would like feedback on in that segment. Why did you
choose this segment specifically for me to watch. If you want specific feedback or advice on some aspect, please note that.

- Specific annotations during the segment can be marked as places you want feedback, alternatives, etc.
- Mark at least 10 examples of interview techniques used (see Folder in Files named Interview Annotation and Reflection Resources for checklists to aid in this).
  - Label the technique you used
  - Discuss how effectively you used it—could be a star or a wish
  - The best annotations will have many more than 10 examples. That is the bare minimum.
- Add *queries for peer review*, and *in-class discussion*.

**At the end of your first video annotation add annotations for the following:**

- Label Annotation: EMPATHIC RESPONDING: Does your client feel UNDER-STOOD by you? Why do you think s is or is not the case? Do your responses accurately reflect the emotional nuance of the client’s communications? Do you use voice and intensity of expression to reflect a finely attuned understanding of the client’s moment by moment experiencing?
- Label Annotation: OVERALL ENGAGEMENT: Overall, how effectively did you engage your client in the session? Describe the factors that contributed to or detracted from effective engagement.
- Label Annotation: PODS issues: Discuss issues of privilege, oppression, diversity and social justice that have impacted the session.
- Label Annotation: STRENGTHS: Describe at least three “strengths” for your interviewing during the session.
- Label Annotation: AREAS for IMPROVEMENT: Describe three “areas for improvement” for your interviewing during this session.

**Practitioner Annotation of 2nd session-10 points**

**Interview Focus: Goal-Setting; Key Skills: Collaboration and Partnership**

- At the start of the annotation, give a summary of the goals you set for your interview, based on your first reflection. Label it: Interviewing Goals.
- Identify a block of video that illustrates a positive portion of your work with the client
  - Label the start: “High water mark begin”
  - Label the end: “High water mark end” and discusses how that segment represents effective practice skills in the annotation.
• Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the client
  o Label the start: “Low water mark begin”
  o Label the end: “Low water mark end” and discuss how you might have improved on that segment.

• Identify a 10 minute segment of the interview that you would like me to watch in depth. It can be your high-water or low-water segments, or another segment of your choosing.
  o Put a comment at the start that says “Please watch this segment.” Write a summary of what you would like feedback on in that segment. Why did you choose this segment specifically for me to watch. If you want specific feedback or advice on some aspect, please note that.
  o Specific annotations during the segment can be marked as places you want feedback, alternatives, etc.

• Mark at least 10 examples of intervention techniques used (see folder in Files named Interview Reflection and Annotation Resources for checklists to aid in this)
  o Label the technique you used
  o Discuss how effectively you used it—could be a star or a wish
  o The best annotations will have many more than 10 examples. That is the bare minimum.

• Use the following labels to highlight work on your interviewing goals
  o “Progress”—to show where you made some progress on your interviewing goals.
  o “Needs Improvement” to highlight a place where you see need for some improvement. Give explanations at those annotations.

• Add queries for peer review, and in-class discussion.

• At the end of the annotation, add annotations with the following labels
  • Partnership and Collaborations: Did you acknowledge client courage, perseverance, success? Does the Client FEEL this acknowledgment from you?
  • Overall engagement—Overall, how effectively did you engage your client in the session?
  • PODS issues: Discuss issues of privilege, oppression, diversity and social justice that have impacted the session.
  • Client Goals: Summarize the key goals that the client wants to work on.
  • Session Plan: What will be the key focus for the next session and what are your initial ideas about how you will intervene?
  • Skills insights—What key things did you learn by comparing and contrasting the two interviews?
• **Skills Goals for next session**—What goals do you have for your interviewing skills in the next session?

**Practitioner Annotation of 3rd Session-10 points**

**Interview Focus: Intervention; Key Skills: Deepening Collaboration, Focus**

- At the start of the annotation, create an annotation labeled: *Intervention Plan*. Briefly describe the intervention plan you had for this session. Briefly describe what you actually did if it differed from the plan?
- Identify a block of video that illustrates a positive portion of your work with the client. Label the start: “High water mark begin.” Label the end: “High water mark end” and discuss how that segment represents effective practice skills in the annotation.
- Identify a 5-10 minute block of video that illustrates a point of difficulty or less effective practice with the client. Label the start: “Low water mark begin.” Label the end: “Low water mark end” and discuss how you might have improved on that segment.
- Identify a 10 minute segment of the interview that you would like me to watch in depth. It can be your high-water or low-water segments, or another segment of your choosing.
  - Put a comment at the start that says “Please watch this segment.” Write a summary of what you would like feedback on in that segment. Why did you choose this segment specifically for me to watch. If you want specific feedback or advice on some aspect, please note that.
  - Specific annotations during the segment can be marked as places you want feedback, alternatives, etc.
- Mark at least 10 examples of *interview/intervention techniques* Label them with a descriptor of the interview or intervention technique used e.g. open-ended question, disputing dysfunctional thoughts, miracle question.
  - Label the technique you used
  - Discuss how effectively you used it—could be a star or a wish
  - The best annotations will have many more than 10 examples. That is the bare minimum.
- Use the following labels to highlight work on your interviewing goals:
  - “**Progress**” to show where you made some progress on your interviewing goals.
  - “**Needs Improvement**” to highlight a place where you see need for some improvement. Give explanations at those annotations.
• Add queries for peer review, and in-class discussion.

• At the end of the video, add annotations with the following labels:
  o Intervention effectiveness: Overall, how effectively you implement the session?
  o Plan for next session: What would be your plan for your next session?
  o Plan for ongoing work: What would be your plan for ongoing work with this client?
    ▪ How would you continue work on current goals?
    ▪ What other or new directions might be explored?
    ▪ What additional interventions might be tried (e.g. group, family, other models, etc.)
  o Overall engagement: Overall, how well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals?
  o Client empowerment: Describe your efforts to address power dynamic in your work? What did you to balance power of worker role? What did you do maximize client empowerment?
  o Use of the SRS: Reflect on the use of the SRS as a tool for building and sustaining an effective helping relationship with the client
  o Ethical issues: What ethical issues, if any, arose in your work with this client? How were they addressed?

Assessment and Intervention Plan-15 points

Write an assessment of your simulated client, using the outline from the form distributed in class. That form (assessment form worksheet) and a sample assessment paper (Valerie example assessment) are available in the files section. Also add a more formal intervention plan that builds on the brief one you included in the 2nd annotation:

• Specify goals for your work with the client as you understand them at this point.
• Clarify how the client sees them and conceptualizes them, as well as how you see them.
• There are likely to be multiple goals so specify each of them.
• To the degree possible, specify tasks (subgoals, objectives) to be worked on as intermediate steps.
• What intervention techniques, models will you apply in the third session?
  o Specify what model you chose and why you think it’s appropriate for this client at this time.
  o Give some detail about how you plan to implement the intervention in the session

Observers Annotations 1st, 2nd and 3rd Sessions of a Colleague: 5 points each
You will have the opportunity to observe and responsibility for giving feedback to a classmate on their practitioner interviews. You will do one observer annotation for each of the three sessions.

*Add at least 10 meaningful time-stamped comments to your colleague’s video*

- Stars and Wishes
- Answer queries
- Additional questions for discussion

**Final Reflection- 10 points** *(This assignment cannot be redone (due to time constraints) and will be graded for total points.)*

**A. Client Role Reflection:** What did you learn from the client role?

- From the “life” of the client you simulated
- About intervention and interview techniques your practitioner used
- About yourself by playing this role
- Describe a few of your simulated client’s important identities and how they became relevant in your simulated interactions with your student practitioner
  - Were there moments where your character felt shifts in the rapport/engagement – e.g. particularly understood by practitioner, or concerned practitioner could not relate, etc.?
  - Explore how this response is connected to identities of both your character and your character’s perceived identities of practitioner, and/or feelings/experiences about social work and behavioral health care in general, from your character’s perspective.
  - How did your character navigate these experiences as simulated client?
  - Did your practitioner discuss/address any identity related content? Were there moments in which you became aware of how your characters beliefs, identities, or experiences may impact the therapeutic relationship?
  - Were there moments when your character made a relevant disclosure, or alternatively, resisted revealing information to the student practitioner? Explore any relationship to your character’s identity, perception, trust, and rapport.
  - What was helpful, in terms of developing rapport – what did your practitioner do that helped your character feel understood? *(Assumed shared identities can certainly be addressed, especially if they are important to your character, but the goal is to identify other processes, that can build rapport.) Whether or not a practitioner shares the same identity may or may not be important – and actually, in some instances, a client’s assumption about a practitioner’s identities, may or may not even be accurate! A client may assume their practitioner has or does not have shared experiences/beliefs, etc. The client’s perception and beliefs about their practitioner may help or hinder rapport – be the differences or similarities real,
or perceived. Oftentimes, these are identity-based assumptions. As practitioners, it is not necessarily important to address/correct these perceptions; rather, it is important to be aware of how client’s may perceive their IP helpers, and to understand this process through a social justice lens. As social workers, we work with people from various backgrounds, belief-systems, experiences, etc. Neither shared identity, or lack thereof can alone can make or break the development of powerful collaboration, trust and therapeutic rapport. This is why this assignment encourages you to explore beyond assumed similarities between your character and practitioner and identify various ways of negotiating both sameness and difference in IP settings.

B. Practitioner role reflection
   • In what ways did the simulated client work in specific, contribute to your development as a social worker this semester?
   • What issues arose for you as a practitioner that contributed to how you managed your relationship with this client?
   • How did social identities and dynamics of power impact your work with this client? As social workers, it is important we maintain awareness of identities and dynamics of power, both our own and of our clients, and always ensure we are honoring our client’s experiences, identities and disclosure. As IP social workers, we can actively work to promote social justice by engaging in collaborative, client-centered care through a consistent process of self-reflection. An important first step in this process is developing an awareness of ourselves and the ways in which our own identities impact our understanding of our clients’ relevant identities and experiences of both privilege and oppression across a wide variety of ever-changing contexts. This is not easy task – it requires practice, and willingness to reflect on ourselves and the roles we play within larger structural contexts. Understanding these roles can increase our ability to explore how our clients may view us as individuals, social workers in general, systems of health care, and how/why engagement in treatment may come easily – or be a more challenging process. This exercise requests students to reflect on privilege, oppression, diversity & social justice through viewing oneself, both in role of practitioner and in one’s role of character/simulated client – and critically examine dynamics of identity, power and their sources, within the context of the simulated health care setting, while exploring ways to facilitate collaborative relationships, from both perspectives, within and across differences.

C. Class overall
   • In what ways did the lab overall contribute to your development as a social worker this semester?
   • Looking back on the entire semester, what are your stars and wishes for the 521/511 methods lab experience:
   • Focus on what you did and what you could have done to make it a good learning experience for yourself
Focus also on what your peers and your instructor did and could have done to make it a good learning experience for you.
How did this class integrate with your other class work for the semester?
Any other final reflections

**Participation and Active Engagement- 15 Points**

You will submit a brief reflection focused on your participation and engagement during the semester.

You will be expected to attend every class, to be on-time for the start of class and after each break time, to be prepared for each class, and to be actively engaged. Preparation includes reading the assigned readings for the class. Active engagement in class is expected. Active participation can be demonstrated in several ways, some examples are: participation in class discussion, posting to the readings discussion between classes, participation in processing the readings in class by taking one of the following roles at least 3 times (Pods commentator, deep reader integrator, voices from the field), completing Simmersion and Ed-X online components, volunteering for in-class exercises, bringing examples from field or previous experience to class discussion, sharing knowledge or techniques with class members, thoughtfully processing classroom experiences, taking risks in sustaining dialogue on difficult issues that arise in class, giving thoughtful feedback to your colleagues on their videos and learning contributions. We will develop class guidelines for discussion and participation, and you will be expected to honor those guidelines.

Note on use of technology in the classroom: Laptops are to be used only for taking notes, or for specific other uses as directed in class. Personal use of laptops, phones and other technology is not allowed during class except in cases of emergency. If you need to use them for that purpose, please let me know about it that day in class.

**GRADING**

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of points - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* If I help you deepen your understanding of something, that is helpful for me to know too.

In the spirit of a lab experience that encourages you to stretch and develop, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. If you complete the assignment at an acceptable level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level.

- I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as unacceptable. You may then resubmit the assignment in acceptable form for credit. If not returned, you
will get no credit for the assignment. You will lose 2 points for the 2\textsuperscript{nd} unacceptable assignment and 3 points for the 3\textsuperscript{rd} unacceptable assignment and so on.

- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.
- You can miss two classes with authorization without losing points, providing you do alternative assignments as needed. Upon 3\textsuperscript{rd} absence, 1-point deduction for each absence. You can be excused from a class if you contact me in advance and get authorization, or if you are physically unable to attend due to illness. But in no case can you miss more than two days of class without point deductions. Alternative assignments may be required for each missed class.
- Unauthorized use of phones or laptops deduction of 1 point per occurrence.
- Being late to class or back from a break, lose 1 point for two occurrences.
- You will lose 1 point if you miss a scheduled client interview or do not post your video in a timely manner for your colleagues to comment on it. Missed interviews must be rescheduled.
- Points for all assignments total to 95 (an A). Remaining 5 points reserved for exceptional performance.

Grading Scale:

98-100 = A+;
93-97 = A;
91-92 = A-
90 = B+
88-89 = B,
86-87 = B-
86 = C+
83-85 = C
80-82 = C-
Below 80; not passing

You will receive the same grade for 521 and 511. If your grade is on the border of two grades, I may split them to give you a higher grade in one class.
Standard School and University Policies, Information and Resources

*note this section contain embedded links that can be accessed from the version of the syllabus posted on CANVAS. Or access this information at: https://ssw.umich.edu/standard-policies-information-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 Lock button (the only button located on inside of 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-adacompliance@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. Click here to read more about the School of Social Work's emergency policies and procedures.

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.
- 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

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 any accommodations, 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.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

f. Religious/spiritual observances:
The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Please click here to find out more about student expectations around conflicts between the academic and religious calendars, 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)
1080 S University Ave.
**Phone:** (734) 763-6259
**Email:** 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.