



Course title:	Interpersonal Practice with Families
Course #/term:	SW 623 Section 001
Time and place:	Wednesdays 9-12 Room B798
Credit hours:	3
Prerequisites:	521 or permission of instructor
Instructor:	Helen Kaplan, LMSW
Pronouns:	She, her, hers
Contact info:	E-mail: haf@umich.edu Phone: 7344171146 You may expect a response within 48-72 hours
Office:	SSWB 3832
Office hours:	Wednesdays after class and/or by appointment

1. COURSE STATEMENT

a. Course description:

This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. **Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions.** Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

b. Course content:

Content on the engagement phase will emphasize methods for overcoming barriers to help seeking that are both internal and external to the family. Students will learn how to identify client-worker differences and how to find common ground with clients. In particular, students will learn methods for engaging the most reluctant family members. Assessment content will draw from the major theories of family functioning and life-span development, as well as meta-theories that address oppressive social forces (e.g. sexism and racism). A sampling of reliable assessment measures will be introduced and applied. Goal setting and planning will flow from the assessment of the family, the goals of the family and its individual members, empirical evidence for different approaches, and ethical considerations. A variety of intervention and prevention models will be presented, along with the specific methods and procedures of each model. Work with nontraditional families, couples counseling, and divorce and separation counseling will also be included. The role of social work in the primary prevention of family problems will be emphasized (e.g. family life education programs). Methods for the evaluation of intervention and prevention efforts will be covered, including the use of self-report and observational measures.

c. Course objectives and competencies:

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

1. Articulate at least two conceptual frameworks that take into account individual and family needs, problems and experiences within the family, and resources and opportunities of the social environment. (Practice Behaviors 3.IP, 9.IP)
2. Describe challenges, risks, and tasks as they apply to diverse groups such as; women, the poor, families of color, and gay and lesbian families. (Practice Behavior 5.IP)
3. Identify the resources, strengths, and effective family processes across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, and class. (Practice Behavior 4.IP)
4. Apply family assessment frameworks that are ecological and family-centered and take into account the influence of oppressive social forces. Such assessments will account for the presence and impact of family violence, the presence and impact of substance abuse, and the impact that the students' own value system has on their assessment formulations. (Practice Behaviors 5.IP, 6.IP, 9.IP, 10.b.IP)
5. Describe ways to establish a professional relationship with family members in order to engage in assessment, goal setting, and planning. The capacity to establish relationships with families will include an appreciation of cultural diversity and the unique strengths of nontraditional families. (Practice Behaviors 1.IP, 4.IP, 10.a.IP)
6. Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families. (Practice Behaviors 2.IP, 3.IP, 10.c.IP)
7. Apply appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions. (Practice Behaviors 10.b.IP, 10.d.IP)

d. Course design

The course design will include lectures, assigned theoretical and practice reading, and discussion; exposure to the actual experiences of families in general and to those of particular families, through such media as case materials, videotapes, and client personal descriptions; and role-playing as worker and as family member.

Theme related to **Multiculturalism & Diversity** will be addressed by considering the unique characteristics of families composed of various diversity dimensions (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation), and by tailoring engagement, assessment, goal setting, planning, and intervention to these characteristics. Assessment procedures will focus on strengths rather than deficits in family functioning.

Theme related to **Social Justice** will be addressed through a multi-systems perspective in which students will view the family as a system within, and affected by, a larger social structure. Family assessment will consider the impact of poverty and discrimination based on various diversity dimensions and other factors in causing or maintaining family problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression and disempowerment. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.

Theme related to **Promotion, Prevention, Treatment & Rehabilitation** will be addressed by identifying the family functions and processes which are useful for the successful development of its members. Prevention programs will be described that are designed to help the general population and at-risk families to avert problems before they develop (e.g. marital enhancement, parent education, premarital counseling, parent-school linkages, etc.).

Theme related to **Behavioral and Social Science Research** will be addressed by discussing the relationship of theoretical and empirical knowledge to family practice, by describing the theoretical frameworks within which practice methods may be carried out, and by identifying and critiquing the techniques and outcomes of evaluation which have been used with each practice method.

Relationship to SW Ethics and Values

Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.

2. CLASS REQUIREMENTS

a. Text and class materials:

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Prior to each class meeting, each student will be expected to add a question about the week's readings to the discussion section of CANVAS. These questions will count as a part of each student's weekly participation grade.

Weekly discussion questions should relate to one or more of the readings and demonstrate the student's critical thinking and engagement with the content. Questions can be directed to the instructor, the class, questions should not be answered by yes/no answers. The instructor will review the questions prior to that week's class session and use them as a guide for the class community discussion about the topic.

Required Texts:

McGoldrick, M & Hardy, K (2008) *Re-Visioning Family Therapy: Race, Culture and Gender in Clinical Practice*, 2nd Edition, Guilford Press

Gehart, D. R. (2014) *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation*, 3rd Edition. Cengage Learning.

Both texts can be purchased or rented on Amazon

Additional readings will be assigned and posted on Canvas.

Recommended Texts:

Lung, DM, Stauffer, G, Alvarez, T & Conway, J. (2015) *Power of Family: An Experiential Approach to Family Treatment*. Wood Barnes Publishing Co., Bethany OK

Taibbi R. (2015). *Doing family therapy: Craft and creativity in clinical practice (3rd ed.)*. NY: Guilford Press.

b. **Class schedule:**

Topics, Readings and Dates may be slightly adjusted as needed. Students will be informed of changes as they arise.

Date/Time	Agenda	Required readings & assignments
<p>Week 1 9/5/18</p>	<p>Introduction to Social Work with Families, Course and Class expectations/guidelines created and reviewed</p>	<p>*Please complete Background survey prior to the first class meeting Review Syllabus Gerhart ,Chapter 1 McGoldrick & Hardy, Chapter 1</p>
<p>Week 2 9/12/18</p>	<p>Research and Ethical Foundations of Family Social Work Philosophical Foundations of Family Therapy Systemic and Strategic Family Therapy</p>	<p>Gehart, Chapters 2, 3 & 4 Madsen, W.C. (2003). <i>Collaborative Therapy with Multi-Stressed Families</i>. NY. Guilford Press. Chapters 1, 2. p. 9-84.</p>
<p>Week 3 9/19/18 Class will not meet</p>	<p>Please use this class time to read the assigned article and chapter for the Cultural Genogram Assignment and to choose your object for next week's class. You may also want to use this time to get caught up or a head start on class readings and/or to complete the Cultural Genogram assignment.</p>	<p>Hardy & Laszloffy, <i>The Cultural Genogram: Key to Training Culturally Competent Family Therapists</i>, 1995 McGoldrick & Hardy, Chapter 2 -This chapter is meant to help you in the development of your own Cultural Genogram for Assignment 1</p>

		https://youtu.be/VrYmQDiunSc
Week 4 9/26/18	<p>Bring your symbol from your Cultural Genogram to share with the group</p> <p>Case Conceptualization, answer questions about assignment</p> <p>Treatment Planning</p> <p>Structural Family Therapies Experiential Family Therapies</p>	<p>Gehart, Chapter 11 & 13</p> <p>McGoldrick & Hardy, Chapters 8 & 20</p> <p>Lung, Stauffer, Alvarez & Conway, <i>Power of Family</i>, p. 1-21</p>
Week 5 10/3/18	<p>Intergenerational & Psychoanalytic Family Therapies</p> <p>Working with LGBTQ Couples and Families</p> <p>Cognitive Behavioral Family & Mindfulness Based Family Therapies</p>	<p>Gehart, Chapters 5, 6 & 7</p> <p>Kort, J., (2008). <i>Gay affirmative therapy for the straight clinician</i>. New York, Norton Chapter 3</p> <p>McGoldrick & Hardy, Chapters 25 & 26</p> <p>Gehart, Chapter 8</p> <p>Pereira, J. (2014). <i>Can We Play Too? Experiential Techniques for Family Therapists to Actively Include Children in Sessions</i>, <i>The Family Journal</i>, 22: 390-396,</p>

		doi:10.1177/1066480714533639 Runyon, M., Deblinger, E., Ryan, E. Thakkar-Kolar, R., <i>An Overview of Child Physical Abuse: Developing an Integrated Parent-Child Cognitive-Behavioral Treatment Approach.</i> Trauma Violence Abuse 2004; 5; 65
Week 6 10/10/18	Week 5 topics continued Solution Based Therapies	McGoldrick & Hardy, Chapters 27 & 33 Gehart, Chapters 9 Seponski, D. (2016). <i>A Feminist-Informed Integration of Emotionally Focused and Solution-Focused Therapies</i> , Journal of Family Psychotherapy, 27:4, 221-242, DOI: 10.1080/08975353.2016.1235430
Week 7 10/17/18	Week 6 Topics Continued Narrative and Collaborative Therapies	McGoldrick & Hardy, Chapter 22 Gehart, Chapter 10
Week 8 10/24/18	Guest Lecturers- University of Michigan Addiction Treatment Services	Readings TBD

	Lori Schulman, LMSW Nancy McCorry, LMSW Sarah Rollins, LMSW	
Week 9 10/31/18	Review Case Conceptualization & Treatment Planning Clinical Assessment	Gehart, Chapter 12 McGoldrick & Hardy, Chapter 33
Week 10 11/7/18	Evaluating Progress in Therapy & Documentation Couples Therapy	Gehart, Chapters 14 & 15 Chapters 4 & 5 in Clinical Handbook for Couples Therapy
Week 11 11/14/18	Couples Therapy Separation and Divorce, Guest Lecturer TBD	Cummings_et_al-2002, <i>Effects of Martial Conflict on Children</i> , Journal of Child Psychology and Psychiatry Judith Wallerstein and the Great Divorce Debate Zielinski, J. (1999) <i>Discovering Imago Relationship Therapy</i> . Psychotherapy: Theory, Research, Practice, Training [PscARTICLES] Vol. 36, Issue 1. Chapter 30, McGoldrick & Hardy Garanzini_et_al-2017- <i>Results of Gottman Method</i>

		<i>Couples Therapy with Gay and Lesbian Couples</i> , Journal of Marital and Family Therapy
Week 12 11/21/18	Family Play Therapy	Gil, Eliana, Chapter 6, <i>Family Therapy & Family Play Therapy</i> in Helping Abused and Traumatized Children, 2006 Liana Lowenstein- Two articles, come to class prepared to talk about the activities
Week 13 11/28/18	Catch up	Chapter 31, McGoldrick & Hardy
Week 14 12/5/18	Class Wrap up	

c. Assignments:

Assignment 1: Cultural Genogram

25% of final grade

The assignment begins with your reading of the article, “The Cultural Genogram: Key to Training Culturally Competent Family Therapists” by Hardy and Laszloffy (1995). This article describes in detail an exercise similar to the one you will complete. The authors focus on preparing culturally competent therapists and present a strong theoretical rationale to an inside-out learning design.

NOTE: Please see definition of family that is provided on page 1 of the Course Description for this assignment.

Some students can feel uncomfortable revealing themselves to a professor - that is understandable; however, the experience of making yourself vulnerable to another human being is often what we are asking of clients in our role as social workers. This is part of our parallel process. Please see me with any questions or concerns.

Part 1: Creating your Cultural Genogram

The Hardy and Laszloffy article provides details and description about creating your cultural genogram. You can design your cultural genogram on a computer using graphics or using some other medium such as a piece of chart paper. It does not need to be elaborate, just easy to see and read with a key to define the symbols that you use. If you are so inclined, you can make it more than two-dimensional. Assign colors or patterns to each cultural group and include a legend or key, making the symbols, and colors or patterns easy to understand. Your use of color or patterns should, for example, make an intercultural marriage visually identifiable. You do not need to strictly follow the model in the article, but your representation should effectively depict your cultural origins. Once you have used the symbols, colors, and patterns to create your picture, this will serve as an outline for your paper and a talking point for your presentation.

One example can be found here- <https://prezi.com/mnspmvafovy/cultural-genogram/>

Part 2: Paper

First provide an overview of your cultural genogram: How have you organized your cultural genogram, and why? How did you arrive at the primary organizing principles for each of the cultures of origin (if you had more than one)? Was it easy? Obvious? Difficult? Why or why not? (One paragraph may be sufficient, more if necessary; say enough to communicate fully.)

The next section of your paper should address most or all of the following questions which are partially adapted from the Hardy and Laszloffy article (p. 232). One way to organize your paper is to create a section for each of your cultures of origin, if you have more than one. Within each culture, you can create additional sub-sections as needed in response to specific questions. (At certain points, you might also want to acknowledge differences between different strands of your family in regard to one particular organizing principle). Questions to consider about each cultural group include:

1. Unless you are Native American or an international colleague residing in the US on a temporary basis, under what conditions did you or your family (descendants) enter the US (immigrant, political refugee, slave, undocumented alien, and so on)?
2. What were/are the group's experiences with oppression? Provide one or more key examples? Were or are there any markers of oppression?
3. What issues divide members within this group? Are there sources of intragroup conflict?
4. Is/are there a dominant religion among members of this group? What role does religion play in the identity of the group? In the everyday lives of the members of the group?

5. Does spirituality play a significant role in the identity of this group or the lives of the group members that is different than the role of religion?
6. Does regionality and geography play a role in the group?
7. How are gender/roles defined within the group? How is sexual orientation regarded?
8. What significance does race, skin color, hair, or other facial or bodily features play within the group?
9. What prejudices or stereotypes does this group have about itself? (i.e., how does this group see itself?)
10. What prejudices or stereotypes do other groups have about this group?
11. What prejudices or stereotypes does this group have about other groups? (Be as specific as you can.)
12. How are names given, assigned, or acquired among group members? Are there rules, rituals, or traditions governing names and naming? Can one discern anything about a person by hearing his or her name?
13. How is social class defined by this group? Does this group identify itself in terms of social class?
14. How is family defined? What is the importance of family?
15. What occupational roles were valued and devalued by the group?
16. How have the organizing principles of this group shaped your family? Are there specific ways these organizing principles have manifested in your family system? What effect have they had on you?
17. How might some of the organizing principles of this group influence your attitudes toward individuals or groups from similar and dissimilar cultural backgrounds that you might encounter in your professional life?
18. If more than one group comprises your culture of origin, how were the differences between these cultures negotiated in your family? Were there intergenerational consequences? How has this affected you personally and how might it carry over to professional relationships, particularly when notable cultural differences exist?
19. What are the ways in which pride/shame issues of each group are manifested in your family system?
20. What impact will these pride/shame issues have on your work with clients from both similar and dissimilar cultural backgrounds?

If a particular question doesn't seem relevant, skip it. If other questions come to mind that you want to answer, please do so. Also feel free to respond to other questions from the article that I may not have included on the above list. Include specific examples whenever possible. Don't avoid acknowledging cases in which you find that inconsistency exists within the culture you are describing. You may conclude that in a particular culture, family is a tightly closed system that is difficult for outsiders to enter, even through marriage. At

the same time, you think of one or two instances that contradict this general tendency. Report this anomaly, which in fact may remain a mystery to you. On the other hand, as you reflect, you may be led to a possible explanation for the exceptions, and might gain new insight into the culture you are exploring.

Please include information about the object that you brought into class and your experience sharing that object with your small group.

The length of this part of the paper will vary. Try to reflect deeply before you write, make notes to yourself, and this may help you stay organized and keep the length manageable. Writing is a way of thinking and going more deeply into oneself for some people, so trust your own process of getting the words on paper. Editing is yet another skill, equally valuable. Do not edit out sections or examples that feel important to you, even if you are expressing your lack of certainty, reporting conflicting information, or your own personal frustration and confusion. You are expected to unearth confounding questions filled with ambiguity. If all of the answers were simple, it wouldn't be worth spending time on such an activity at this point in your education.

This section of the paper should close with a summation of the genogram, having described and explored your culture(s) of origin and the major organizing principles. Conclude with your reflections about how the impact of your culture(s) of origin is likely to influence your relationships and professional practice and any questions/topics that you hope to continue to explore during your training and career as a social worker.

Assignment 2: Assessment of a Family – 25% of final grade

Pick a family that you are working with. If you are not currently working with a family, you can use a family that you know, please discuss with me prior to choosing this option.

Use and complete the Cross Theoretical Systematic Case Conceptualization Document (Chapter 11, Gehart). The document can be found on Canvas.

In addition to the Case Conceptualization document, please turn in a genogram and a 1-2 page reflection about your experience conducting this assessment including answers to the following questions:

- How might what you discussed in your cultural genogram be relevant in this case?
- What do you think are entry points with this family as a social worker?
- What traits would a social worker need to engage this family?
- What would be your personal goals in working with this family?
- What did you find most challenging when completing this assessment?
- What did you find most interesting/valuable/rewarding?

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Assignment 3: Case Study

25% of your final grade

Pick a family with whom you are working or have in-depth familiarity. This can be the same family as the Assessment paper, but does not have to be.

Please address the following elements in a 6-8 page paper.

- 2-3 generation genogram on 8 ½ x 11 paper- if you have already done a genogram for this family for paper #1, please update, as needed
- Brief assessment of the family, no longer than a paragraph
- Presenting problem- this must be something that needs to change—a particular problem that the interventions will address. Be sure to describe the presenting concern from each person's perspective
- Significant demographics including culture, class, gender, as they relate to the presenting problem
- On what level of the Beavers Scale (article on Canvas) would you assess this family? Why? How does this level of functioning affect the current problem
- What is this family's Life Cycle Stage (see pages 506-507 in Gehart)? How does it affect the current problem? If there are children in this family, describe the hierarchy (p. 509-510, Gehart) and how this impacts the system.
- What is this family's homeostatic state? How would you describe boundaries within the family system and the family's boundaries with their community? How does this impact the presenting problem?
- Referencing class readings, discuss the case viewing from at least **two** theoretical models and propose intervention strategies from at least **two** different models, justifying your choice of model. Please suggest specific strategies from each model, citing references from the readings. Describe how each technique has been or would be used, including dialogue (real or imagined) between therapist and family member. At least 6 class readings must be cited in this paper.

Please discuss how you think each of the interventions you have proposed might work, or not work with this family.

- Personal reflection about the assignment

Extra credit

Family Therapy in Context

Attend a community based meeting listed below or feel free to propose another community based meeting that is relevant to the class topics (AA, NA, ALANO, etc..) After you have attended the meeting, please write up a one to two page reflection on what you learned and how it relates to your work (current or future) with families.

Dawn Farm

<http://www.dawnfarm.org/events/category/education/list/>

Board meeting such as Community Mental Health Partnership of Southeast Michigan
(<http://www.cmhpsm.org/board-info>)

Assignment	Due date	Percent of overall grade
Cultural Genogram	Paper due on Canvas 10/5/18 by midnight If Genogram cannot be turned in electronically, it can be turned in on 10/10/18 in class	25%
Paper #1 Assessment of a Family	Paper due 11/21/18 by midnight on Canvas Genogram hard copies that cannot be turned in electronically, must be turned in during class on 11/21/18	25%
Paper #2 Case Study	Due on Canvas by midnight 12/7/18 Genogram hard copies that cannot be turned in electronically, must be turned in during class on 12/5/18 (if Genogram is the same as the previous paper, only updates are needed)	25%
Class Participation & Attendance		25%
Family Therapy in Context		Extra credit

d. Grading:

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Letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A- distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

When I grade your assignments, I try to provide clear, thoughtful feedback that helps you to deepen your awareness of several 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. Grading Rubrics in Canvas will be used for most assignments.

I will take off up to the equivalent of a half a grade for every day an assignment is turned in late without a prior agreed upon extension.

GRADING SCALE

100 - A+

95 - 99 A

90 - 94 A-

88 - 89 B+

84 - 87 B

80 - 83 B-

78-79 C+

74-77 C

70-73 C-

69 and below -D or E, no credit can be given

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GRADING:

Cultural Genogram	25 points
Paper #1- Assessment- Case Conceptualization	25 points
Paper #2- Treatment	25 points
Attendance and Participation	25 points
Total Points	100 Points

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching philosophy:

As your instructor, I will aim to engage all types of learners through multimodal teaching, an approach that combine lectures, small group discussions, experiential activities, role plays, videos, group presentations and readings. It is my hope that this will allow me to introduce and reinforce the skills needed for social workers in-training. I believe optimal learning occurs when students and instructors are committed to classroom engagement.

Classroom content often requires me to lead with vulnerability. As social workers, we are guided by our commitment to pursue social justice and to protect vulnerable populations. I hope that you will benefit from my modeling comfort with uncertainty and a willingness to discuss tough topics. Responsive classroom dynamics depend on an instructor's discipline to balance the need for processing current events with the prerequisite of covering course objectives. To this end, I am committed to providing a space for needed discussion and expression while keeping all learners safe regardless of their social identities and beliefs. While I value the teaching practices described above, I am equally faithful to modeling how to be a life-long learner. I feel fortunate to pursue a career in which I can continuously learn from colleagues, clients and students.

b. Attendance and class participation:

Class attendance and participation

Students are expected to arrive on time and attend all classes for the full period, complete assigned reading for each week, participate in class activities and discussions, and complete all assignments on time. Attendance will be taken at the beginning of each class.

You are allowed one excused absence. More than one absence will result in a reduction of points which could lower your final grade for the course. Extra credit opportunities are described earlier in the syllabus. If you have a personal emergency that might require that you miss more than one class, please let me know. Also, please let me know about planned or unplanned absences as soon as you realize that you are going to miss class, preferably prior to the class meeting, if possible. When absent, students are expected to find out what they missed from a classmate and, if relevant, to review the PowerPoint presentations that can be found on the class Canvas site.

Effective social workers are **self-aware**. Be prepared to 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 small group and whole class activities.

My hope is to co-create a class environment where we will feel safe enough to take some risks in sharing who we are, and what questions we are grappling with related to the course content, and this is one reason why class attendance is so important. Your on-time arrival, attendance and participation also reflects the basic ingredient of any social work relationship – your presence, “**showing up**” or “**being there**”. For this reason, I ask you to adhere to the following guidelines concerning the use of computers or cell phones in class.

Class Policy Regarding the Use of Portable Technology

Research regarding portable technology (laptop computers, phones, etc.) confirms that these devices can be a supportive classroom tool when **directly** tied to the course curriculum while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting, social media) and disruption to others (*CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices*). Therefore, the following guidelines will guide us toward meeting our goals for the course:

- **I expect that students will not be using computers/social media/phones for non-related classroom activities or recreational purposes. As such, unless we are actively using technology for in class engagement, all computers and other devices must stay closed and away during class time.**
- Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class

and I retain the right to lower an overall final grade by a **minimum** of ½ grade for any student who is highly disengaged in class due to technology use.

Ground Rules

We will work diligently to develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. I hope everyone will feel comfortable sharing appropriate personal life experiences with the intent of broadening all our understanding of the session topic. We will work intentionally to create an environment where that sort of interaction is safe and constructive for the entire group.

I expect we will be honest, sensitive and respectful to each other in preparation for good social work practice. Please share your opinions and feedback with others in discussions and exercises, and when you do so, try to state them in a respectful and constructive manner. Also, be prepared to hear varying opinions and feedback non-defensively, and to use them 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. In the classroom is where we expect to blunder and make mistakes so that we are better prepared when we are in the field; please ***honor this process***.

Research tells us that the more clear the expectations are, the more safe students will feel expressing their ideas and learning. In our classroom we will use **ground rules** that are listed below (and add/edit as needed as a group):

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you"). Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. The goal is not to agree -- it is to gain a deeper understanding.
6. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
7. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
8. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.


c. Safety and emergency preparedness:

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All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

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

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

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

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [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](#)

d. 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

e. 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.

In addition to the end of the semester evaluations, students are invited to give feedback to the instructor if concerns arise throughout the semester.

f. 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.](#)

g. 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

h. 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

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- 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.](#)

i. Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

j. 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.](#)

k. 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.](#)