Welcome to Social Work 625!

I look forward to our semester together and would like to support your success in this course. To that end, do not hesitate to contact me via email with any questions, concerns, or to schedule an appointment. Please include “SW625” in the subject line of any emails. I am striving for a more effective work-life balance related to technology and communication; it is my goal to respond to emails within 24 hours and attend to correspondence sent over the weekends on Mondays.

For brief questions or concerns, I am often available during class breaks and a short time following class.

1. Course Statement

a. Course description
This course will examine practice theories and techniques for working directly with children, adolescents, and their caretakers. This course will emphasize evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diversity factors, such as race, ethnicity, disadvantage, gender, sexual orientation, sexual identity and culture will also be covered.
b. Course content

This course will present prevention, treatment, and rehabilitation models appropriate to interpersonal practice with children, youth and their families in a variety of contexts. Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape the therapeutic relationship. Since the intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, attention will be paid to the understanding of self as an instrument in the change process. A variety of evidence-based interventions for engaging children, youth, and their families (or other caretaking adults such as foster parents) will be presented. Assessment content will emphasize client and caretaker strengths and resources as well as risks to child or youth well-being that may result from internal or external vulnerabilities caused by trauma, deprivation, discrimination, separation and loss, developmental disability, and physical and mental illness. Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the worker's ability to accurately assess the child, youth, or family. These assessments include attention to life-threatening problems such as addictions, suicidal ideation, and interpersonal violence.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources. These interventions will be based on a thorough assessment, appropriate to the child's or adolescent's situation, and sensitive to and compatible with the child/adolescent's and family's expressed needs, goals, circumstances, values, and beliefs. Summary descriptions of developmental stages (i.e. infancy, toddlerhood, preschool age, school age, and adolescence) will be presented in terms of developmental characteristics and milestones, salient developmental challenges, and themes such as self-esteem and the development of peer relationships. Helping parents or other caretaking adults to understand the child's or youth's issues or behavior in developmental terms will also be discussed. A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, behavioral therapy, and parent management training. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis.

Methods for monitoring and evaluating interventions will also be discussed and demonstrated in this course.
c. Course objectives and competencies

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

1. Understand and address the impact of diversity (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of children, adolescents and their families and the social worker on practice process and outcomes. (*Practice Behaviors 4.IP, 10.c.IP*)

2. Describe and apply a number of assessment procedures (e.g. direct observation of or interviews with the client, parent or caretaker, and collateral contacts with teachers, caseworkers, or other professionals) that identify internal and external risk protective and promotive factors that may affect children and adolescents. (*Practice Behaviors 3.IP, 9.IP, 10.b.IP*)

3. Describe the primary developmental tasks and characteristics of childhood and adolescence as they relate to the selection and implementation of developmentally and culturally appropriate techniques for engaging and treating children and adolescents. (*Practice Behaviors 4.IP, 10.a.IP*)

4. Identify the ways in which continuity or disruption in primary care relationships may impact children, adolescents, and the therapeutic relationship. (*Practice Behaviors 1.IP, 10.a.IP*)

5. Engage in an assessment process that includes gathering information on the risk, protective and promotive factors at the intrapersonal, family, peer group, school and neighborhood levels in order to formulate and understanding of the child/adolescent's presenting problems and circumstances. (*Practice Behaviors 9.IP, 10.b.IP*)

6. Implement evidence-based prevention and intervention strategies (e.g. cognitive behavioral interventions, parent management training) that are compatible with child/adolescent and family or caretaker goals, needs, circumstances, culture, and values. (*Practice Behaviors 2.IP, 3.IP, 6.IP, 9.IP, 10.c.IP*)

7. Develop intervention skills in working with children, adolescents and their families. (*Practice Behavior 10.c.IP*)

8. Monitor and evaluate interventions with regard to: effectiveness, sensitivity to diversity factors; impact of child/adolescent' and families' social identities on their experience of power and privilege; and appropriateness of the intervention to specific child/adolescent needs resulting from conditions such as maltreatment, deprivation, disability, and substance abuse. (*Practice Behaviors 5.IP, 10.d.IP*)
d. Course design
The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, skills development sessions and viewing of videotapes. Written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student's practicum work.

e. Relationship of the course to curricular themes

**Multiculturalism and Diversity** will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on 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. Case examples of intervention and readings will reflect this theme.

**Social Justice and Social Change** will be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and their families will also be emphasized. Victimized and underserved or inappropriately served children and adolescents and their families will also be emphasized.

**Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through discussion of risk, protective and promotive factors across the child/adolescent's multiple contexts. Discussions will also emphasize intervention theories and techniques that support the child's or adolescents' developmental potentials.

**Behavioral and Social Science Research** will be addressed in relationship to the selection, monitoring, and evaluation of assessment and intervention methods with specific emphasis on evidence-based interventions in the areas of developmental psychopathology, attachment, risk, resiliency and coping, trauma, and maltreatment. Students will develop advanced skills necessary to implement evidence-based interventions and critically evaluate intervention theories and approaches used with child and adolescent populations.

f. Relationship to social work ethics and values
Social work ethics and values in regard to confidentiality, self-determination, and respect for cultural and religious differences are particularly important when working with children and youth. Social workers working with children and adolescents often need to make critical intervention decisions which may have to balance risks to the child's or adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to work with child and adolescent populations and the ways that the professional Code of Ethics may be used to guide and resolve value and ethical issues.
The NASW Code of Ethics [www.socialworkers.org/pubs/code/code.asp]

Learning needs and accommodations. If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:
Location: G664 Haven Hall
Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661
Email: ssdoffice@umich.edu

Health and wellness services. Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu) at 734-936-0961 regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

University of Michigan is committed to advancing the mental health and wellbeing of its 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 and [https://caps.umich.edu/](https://caps.umich.edu/) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

For a listing of other mental health resources available on and off campus, visit: [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/).

Religious holidays. Although the University of Michigan, as an institution, does not observe religious holidays, 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. Absence from classes or examinations for religious reasons does not relieve students from the responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments due to their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.
The standard School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

2. Class Requirements

Students are expected to attend all classes for the full time frame, complete assigned reading(s) and content for each week, participate in class activities/discussions, and compete all assignments on time.

a. Text and class materials. No textbook is required for this course. The materials for the course are housed on the University’s web-based course management platform, “Canvas.” Readings and requisite course materials will be available on Canvas, organized by class date or available directly from a specified website. Students are expected to complete all requisite readings and online content prior to class.

Recommended Texts and Resources. For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:


Parent-Child Interaction Therapy (PCIT) Web Course. This web course is provided through the University of California Davis http://pcit.ucdavis.edu/pcit-web-course. The course takes about 10 hours and can be completed at your own pace; a certificate of completion is awarded, which can be reflected in your resume.

Trauma Focused Cognitive Behavioral Therapy (TF-CBT) Web Course. This online course is provided through the Medical University of Southern California http://tfcbt2.musc.edu/. The course takes about 10 hours to complete and will completed at your own pace. Upon completion, you will receive a certificate that can be reflected in your resume. There is a fee for this course.

b. Instructor notes on the classroom environment

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 you can do this through critical thinking, assignments and active participation in class discussions and 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 the questions we are grappling with related to the course content. This is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will 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.

Use of electronics during class: Please avoid non-class use of electronics during the course. I expect your computer will only be used during instructor-specified times in class or for taking notes during lectures. If you need to take a phone call or respond to a text message or email, please step out of the class and return when you are done.
c. **Class schedule** [Additional guest lecture dates, pending]

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Date</th>
<th>Topic for Class Session</th>
<th>Requisite Preparation for Class Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td><em>Introductions &amp; Course Overview</em></td>
<td>• Bring yourself and your Acrostic poem</td>
</tr>
</tbody>
</table>
| 2             | 1/16 | **NO FORMAL CLASS**  
• Watch selected film (see SLO: Session 2) | • SLO: Session 1 – Due Sunday, 1/13 @12N  
• MODULES: Review Session 1 materials  
• ASSIGNMENTS: Review all guidelines |
| 3             | 1/23 | *The Arc of Therapy: Assessment through Termination*  
• Assessing Safety | • SLO: Session 2 – Due Sunday, 1/20 @12N  
• MODULES: Readings + Session 3 materials  
• ASSIGNMENTS: Bring your questions |
| 4             | 1/30 | *Key Dynamics in Clinical Practice with Children & Youth – Part 1* | • SLO: Session 3 – Due Sunday, 1/27 @12N  
• MODULES: Readings + Session 4 materials |
| 5             | 2/6  | *Key Dynamics in Clinical Practice with Children & Youth – Part 2* | • SLO: Session 4 – Due Sunday, 2/3 @12N  
• MODULES: Readings + Session 5 materials  
• ASSIGNMENTS: Written Assessment Due (hard copy and via Canvas) |
| 6             | 2/13 | *Intervention: Introduction to CBT*  
• *Case Presentations (2)* | • SLO: Session 5 – Due Sunday, 2/10 @12N  
• MODULES: Readings + Session 6 materials |
| 7             | 2/20 | *Intervention: CBT, part 2*  
• *Case Presentations (8)* | • SLO: Session 6 – Due Sunday, 2/17 @12N  
• MODULES: Readings + Session 7 materials |
| 8             | 2/27 | *Intervention: SFBT*  
• *Case Presentations (2)*  
• Guest: Lindsey Corso, LLMSW | • SLO: No submission this week  
• MODULES: Readings + Session 8 materials  
• ASSIGNMENTS: Resource Handout Due (via Canvas) |
|               |      | **3/6/2019 – NO CLASS DUE TO SPRING BREAK** | |
| 9             | 3/13 | *Intervention: Intro to DBT*  
• *Case Presentations (8)* | • SLO: No submission this week  
• CANVAS: Readings + Session 9 materials |
| 10            | 3/20 | *Intervention: Contemporary Issues in Clinical Practice*  
• *Case Presentations (2)* | • SLO: Session 9 – Due Sunday, 3/17 @12N  
• MODULES: Readings + Session 10 materials |
| 11            | 3/27 | **NO FORMAL CLASS**  
• Group Work Time | • SLO: Session 10 – Due Sunday, 3/24 @12N  
• MODULES: No requisite content this week |
| 12            | 4/3  | *Intervention*  
• Class meets off-site for equine-assisted therapy demonstration | • SLO: No submission this week  
• MODULES: Readings + Session 12 materials  
• ASSIGNMENTS: All Clinical Workshop Materials Due (via Canvas) |
| 13            | 4/10 | *Intervention: Clinical Workshop Presentations (3)* | • SLO: Session 12 – Due Sunday, 4/7 @12N  
• MODULES: Review the 3 specified “Flipped” presentations |
| 14            | 4/17 | *Intervention: Clinical Workshop Presentations (2) + Putting it All Together* | • SLO: No submission this week  
• MODULES: Review the 2 specified “Flipped” presentations |
Your grade for this course will be based on:

- **25%** Attendance, Participation, and Student-Centered Learning Opportunities – DUE weekly
- **10%** Written Assessment – DUE February 6
- **15%** Clinical Presentation & Reflection – DUE starting Feb 13
- **10%** GROUP: Clinical Workshop Resource Handout – DUE February 27 @ 9a
- **30%** GROUP: “Flipped” Clinical Workshop Materials – DUE April 3 @ 9a
  Presentations on 4/10 & 4/17
- **10%** Vignette Final Exam – DUE April 28 @ 12N

---

**Written Assessment**

DUE: February 6

You will be asked to complete the written documentation for a specified clinical assessment. A documentation template will be provided. Each student will also be asked to review and provide feedback for the documentation submitted by at least one peer.

**Clinical Case Presentation & Written Summary Reflection**

DUE: starting February 13

Each student will sign up to give one in-class clinical case presentation during the semester.

*The purpose*: Clinical Assessment & Feedback. This assignment is an opportunity to demonstrate proficiency with clinical assessment and to address a challenge from your clinical practice where you would like feedback for greater understanding or new perspective in your work. Most times, the case presentation will address where you are feeling “stuck” or need/want additional feedback on a particular process or issue.

**Clinical Case Presentations** (8-10 Minutes) should be prepared using PowerPoint and follow the following format, with de-identified case information.

1. **Clinical Question**: Identify at least one clinical question or discussion question you would like to address in this case presentation and accompanying discussion. [1 slide]
3. **History of Presenting Issue (HPI)**: Provide a brief overview of the presenting concern, development of symptoms, relevant historical information (social, family, trauma, medical, psych, education). Include enough information to engage your colleagues in discussion while also keeping this information to a minimum. [No more than 2 slides]
4. **Clinical Formulation**: Summarize your clinical impressions and diagnosis. [1 slide]
(5) **Positionality & Ethics**: Discuss how identity and environment (may) influence your clinical formulation or engagement. Discuss how identity and environment (may) influence your client’s experience. Also, identify at least one (1) ethical principle involved in this case and include the specific NASW Code of Ethics reference. [1-2 slides]

(6) **Best Practices and Treatment Plan**: Briefly note how you incorporated best practice knowledge/skills in your assessment and clinical formulation. What (evidence-based) practices or theories did you engage or would you engage as you develop your approach with this client? Why did you choose this treatment plan? [1-2 slides]

**Clinical Discussion and Report Out** (20 minutes): Following your presentation, each clinical team will take a few minutes to discuss the case and each group will report back to the class, focusing on providing feedback to the clinical question(s) or learning outcome presented.

**Case Presentation Summary Reflection** (1-2 pages, submitted via Canvas 1 week after presentation): The written case summary reflection should provide a summary of the suggestions made by your clinical team and include a critical reflection of your learning and practice going forward.

“Flipped” Clinical Workshop **DUE: April 3**

Students will work with their clinical consultation team throughout the semester to develop a workshop presentation related to a mental health treatment modality. Time will be allotted in class to work on the presentations. Workshop presentations will include an online didactic teaching component, an interactive skills-practice component, and at least one role play. Groups will sign up to present their 30-minute interactive workshops in class on April 10, and 17.

Topics and assignment guidelines will be provided and discussed during the third class session. Groups and topics will be identified no later than the second session of class. All groups will submit their workshop presentations on April 3 – even if the group is presenting on April 10 or 17.

**CLINICAL WORKSHOP TOPICS**

Multisystemic Therapy (MST)
Parent Management Training-Oregon Model (PMT-O)
Play Therapy / TheraPlay
Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

**Final Exam** **DUE: April 28**

Your final assignment for this course is a final exam. The exam will be comprised of vignettes and open-ended questions. The exam is a take-home, open notes experience designed to demonstrate your clinical and integrative skills related to the course content.
e. Attendance, class participation, and student-centered learning opportunities (SLO)

Your attendance is a requirement. Your active and focused participation is a requirement. Course preparation outside of class is a requirement. Attendance and participation reflect the basic elements of any social work relationship – to show up and remain present.

I fully recognize levels of participation may vary based on comfort and interest in topics of discussion. The participation dynamic mirrors one you might experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and taking action, as appropriate. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course material and discussions or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

Full credit is achieved by students who attend every class, are attentive and present, responsive to and inclusive of others, complete all student-centered learning opportunities with satisfactory quality, and regularly contribute to discussion. Quality of student-centered learning opportunities will be indicated using +/- feedback, as appropriate. Please note that non-class use of electronics and technology will result in a lower grade. I will use the rubric below to determine this portion of your grade.

<table>
<thead>
<tr>
<th>Class Participation and Attendance Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 points</td>
</tr>
<tr>
<td>Consistently &amp; Regularly</td>
</tr>
<tr>
<td>No absences and arrive on time for each class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students’ identities. Engage only in classroom activities while in the class. Complete all assigned student-centered learning opportunities. Quality of submissions is excellent.</td>
</tr>
<tr>
<td>20 points</td>
</tr>
<tr>
<td>Often &amp; Generally</td>
</tr>
<tr>
<td>Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students’ identities most times. Engage only in classroom activities while in the class most times. Complete most to all student-centered learning opportunities. Quality of submissions is good to excellent.</td>
</tr>
<tr>
<td>15 points</td>
</tr>
<tr>
<td>Occasionally &amp; Sometimes</td>
</tr>
<tr>
<td>Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students’ identities. Engage in occasional texting or web surfing irrelevant to course requirements/content. Complete some to most assigned student-centered learning opportunities. Quality of submissions is fair to good.</td>
</tr>
<tr>
<td>0-10 points</td>
</tr>
<tr>
<td>Rarely &amp; Irregularly</td>
</tr>
<tr>
<td>Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in texting or web surfing irrelevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities. Quality of submissions is poor to fair.</td>
</tr>
</tbody>
</table>
**Student Absences:** If you need to miss a class, in part or in total, you are required to notify the instructor via email ([dmbrydon@umich.edu](mailto:dmbrydon@umich.edu)) or phone/text (734-272-5634) in **advance of our class meeting time.** Failure to communicate an absence to the instructor will result in an automatic deduction toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

**f. Grading**

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The total point to final grade is as follows:

- A+ = 100
- B+ = 89 – 91
- C+ = 79 – 81
- D = 66 - 71
- A = 96 - 99
- B = 86 – 88
- C = 76 – 78
- E = Less than 66
- A- = 92 - 95
- B- = 82 – 85
- C- = 72 – 75

**Please note:** A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.

**For all assignments, you will be graded on:**

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing skills: clarity of thought, organization, and flow (also see below)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested
- Ability to discern which aspects of use of self would be important in assessment or intervention

**Work expectation for the course:** The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six (6) hours per week of preparation for this class. The assignments in this class have been developed to help you systematically gain social work knowledge, to develop social work practice skills and values, and to enable you to successfully achieve the goals and objectives of the course.
**Writing skills:** Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

- http://apastyle.apa.org/
- http://grammar.ccc.commnet.edu/grammar/
- https://owl.english.purdue.edu/owl/resource/560/01/

**Plagiarism:** Don’t do it. Representing someone else’s words, statements, ideas of works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:


When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

Another helpful resource: http://www.lib.umich.edu/academic-integrity/resources-students. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

**Incompletes:** Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “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 the course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

---

**One more note:** I try to provide clear, thoughtful feedback designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* Likewise, if I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.