1. COURSE STATEMENT

a. Course Description
This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of the key 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" including identification of one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.

b. Course Content
This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed. Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations within the key diversity dimensions. Each model that is presented will cover all phases of the intervention process: engagement and screening, assessment, planning, evaluation, implementation, and termination. Although evaluation will be discussed in much greater depth in the Practice Area evaluation courses, students will learn how to integrate evaluation techniques and measures into their on-going interventions with individual adults so that they can employ systematic measures of their effectiveness in the field. This course will carefully explore the issues that influence and determine client...
motivation because many individual adults come into the treatment process with varying degrees of willingness and sometimes are coerced to seek help by authorities or family members. Strategies that workers can employ to engage reluctant or resistant clients will be presented. Intervention models in this course will be general enough to apply to a wide range of adult clients in a wide range of adult situations, since other courses will focus more specifically on special populations and problems. Course content will include ethical issues that relate to interpersonal practice with individual adults and those elements of the NASW code of ethics that especially impact on practice with individual adults (e.g., boundary and comportment issues between worker and client).

c. Course Objectives & Practice Behaviors
Upon completion of the course, students will be able to:

1) Describe how theory informs and shapes the kinds of intervention strategies that may be employed when working with individual adults, including the indications and contraindications of various IP models. (Practice Behaviors 3.IP, 6.IP)

2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults. (Practice Behaviors 6.IP, 10.c.IP)

3) Demonstrate social work skills [with individual adults] in the pre-engagement, engagement, assessment, intervention, ending and evaluation phases of interpersonal social work practice. Critically apply in a practice setting a minimum of two empirically supported IP theories. (Practice Behaviors 3.IP, 10.a.IP, 10.b.IP, 10.c.IP, 10.d.IP)

4) Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. Assess life-threatening problems, such as addictions and violence; and forms of oppression clients' experience. Identify and assess the effects of diversity dimensions (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). (Practice Behaviors 4.IP, 9.IP, 10.b.IP)

5) Demonstrate their ability to form worker-client alliances and collaborations, communicate empathically, and help enhance motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change. (Practice Behaviors 1.IP, 2.IP, 10.a.IP)

6) Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources. (Practice Behaviors 4.IP, 9.IP, 10.c.IP)

7) Identify one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. (Practice Behaviors 1.IP, 4.IP, 5.IP)

8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures. (Practice Behavior 10.d.IP)

9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions [with adults] involving diverse populations and settings. (Practice Behavior 2.IP)

d. Course Design
This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, interactive media simulations, in vivo exercises, role play simulations within the classroom, modeling and video demonstrations, didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.
e. Relationship to Four Curricular Themes:

Social Science and Behavioral will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

Multiculturalism and Diversity will be addressed through careful analysis of how clinical models can be applied and modified to fit the special needs of various groups. Resistance and motivation of adults to interventions will be covered to demonstrate how effective intervention models must be adapted to fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of "problem" and "treatment" that exist in diverse groups in order for social workers to practice with adults from diverse backgrounds.

Social Justice will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation. We will examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

Promotion/Prevention/Treatment & Rehabilitation will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.

2. COURSE REQUIREMENTS

a. Text and Class Materials

To fully engage in the course and become a competent and skilled social work practitioner, it is expected that students will complete all required readings prior to class on Wednesday. Readings will be embedded into course lectures, discussions, and assignments.

Required Text (Not needed until Week 12):


ISBN-10: 0-393-70978-7

**All additional readings, including journal articles may be found available on CANVAS or the University of Michigan Library website.

Recommended Text (Available online at the UMich Library: https://www.lib.umich.edu/)


### b. Class Schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td></td>
<td><strong>Required Readings:</strong></td>
</tr>
<tr>
<td>1/9/2019</td>
<td>Course Overview &amp; Review of Course Syllabus</td>
<td>SW628 Syllabus (in-class review)</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings:</strong></td>
<td><strong>Recommended Reading:</strong></td>
</tr>
<tr>
<td>Week 3: 1/23/2019</td>
<td>Moving Through the Stages of MI (Substance Use Disorders)</td>
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<tr>
<td><strong>Required Readings:</strong></td>
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<td><strong>Recommended Readings:</strong></td>
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<tr>
<th>Week 4: 1/30/2019</th>
<th>Types of Resistance Rolling with Resistance (Personality Disorders – goal-based approaches)</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Readings:</strong></td>
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</tbody>
</table>
| Week 7: 2/20/2019 | Ongoing CBT Sessions What to do when you are Stuck in Session… | Required Readings:  
Recommended Readings:  
Beck Text, Chap. 7 – 8 |
|---|---|---|
| Week 8: 2/27/2019 | Behavioral Activation in CBT (Major Depressive Disorders) | Required Readings:  
Recommended Readings:  
Beck Text, Chap. 6 |
| Week 9: 3/6/2019 | NO CLASS – SPRING BREAK! |
| Week 10: 3/13/2019 | Automatic Thoughts within CBT Identifying and Altering Core Beliefs (Anxiety Disorders) | **Required Readings:**

**Recommended Readings:**

Beck Text, Chap. 9 – 14

| Week 11: 3/20/2019 | DBT Structure & Skill Groups (Eating Disorders) | **Required Readings:**

**Recommended Readings:**
<table>
<thead>
<tr>
<th>Week 12: 3/27/2019</th>
<th>Post-traumatic Growth &amp; Resilience Assessing for Trauma in Adult Clients Childhood Attachment and Adult Functioning (Trauma &amp; Other Stress-related Disorders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13: 4/3/2019</td>
<td>Introduction and Foundation to Trauma-Sensitive Mindfulness</td>
</tr>
<tr>
<td><strong>Required Readings:</strong></td>
<td>Treleaven Text, Chapters 1 – 4</td>
</tr>
</tbody>
</table>
Week 14: 4/10/2019
Five Principles of Trauma-Sensitive Mindfulness

Required Readings:
Treleaven Text, Chapters 5 – 9

Week 15: 4/17/2019
Addressing Problems in Therapy Reflections & Termination

Required Readings:


c. Assignments

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Points / (% of Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation (Facilitation) - 1 point per class, plus 5 points for class facilitation (see below).</td>
<td>Ongoing</td>
<td>20 / 20%</td>
</tr>
<tr>
<td>Ethics Issue Paper</td>
<td>1/30/2019</td>
<td>10 / 10%</td>
</tr>
<tr>
<td>Reflection Paper #1</td>
<td>2/13/2019</td>
<td>5 / 5%</td>
</tr>
<tr>
<td>Reflection Paper #2</td>
<td>4/10/2019</td>
<td>5 / 5%</td>
</tr>
<tr>
<td>Intervention and Assessment Group Paper</td>
<td>3/27/2019</td>
<td>30 / 30%</td>
</tr>
<tr>
<td>Three SIMmersion Training Center Exercises</td>
<td>*Must complete by 4/3/2019</td>
<td>15 / 15%</td>
</tr>
<tr>
<td>Intervention Sharing</td>
<td>Varies;4/17/2019</td>
<td>15 / 15%</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>

Attendance & Participation (20 points/20%)
As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement.

Regular class attendance is a requirement of this course. Your grade will be negatively impacted if more than one class is missed without this Professor’s approval. Please communicate any classes that you may miss to this Professor via email (rowea@umich.edu) or phone/text (734-845-1442). The student and Professor will agree upon make-up assignments when more than one class is missed. *Any failure to communicate an absence to this Professor will result in a full point deduction for that class. Please refer to the Policy on Class Attendance found in the MSW Student Guide for additional information.*

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the
clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures.

Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

**A Note on the Learning Environment:**
The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

**All assignments are expected to be handed in on their due date prior to the end of the day (11:59pm). Late assignments will be marked down 2.5% for every day they are late.**

On the first day of class you will choose a topic that corresponds with the course material. It will become your responsibility to facilitate the class discussion on the day the topic is covered in class. Weekly facilitations will occur after the lecture and in-class assignments are complete. You will be awarded 5 points for:

- creating thought provoking questions about the topic (2 points) – to be submitted via CANVAS before class; and
- integrating PODS into the discussion (3 points).

**d. Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>96 – 99%</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 95%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 91%</td>
</tr>
<tr>
<td>B</td>
<td>85 – 88%</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 84%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 80%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
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</table>
Please note: A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. 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 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; and
- Ability to discern which aspects of use of self would be important in assessment or intervention.

Please review the following content in the MSW Student Guide for additional information on Grades in Academic Courses and in Field Instruction, as well as Student Grievance procedures and the policy for grading in special circumstances.

**Ethical Issues Paper (5 points/5%) – Due 1/30/2019**

Describe a current or past ethical dilemma you faced with an adult client. If you have not had experience working with adult clients, then please identify a dilemma that you anticipate may occur in the future or one that you’ve heard of from a colleague or peer. Discuss possible ways for resolving the dilemma or the way you did resolve it. Make sure to reference what ethical violation(s) exists in the identified dilemma. This brief paper should be 1 – 2 pages in length and in APA format. It should reference a particular code or section of the NASW Code of Ethics.

**Reflection Papers (5 points per paper/10% total) – Due 2/13/2019 and 4/10/2019**

The purpose of your two reflection papers is to provide evidence that you understand the course material (i.e. Readings, Lectures, Guest Speakers, and Discussions). Each paper is expected to be 2-3 pages in length and in APA format. These papers are designed to explore your thoughts related to the course content and discussions. While this assignment is designed to reflect on your thinking process, it must cite external sources as they will help you develop an informed opinion. Spelling and grammar will be considered during the grading process. Your reflection papers should be submitted on CANVAS.

**Intervention Sharing (15 points/15%) – Varies, must be completed by 4/17/2019**

On the first day of class when you choose your facilitation topics, you will also choose a day to share an intervention with the class. You may choose the same day that you facilitate discussion or a different day for your intervention sharing assignment. This is a group project; each participant in the group must play an active part in the intervention (e.g. narrator, clinical social worker, client, or family member). Your group is responsible for the following completing the following objectives:

1. A brief 5 – 10 minute presentation on the theory as it related to the mental health disorder and directives related to applying the intervention. Make sure to include the:
   a. Target population;
   b. Treatment modality; and
   c. Cultural considerations
2. A 10 - 15 minute in-class demonstration of the intervention.

Please type or scan the instructions on how to facilitate the intervention; it must be uploaded on CANVAS to receive credit for this assignment. If you are not the original author, then please reference the source of the intervention on the same page. Each intervention will be added to our class toolkit.
Three Simulated Exercises (15 points/15 %) – Must be completed by 4/3/2019
Students will login to the SIMmersion Training Center to practice sharpening their practical knowledge of how to deliver CBT and Motivational Interviewing techniques to a client. These cutting-edge CBT simulations are not yet publically available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn their 5% grade for each simulation, students will be expected to:
1. Score 90% or better at least once for each simulated character
2. Complete at least 4 simulations per character.
   - It may take more than 4 simulations per character to score 90 or better
   - Please check-in with me if you for clinical consultation, if you have not scored 90 or better after 4 attempts.

A description of the simulations are below.

**Introducing CBT with Tanisha Mosley**
This simulation gives the student an opportunity to explain CBT to a client, which equips the student in learning about CBT and about how to discuss it with a client. The student is given the opportunity to explain different aspects of CBT to the client (Tanisha). Topics include: why CBT over other treatment plans; the connection between thoughts, feelings, and behaviors; patterns in behavior; the roles of the therapist and the client in the treatment; the purpose of homework. The student is given the opportunity to give Tanisha illustrations and diagrams of how CBT works. In addition, students practice ensuring client understanding, using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

**CBT Functional Analysis with Roger Ellison**
Using a self-monitoring worksheet, the student will examine a recent drinking episode and work with the client (Roger) to show how his thoughts, feelings, and events in the recent episode might be interacting. In addition to doing a functional analysis, students practice using collaborative language, utilizing a conversational tone, demonstrating empathy, individualizing CBT to a client, setting an agenda, and assigning homework.

**Brief Motivational Intervention with Gabe Turner**
This simulation gives students the opportunity to practice a brief intervention focused on motivating a client (Gabe Turner) to engage in behavioral change. In order to engage the client, the student will need to use Motivational Interviewing techniques. In the conversation, the student is given the opportunity to walk through the process of Motivational Interviewing (Engage, Focus, Evoke, Plan). Other techniques the student can practice include: developing a sense of collaboration, displaying empathy, being sensitive to the client's needs, using OARS, using rulers, and eliciting change talk. Finally, this simulation has a cultural sensitivity component included. Throughout the simulation, the student will have the opportunity to learn an effective method to demonstrate cultural sensitivity to the client.

Intervention and Assessment Group Paper (30 points/30%) – Due 3/27/2019
Work with your group to write a 7-9 page paper about a case that describes the following phases: assessment, intervention plan, intervention implementation, and evaluation. Each student also writes a personal reflection that does NOT count towards the 7-9 pages. Your group can develop part of the case with your imagination if you need to, for example, if you have seen a client just once or twice and want to imagine what a more complete intervention would look like. **Cite at least 4 references, using quotes, from class readings by different authors as they relate to your work with this client and provide a reference page at the end of the paper.** Be sure to do
complete job of integrating the readings. This is the way I know you have read for the course and can integrate
the readings. You cannot reference my power point slides.

Use these subheadings to organize your group’s paper:

• **Assessment:** A brief description of the presenting problem including demographics and cultural
identity issues (e.g., age, race, gender, class, sexual orientation, religion, ability/disability) history of the
problem with **all material disguised to protect confidentiality.** Also, include an actual diagnosis
(DSM-5) or a clearly stated clinical hypothesis.

• **Context:** The context in which you know this client and the client’s precipitating issue.

• **Clinical impressions:** Include a brief description of the client’s ability to engage, her/his/their
physical, mental, emotional, social state at the time of the interview, and their motivation and stage of
change.

• **History:** Provide a brief history of the problem, including family, health and social history that may be
relevant.

• **Treatment Goals:** What are the goals of the intervention? What needs to change? Separate goals
based on locus of control for the change. In other words, separate recommendations for system’s
interventions from changes that the client can control and change. (For example: **A systemic locus of
control:** “the home insecure intervention program will work with Sandy toward a secure housing
situation”. **A client-based locus of control:** “Sandy will reduce negative thoughts that interfere with her
attending her meetings with her case manager to work toward more secure housing.”)

• **Ethical Issues:** Describe any ethical or cross-cultural issues that arise with your involvement in this
case. Comment on your differences (since this is a group project describe the background of the
clinician ) from the client based on gender, race, ethnicity, class, age, sexual orientation, gender identity,
religion, language, etc. and how you addressed the differences.

• **Intervention Plan:** Based on the interventions we have studied in class, describe the theoretical
approach or approaches that are likely to be the most effective for this case and the goals for intervention
as developed through a mutually agreed upon treatment plan with the client. If more than one theoretical
approach is used, describe how you would integrate these approaches theoretically or apply them
sequentially to the case. Discuss any barriers or resistance to client progress and how these barriers or
resistances are addressed. Provide evidence for your choice of interventions.

• **Intervention Implementation:** Illustrate the approach you used through a **transcript of an actual
interview.** Comment on the accuracy of your original assessment and plan. Describe how you might
improve your responses, including the use of general theoretical approaches you did not use. You may
make the session as long as you want. For the transcription, use about 12-15 statements from the client
and 12-15 of your responses to the client.

• **Evaluation:** Describe how you would evaluate the efficacy of your work. Select or create a measure
for the evaluation of the goals established for work with this particular client. If you can actually
administer the measure with your client – wonderful, but you do not have to actually administer the
measure. It is more important to describe how you would introduce the measure to your client. Write
down what you might say to the client.

and Antony, M. M. & Barlow, D. H. (2004), *Handbook of Assessment and Treatment Planning for Psychological Disorders*. New York: Guilford. The UM Library also has a web site to help search for measures: http://guides.lib.umich.edu/tests. For example, you could use the BECK Depression Inventory or the PHQ-9 for a client with depressive symptoms. The measure needs to be attached at the end of your paper or uploaded as a separate PDF.

• Personal reflection (one 1-page reflection for each group member). Each group member must address all of the following elements in this section of the paper, and state:
  
  • Your own reaction to this encounter
  
  • Describe transference/counter-transference issues with this client or how your self-awareness/relaxation model applies to your work with this client. In what areas do you think you need to grow to feel more competent in your work with individuals?
  
  • In what areas did you feel competent during this encounter?

**Extra Credit: Online Cognitive Processing Therapy (2 points)**
The Medical University of South Carolina provides a nine-hour web-based learning experience on Cognitive Processing Therapy (CPT). This training was initially developed for therapy with Veterans/Military populations. However, the demonstrated skills have been expanded to meet the needs of patients experiencing symptoms associated with depression and post-traumatic stress. This online training will help you better understand all aspects of CPT. At the conclusion of the training; you are required to upload your CPT certificate of completion to CANVAS to receive credit for this assignment. Any late submission will result in a full point deduction.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

**Proper use of names and pronouns:**
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the Professor before the second class period so that I use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: *Student Business > Campus Personal Information > Gender Identity*.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

**Accommodations for Students with Disabilities:**
If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

  For more information, contact:
  Services for Students with Disabilities
  G-664 Haven Hall | 505 South State St.
  (734) 763-3000 | ssdoffice@umich.edu

**Religious/Spiritual Observances:**
An overview of the process for students who have conflicts with religious observances:
  
  • Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Military Deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Student Mental Health and Wellbeing:
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
- Counseling and Psychological Services (CAPS) at (734) 764-8312
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching Evaluations:
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and Professors cannot view evaluation reports until after grades are submitted.

Writing Skills and Expectations
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA Formatting
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Academic Integrity and Plagiarism
Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.
**Safety & Emergency Preparedness**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. In the event of a non-life threatening emergency, or for general assistance, call 647-0007 or 7-0007 from any campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734) 764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

For more information visit the U-M Division of Public Safety and Security website.

- Active Attacker Response and Prevention Video
- Register for U-M Emergency Alerts
- Report a hate crime or bias-related incident
- U-M Annual Emergency Guidelines

**Weather Emergency**

In the event of a weather emergency during building hours, Students should find shelter in the nearest restroom, windowless offices, or proceed to the Curtis Center (room B660) in the lower level. Building Occupants should avoid using the elevator even if it is in service as a power failure may occur in transit. Maps to the nearest weather emergency shelters are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester Professors will review the emergency plan for each classroom where classes are held.

**Building Evacuation**

In the case of fire or building mechanical failure the occupants may be asked to evacuate the building and proceed to a designated staging area. Staff member wearing orange emergency vests will be on hand to assist with a orderly evacuation. Maps to the nearest emergency exit are indicated on the emergency maps located at each stairwell, entrance, and classroom. At the beginning of each semester Professors will review the emergency plan for each classroom where classes are held.

View the SSW Building Egress Map.

**School Closures**

From time to time the University of Michigan may be forced to close for any number of reasons. The most commons instances are do to inclimate weather, health epidemic, or building mechanical failure. Updates can also be found on the following radio stations:

- WUOM 91.7 FM
- WWJ 950 AM
- WJR 760 AM

In the event that the building is closed (loss of power for example) students can call the Building Emergency Update line (734) 764-SSWB (7792) for updates or check the SSW school website.

**ADA Evacuation**

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADA compliance@umich.edu.

Office of Student Services
School of Social Work
Room 1748
(734) 936-0961