



Course title:	Interpersonal Practice with Families
Course #/term:	SW 623 Section 001
Time and place:	Monday 1-5pm Room: B798
Credit hours:	3
Prerequisites:	521 or permission of instructor
Instructor:	Hillary Baldwin Steller, LMSW
Pronouns:	She, her, hers
Contact info:	E-mail: hillymb@umich.edu You may expect a response within 48-72 hours
Office:	SSWB 3738
Office hours:	Mondays 12-1 or by appointment

A Note from Hillary:

The nature of this class is experiential and participation oriented. Due to the nature of Family Therapy I believed this is the best way to learn how to manage the dynamics that make family therapy so tricky. My expectation for this course is that you will engage in the material, activities, small group, large group, and/or one on one discussions that will come out of this course. The more you partake in all of the learning that is available to you, the more you will get out of the course. I understand that not everyone is comfortable disclosing information about their personal experience, and I have tried to accommodate those students with a variety of teaching techniques to share the burden. If you feel that this level of engagement is uncomfortable for you, please see me early in the semester to discuss how I can help you participate in class more fully.

Course Media Policy

Phone, laptops, tablets, etc. are not permitted to be used in class. If you have a specific learning need please come speak with me and I am more than happy to find an appropriate solution with you. I also understand that emergencies sometimes happen, however please speak with me if you feel you have a reason to be exempted from this policy at any time during the semester.

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 find solutions 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 of 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.

CLASS REQUIREMENTS

Expectations for our classroom community:

1. We will 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 of 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.
2. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
3. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.
4. I believe that we are all learners and teachers.

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.](#)

Accommodations:

If you need or desire an accommodation for any reason, please let me know at your earliest convenience. Any information you provide is and will be kept private and confidential. Many aspects of this course, the assignments, the in-class activities, student performance evaluations and the way the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier you make me aware of your needs the more effectively we will be able to use the resources available to us such as the services for

Students with Disabilities, the Adaptive Technology Computing Site, Sweetland Writing Center, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me of religious observances and conflicts with class.

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

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. Students are expected to arrive on time and prepared to work. Please see attendance and participation section. Please note that students will be divided into groups (1, 2, 3, and 4) and will only need to do the reading for their own group.

There is NO text book for this course.

Class schedule:

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

Date	Agenda	Required Reading	Assignments
Week 1 5/13/19	Introductions—Family Dynamics Family introductions Common Factors Role Play		Introductions, Groups number assignments, Family introductions, and Syllabus
Week 2 5/20/19	Research and Ethical Foundations of Family work Cultural Understandings of Family—Genogram Treatment Planning	*Gerhart chaps 1, 2, and 3 All Groups Hardy and Laszloffy Article	Share within your group in class. Share out as a group Start Cultural Genogram in class

Week 3 6/3/19	Types of Family Therapy Family Drawing	*Gehart 4 (group 1) Viability of Structural Family (Group 1) *Gehart 5,6 (group 2) *Gehart 7,8 (group 3) *Gehart 9,10 (group 4)	Share out with the class on the reading *Group 3, and 2 share cultural Object
Week 4 6/10/19	Discuss Family Sculpting Assignment	Father's Involvement (Group 1) SFT w. Incarcerated Families (group 4) Minuchin on Family (All Groups)	Group 1, and 4 Share Cultural Object
Week 5 6/17/19	Couples Therapy Gottman Video	Garazini Gottman (group 2) Gottman Teen Communication (group 3) Imago Common Factors (group 4) New Era of Couples Therapy (Group 1)	Cultural Genogram and Reflection Paper
Week 6 6/24/19 Class will not meet	Use Class time for group work Family Sculpting		
Week 7 7/1/19	Solution Based Therapies	Cottrell (group 2 and 3)	Reflection on Family Sculpting
Week 8 7/8/19	Family Play Therapy	Power of Family (All Groups)	Guest Speaker (I hope)
Week 9 7/15/19	Intergrading Family into one on one practice	Common Factors (revisited)	
Week 10 7/22/19	Melded Families	Coleman et al (Group 1) Grandparenting and Adolescents (Group 2) Miran-Khan (Group 3) King et al (Group 4)	Family Assessment and Treatment plan
Week 11 7/29/19	Class will not meet		

*All Gehart text will be handed out in class

Attendance:

1. Please communicate with this instructor about all absences. Just not showing up for class is treated differently than an absence, which involves canceling or communicating with me about your circumstances.
2. Every “no-show” results in a deduction of ½ a letter grade (A- to a B+, for example)
3. First previously explained absence = no consequence
4. Second explained absence = Extra 1-2 page journal on the topic covered in class or deduction of ½ a letter grade.
5. Third explained absence = deduction of 1 letter grade.

SSW Policy on Class Attendance

Assignments:

1.Family Assessment and Treatment Plan (Due 7/22/19):

Each student will assess a family from one of the memoirs offered, if you have another memoir to suggest we can discuss it. Due to the nature of this assignment it is understood that some information will not be available. It is also difficult to determine how long the paper should be. Include all of the information you believe to be significant and feel satisfied with the final product.

Students may also choose to assess their own family system; however, this may prove to be more difficult than one would suppose due to the lack of boundaries necessary to complete the assignment satisfactorily. Please speak with me to discuss your paper if you plan to assess your own family.

The assessment will include but is not limited to:

1. A complete description of each member of the family (including but not limited too) age, gender, appearance, birth order placement, identity, race, birth parents, and mental health status.
2. A complete description of the family dynamics (including but not limited too) geographic area they live in, economic status, history of family emotionally, geographically, and economically up to the place and time of the story.
3. Your understanding/interpretation of the history prior to the “beginning of the story.”
4. Your understanding/interpretation of how the family dynamics have arrived at their current state.
5. You will need to infer an “Identified Family issue.” For example, in *The Glass Castle* the father’s drinking might be considered the “problem.” Explain why this was your choice.
6. You are to create a treatment plan with a full understanding of how it will be implemented. Your treatment plan will include a family therapy modality discussed in class. You are expected to describe the treatment plan and modality you have chosen and give three – four reasons for your choice. At least two of your reasons need to be research based.
7. Create a Genogram of the characters in the book.
8. Lastly at the very end of your paper please include a paragraph or two about how you felt this assignment went. Did you enjoy it, was it helpful to not use your own family or a family you knew? Was there enough information in the memoirs for you to complete the assignment? Is there anything you would change in this assignment?

Memoir Options—

Note: Each of these books may be triggering due to the nature of their stories.

The Beautiful Struggle by Ta-Nehisi Coates

When Skateboards Will Be Free by Said Sayrafiezdeh

The Glass Castle by Jannette Walls

Educated by Tara Westover

2. Create a Cultural Genogram (See calendar above for due dates):

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. (You can find the article in Canvas.) This assignment is broken into three (A,B,&C) parts.

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

Part A: Creating your Cultural Genogram (Due date 6/17/19)

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, or perfect, 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/mnspmvafovvy/cultural-genogram/>

Part B: Genogram Reflection Paper (Due 6/17/19)

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 the class.

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.

Part C: Cultural Object to share in class (Group 1 & 4 Due 6/3/19 Group 2&3 6/10/19)

Please bring an object that represents your family culture to share with the class. You may bring in a photograph of the object if the actual object is too large, or special, or far away...etc. Each presentation will be between 5-10 minutes—No power points please.

You will be asked to answer the following questions:

1. Why did you choose this object?
2. How does it connect to your family culture?
3. How is it used/cared for currently?
4. What is the origin/history of the object?
5. What was your processes in picking this object?

After you have shared your object sit with your group and share what that was like. We will create time for this during our class time. If students choose to share out they are welcome to.

3. Family Sculpting (Reflection Due 7/1/19)

Students will role play within a group and create several family units, each student creating something close to their own family unit. We will have several role play activities to strength these groups and identities. This assignment will be an extension of those role plays: each member of the group will take a turn playing the role of the therapist while the other members play the role of a family. The “therapist” will pick a member of the “family” they are working with and ask them to create a picture of their family with the members of the group. The identified member will physically create a sculpture or picture of their family by moving people around standing up, sitting down, arms up, arms down, facial expressions, body language, contact, no contact etc. We will practice this in class to help you understand the goals and techniques behind this family therapy tool. Class on 6/24/19 is dedicated to spending time on creating your family sculpture and recognizing what it is like to both be in the sculpture and be the designated therapist. You will write a reflection on your experience.

In the reflection you will answer the following questions as best you can:

What was the family you chose as the therapist?

Why did you choose that particular family member to be the sculptor?

How did it feel to be the therapist?

What did you notice about the family dynamics as the therapist?

What about when you were a family member?

Do you think this activity was helpful?

What would you have done differently as the therapist?

What would you have preferred at the family member?

As a family member what was it like to be in the mix?

Would you have preferred to be the sculptor? Or would you have preferred to not be the sculptor?

Grading:

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.

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 (Specific to Written Assignments):

5% Grammar: Spelling, language use, and appropriateness of word choice i.e. *father* instead of *dad*

40% Relationship to the assignment: Did you answer all of the questions presented? Is the paper connected to the work we have done in class? What did you learn from class is that represented in your paper?

10% Presentation: Are the margins even, is the spacing consistent, did you remember page numbers, does it look orderly in general?

30% Depth of your response: Did you connect with the work? Is that connection represented in your paper? Will I know more about you after reading the paper? If you did not connect with the work, did you explain why?

15% Overall theme: Does your paper flow? Does your paper have a clear rhythm as it moves through the concepts you are explaining?

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.](#)

Basis of Letter Grades:

A+ 100	B+ 87-89	C+ 77-79
A 96-99	B 83-86	C 73-76
A- 90-95	B- 80-82	C- 70-72

Assignment	Due date	Percent of overall grade
Cultural Object	Group 2 and 3 on 6/3/19 Group 1 and 4 on 6/10/19	15%
Cultural Object Reflection	Group 2 and 3 on 6/10/19 Group 1 and 4 on 6/17/19	20%
Family Sculpting Reflection	7/1/19 On PAPER hand in at the start of class (1PM)	30%
Cultural Genogram	6/17/2019 On PAPER hand in at the start of class (1PM)	25%
Cultural Genogram Paper	6/17/2019 On PAPER hand in at the start of class (1PM)	25%
Assessment of a Family	7/22/19 On PAPER hand in at the start of class (1PM)	50%
Class Participation & Attendance		35%

Additional 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*
- *Religious/spiritual observances*
- *Military deployment*

a. Safety and emergency preparedness:

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

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

Each SSW classroom is equipped with door locks. Pressing the  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](#)

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

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.

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.](#)

b. Military deployment:

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