



Course title:	Interpersonal Practice with Adults
Course #/term:	SW628.002, Spring/Summer 2019
Time and place:	Mondays, 1-5pm, B684
Credit hours:	3
Prerequisites:	None
Instructor:	Colleen E Crane MSW, LMSW
Pronouns:	She, Her, Hers
Contact info:	Email: kennac@umich.edu Phone: (248) 330-3585 You may expect a response within 24 hours
Office:	SW2740
Office hours:	By appointment

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 SW521. 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 compartment issues between worker and client).

c. Course Objectives and Competencies

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. Curricular Themes

Theme Relation to Multiculturalism & 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.

Theme Relation to 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. examine these differences as well as how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

Theme Relation to 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.

Theme Relation to Behavioral and Social Science Research

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.

Relationship to SW Ethics and Values

In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients.

2. Class Requirements

a. Text(s) and Class Materials

Teyber, E., & Teyber, F. H. (2011). *Interpersonal process in therapy: An integrative model*. Australia: Brooks/Cole Cengage Learning. (copies available in library).

Gottlieb, L. (2019). *Maybe you should talk to someone: A therapist, her therapist, and our lives revealed*. Houghton Mifflin Harcourt. (Kindle, Hardcover, and Audibles versions available).

CANVAS Readings are optional.

b. Class Schedule

Class 1: May 13:

Introduction

Class requirements

Ethical situations exercise

Assignment of Dates for Clinical Presentations

Class 2: May 20:

Cultural Competence vs. Cross Cultural Social Work (Yan and Wong)

The Relationship and reflexive engagement

The Goals of Assessment and Intervention: an overview

Required Readings:

Teyber Chapter 1 and 2

Optional Readings:

- 1) Speicher, M. (1998). "Ethical Reasoning and Ethical Awareness". *Clinical Social Work Journal*, 4, 427-432.
- 2) Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work." *Families in Society* 86(2), 181-188.
- 3) Social Work Code of Ethics, NASW

Class 3: June 3:

Developing Cross-cultural Skills: power, privilege and oppression

Your social positions and the client's social positions in IP Work

Required Readings:

Teyber Chapter 3

Optional Readings:

- 1) Hunter and Hickerson (2003), Chapter 4, "Individuals: Coming Out and Identity Development", *Affirmative Practice: Understanding and Working with Lesbian, Gay, Bisexual and Transgender Persons*, NASW Press
- 2) Lev, Arlene Istar, (2004), Chapter 7, "Transgender Emergence: A Developmental Process", in *Transgender Emergence: Therapeutic Guidelines for Working with Transgender People and Their Families*, Hawthorn Clinical Practice Press.
- 3) Tatum, B. (1997) Chapter 4, 5, 6: Why are all the Black Kids Sitting in the Cafeteria?
- 4) Sue, D., Chapter 5, "Racial/Cultural Minority Identity Development", *Multicultural Social Work Practice*.

- 5) Jacobs, M. R. (2015). Urban american indian identity: Negotiating indianness in northeast ohio. *Qualitative Sociology*, 38(1), 79-98.
doi:<http://dx.doi.org/10.1007/s11133-014-9293-9>

Class 4: June 10:

Assessment, Intervention and the Integration of Therapeutic Approaches

Required Reading:

Teyber Chapter 4

*Finish Part I of Gottlieb.

Optional Readings:

- 1) Ponzo, Z. (1976). "Integrating Techniques from Five Counseling Theories", *Personnel & Guidance Journal*, 54(8), 415-4191.
- 2) Miller and Rollnick, Chapters 4, 5, 6.

Class 5: June 17:

Building Coping Skills and Trauma Recovery

DBT

Trauma Treatments

Focus on Cutting and Other Para-suicidal Behaviors

Required Readings:

Teyber Chapter 5

Optional Readings:

- 1) Herman, Judith (1992), Chapters 1 and 2, "A Forgotten History" and "Terror", In *Trauma and Recovery: The Aftermath of Violence - from domestic abuse to political terror*
- 2) Wylie, Mary Sykes (2004). The limits of talk. *The Psychotherapy Networker*, 28(1), 30-41+.
- 3) Sweezy, M. (2011). Treating trauma after dialectical behavioral therapy. *Journal Of Psychotherapy Integration*, 21(1), 90-102. doi:10.1037/a0023011
- 4) Carmel, A., Rose, M., Fruzzetti, A. (2014). Barriers and Solutions to Implementing Dialectical Behavior Therapy in a Public Behavioral Health System. *Adm Policy Ment Health*, 41:608–614
- 5) Linehan, Marsha (1993), Chapters 7, 8, 9 and 10, "Core Mindfulness Skills: "Interpersonal Effectiveness Skills", "Emotion Regulation Skills", "Distress Tolerance Skills", in the Skills Training Manual for Borderline Personality Disorder (pp 63-104).

Class 6: June 24:

Mental Illness and Pharmacology

Required Readings:

Teyber Chapter 6 and 7

*Finish Part II of Gottlieb

Optional Readings:

- 1) Castillo, RJ (1997). "Personality Disorders," from, Culture and Mental Illness: A Client-Centered Approach. Pacific Grove, CA: Brooks/Cole
- 2) Bride, B., Abraham, A., Kintzle, S., Roman P. (2013). Social Workers' Knowledge and Perceptions of Effectiveness and Acceptability of Medication Assisted Treatment of Substance Use Disorders, *Social Work in Health Care*, 52:1, 43-58, DOI: 10.1080/00981389.2012.725457
- 3) Townsend, L. (2009). How Effective are Interventions to Enhance Adherence to Psychiatric Medications? Practice Implications for Social Workers Working With Adults Diagnosed With Severe Mental Illness, *Journal of Human Behavior in the Social Environment*, 19:5, 512-530, DOI: 10.1080/10911350902987987
- 4) Maina, G., Rosso, G., & Bogetto, F. (2009). "Brief Dynamic Therapy Combined with Pharmacotherapy in the Treatment of Major Depressive Disorder: Long-term Results". *Journal of Affective Disorders*, 114(1-3), 200-207

Class 7: July 1:

Evidence-based Practices

Cognitive Behavioral Therapy

DBT

Motivational Interviewing

Optional Readings:

- 1) Comtois, K.A., Elwood, L., Holdcraft, L. C., Smith, W. R., & Simpson, T. C. (2007). "Effectiveness of Dialectical Behavior Therapy in a Community Mental Health Center", *Cognitive and Behavioral Practice* 14 (2007) 406–414.
- 2) Eamon, Mary Keegan. (2008). Chapters 2, 3: "Cognitive-Behavioral Theory and Methods", "Empowerment and Cognitive Behavioral Methods", in Empowering Vulnerable Populations: Cognitive-Behavioral Interventions. Chicago, IL: Lyceum Books Inc.
- 3) Tolin, D. (2010). Is cognitive-behavioral therapy more effective than other therapies?: A meta-analytic review, *Clinical Psychology Review*, Volume 30, Issue 6, Pages 710-720, ISSN 0272-7358, <http://dx.doi.org/10.1016/j.cpr.2010.05.003>
- 4) Sudak, D. (2012). Cognitive Behavioral Therapy for Depression, *Psychiatric Clinics of North America*, Volume 35, Issue 1, Pages 99-110, ISSN 0193-953X, <http://dx.doi.org/10.1016/j.psc.2011.10.001>.

- 5) LeBeau, R., Davies, C., Culver, N., Craske, M. (2013). Homework Compliance Counts in Cognitive-Behavioral Therapy, *Cognitive Behaviour Therapy*, 42:3, 171-179, DOI: 10.1080/16506073.2013.763286
- 6) Miller and Rollnick, Chapter 7 and 8

Class 8: July 8:

Evidence-based Practices
Relational Cultural Therapy
Crisis Interventions or Advocacy Interventions

Required Readings:

Teyber Chapter 8
*Finish Part III of Gottlieb

Optional Readings:

- 1) Frey, L. L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research And Practice*, 44(3), 177-185. doi:10.1037/a0033121
- 2) Duffey, T., & Somody, C. (2011). The role of relational-cultural theory in mental health counseling. *Journal of Mental Health Counseling*, 33(3), 223-242. Retrieved from <http://proxy.lib.umich.edu/login?url=http://search.proquest.com/docview/878947638?accountid=14667>
- 3) Drisko, James W., (2004). "Common Factors in Psychotherapy Outcome: Meta-analytic Findings and Their Implications for Practice and Research". *Families in Society*, 85 (1), Jan-Mar, 81-90.
- 4) Walker, M. and Rosen W.B., (2004). Chapters 1 and 3, "How Relationships Heal", "Walking a Piece of the Way", in How Connections Heal: Stories from Relational-Cultural Therapy. New York: Guilford Press, pp 35-52.

Class 9: July 15:

Affirmative Practice with LGBTQ+ Adults

Required Readings:

Teyber Chapter 9

Optional Readings:

- 1) Hunter, S., Hickerson, J. (2003). Affirmative practice: understanding and working with lesbian, gay, bisexual, and transgender persons. Washington, DC: National Association of Social Workers. Chapter 10.

- 2) Siverskog, A. (2014). "They Just Don't Have a Clue": Transgender Aging and Implications for Social Work, *Journal of Gerontological Social Work*, 57:2-4, 386-406, DOI: 10.1080/01634372.2014.895472
- 3) Markman, E. (2011). Gender Identity Disorder, the Gender Binary, and Transgender Oppression: Implications for Ethical Social Work, *Smith College Studies in Social Work*, 81:4, 314-327, DOI: 10.1080/00377317.2011.616839

Class 10: July 22:

Practice with Vulnerable Populations

*Finish Part IV (book should be complete by this class)

Optional Readings:

- 1) Cambridge, P. and Williams L., "Approaches to Advocacy for Refugees and Asylum Seekers: A Development Case Study for a Local Support and Advice Service". *Journal of Refugee Studies*, 17(1), 97-113. (2004)
- 2) Cooper (2008), Chapter 11, "Narrative Therapy", from Clinical Social Work Practice: An Integrated Approach, Pearson
- 3) Mahoney, Annette M.; Daniel, Carol Ann, (2006). "Bridging the Power Gap: Narrative Therapy with Incarcerated Women". *The Prison Journal*, vol. 86 (1), 75-88.

Class 11: July 29 (NO CLASS):

Termination

Self-care

Where are we going from here?

Required Readings:

Teyber, Chapter 10

- 1) Davis, Chapters 16, 18 and 21 "Goal Setting and Time Management", *Managing Work Stress*, and "When It Doesn't Come Easy – Getting Unstuck".
- 2) Leight, Arlen Keith (2001), "Transpersonalism and Social Work Practice". *Social Thought*, 20: 1, 63-7

c. Assignments

Assignment #1: Have you ever been in therapy? Due June 24, 2019 by 11:59PM. 15 points.

For this assignment you will interview two adults about their experiences in therapy. You have the choice to include yourself as one of the interviewees if you would like to talk about your own personal experiences in psychotherapy (I will keep your responses confidential).

You will ask the following questions and include two of your own questions as part of the interview process. You can think of this as a combination interview/assessment where you are going to ask open ended questions to hopefully create a narrative.

Certainly the criteria for this assignment is to find someone who has been in therapy.

1. What was the issue that made you decide to pursue psychotherapy?
2. When you were looking for a therapist what criteria or set of skills did you think was important when identifying a therapist?
3. Did you know what type of modality of therapy the therapist used? If not, was that ever discussed or did it become important to you as your therapy proceeded?
4. How long were you in therapy for?
5. Did you find the therapy helpful or not helpful? Why or why not.
6. Did you tell anyone that you were in therapy? Why or why not.
7. *Your own question*
8. *Your own question*

Write up the interview questions and responses. Write up a conclusion regarding how the interview process was for you? Did you find anything surprising about the interviewee or yourself through completing this assignment?

If you decide to answer the questions as yourself please refer to the folder "personal psychotherapy" and comment on two of the articles as it relates to your responses.

Assignment #2: Ethical Dilemma. Due June 10, 2019 by 11:59PM. 15 points.

Ethical Issues Paper: 3-6 pages. Describe a current or past ethical or cross-cultural dilemma you faced with a client or a dilemma that could occur.

Describe the dilemma and the context it came up. Discuss the client's position and your position as it relates to the dilemma.

What are possible ways of approaching or resolving the dilemma, or in what way you did you actually approach or resolve it?

What were the consequences of your resolution?

Was there anything that could have been addressed before?

Refer to the NASW social work code of ethics and at least 3 other scholarly sources (minimum of 4 sources total). Papers should use 12 point font, 1.5 spacing, with APA in text citation style guidelines as well as a works cited. Scholarly sources should be from 2010 to present.

Assignment #3: Clinical Intervention Presentation. On-going. Reflections due one week after your group presents.

Groups will be assigned at the end of the first class. (approximately 4 people per group).

Dialectical Behavioral Therapy (DBT)

Cognitive Processing Therapy (CPT)

Gender Affirming Psychotherapy

Acceptance and Commitment Therapy (ACT)

Relational Cultural Therapy (RCT)

Solution-Focused Brief Therapy (SFBT)

Handout explaining assignment will be distributed the second class meeting. Each class you will be given time in your group to work on this assignment; however, there will be some time required outside of class to complete this assignment.

Assignment #4: Termination. Due July 29, 2019 by 11:59PM. 15 points.

Termination paper: 3-6 pages. Termination as part of the therapeutic process is very important but often overlooked. There are thousands of articles written on when to terminate psychotherapy, how to terminate psychotherapy, when does termination become an ethical issue, what is forced termination, why do some therapists terminate prematurely or too late. Your paper will explore any of these areas of literature written on termination within the context of psychotherapy. Your paper should include a minimum of 4 scholarly sources on the

topic of termination. How you format your paper will be determined on what area of “termination” you chose to focus on. Papers should use 12 point font, 1.5 spacing, with APA in text citation style guidelines as well as a work cited. Scholarly sources should be from 2010 to present.

Assignment	Points	Due Date
Have you ever?	15	6/24/19
Ethical Dilemma	15	6/10/19
Clinical Intervention Presentation/Write-up	45	On-going
Termination Paper	15	7/29/19
Participation	10	On-going

d. Attendance and Class Participation

Attendance: Attendance is necessary for participation to occur but attendance alone is not enough –you have to actively engage – ask and answer questions, make comments.

Participation counts for 10% of your overall grade. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.

Typically each week we’ll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on CANVAS before the night of the lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week’s content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week’s content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.

Please refer to the MSW Student Guide for policies related to attendance and class participation found here:

<https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance>

e. Grading

The Grading Scale is:

A = 100% - 95%

B+ = 89% - 86%

C+ = 79% - 76%

A- = 94% - 90%

B = 85% - 83%

C = 75% - 73%

B- = 82% - 80%

C- = 72% - 70%

A+ is reserved for exceptional work.

Please refer to the MSW Student Guide for additional questions on grading and grading for special circumstances:

<https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-instruction>.

<https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances>.

Due dates: Assignments are to be submitted on CANVAS by 11:59pm on the assigned due date. After the due date, 1 point will be deducted per day each day late from your grade on the assignment, with a maximum of 5 points deducted for a late submission.

f. **Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:**

Safety & Emergency Preparedness:

In the event of an emergency, dial 9-1-1 from any cell phone or 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.

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-ADAcpliance@umich.edu.

Office of Student Services

School of Social Work | Room 1748

734-936-0961

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at

<http://www.dpss.umich.edu/emergency-management/alert/>.

Mental Health and Well-being:

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/> 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>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Teaching Evaluations:

In general, teaching evaluations can help faculty improve their classroom performance and provide important information for decisions about re-appointment, promotion, tenure, salary, and awards. All of the schools and colleges have teaching evaluation tools to meet these objectives. 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.

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 for Students with Disabilities:

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

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

Religious/Spiritual Observances:

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 responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of 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. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

Military Deployment:

Please refer to the following University website, if you are to be deployed at any point during the semester: <http://vets.umich.edu/life-at-michigan/military-deployment/>

Writing Skills and Expectations:

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

For more information or to schedule an appointment, contact:

SSW Writing Assistance
Career Services (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

APA formatting:

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

Academic Integrity and Plagiarism:

Please consult the Student Guide <http://www.ssw.umich.edu/studentGuide/> [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports, assessments or assignments. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. If you are in doubt cite! Plagiarism can be grounds for expulsion from the School. A useful web resource on academic integrity can be found at: <http://www.lib.umich.edu/acadintegrity/>