

Course title:	SOCIAL PROBLEMS IN SOCIAL WORK TODAY
Course #/term:	Fall '19, SW 400, Sect. 001
Time and place:	Tu/Th 11:30 AM - 1:00 PM, RM B798 SSWB
Credit hours:	3
Prerequisites:	None
Instructor:	Jaclynn Hawkins, MSW PhD
Pronouns:	she/her/hers
Contact info:	
Email:	jachawk@umich.edu You may expect a response within 72 hours
Office:	4708 School of Social Work
Office hours:	Tuesday 1-2 and by appointment

1. Course Statement

a. Course description

This course is considered an advanced, undergraduate elective which is

- designed to familiarize students with the profession of social work
- and also to recruit undergraduate students into the school's MSW program.

The particular social problems selected for discussion will change from year to year depending on faculty and student interest and the contemporary context. The opening sessions of the course will briefly overview the social context for the kinds of roles, interventions, and fields of service that the profession generally operates from, before exploring in depth the profession's response to each selected social problem.

Important professional themes like:

- multicultural sensitivity to various 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; empowerment;
- prevention;
- and value-based intervention will also be reviewed in this course.

Note: this course is distinguished from a more traditional course on social problems since

- it focuses specifically on a limited number of selected social problems
- and probes social work's professional involvement in preventing and assuaging each problem.

b. Course objectives and competencies

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

- Articulate the various roles, levels of intervention, and fields of service from which social workers practice.

- Describe the various value dilemmas, political controversies, and societal challenges that the profession of social work faces when it approaches selected social problems.
- Explain why diversity, empowerment, and strengths-based perspectives are critical to the way social workers approach social problems.
- Critique the social work profession's response to selected social problems.

c. Course structure

- Most sessions begin with either a lecture or a peer-led small group discussion about the assigned out-of-class text/audio/video, move into large group discussion, practice activities, small group work, and end with time devoted to class assignments. This is a partial hybrid format course, please refer to the course calendar and Canvas for in-class session dates and online-only course materials.

d. CASC minor mission statement

The CASC minor is for students interested in developing knowledge, skills, and experiences in community action and social change. The multidisciplinary 16 credit minor will prepare students to:

- examine community action and social change using a multidisciplinary framework;
- address community action and social change in multilingual and multicultural communities;
- integrate social justice values into the community action and social change processes; and
- engage in service learning to promote community action and social change.

e. CASC guiding principles

The core values of the National Association of Social Workers Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence) frames our interactions with students inside and outside the classroom.

- PODS: Privilege, Oppression, Diversity and Social Justice are taught to similar degrees in every class.
- We represent Social Work – both the School and the profession – in our interactions with students, including academic and career advice.
- We strive to respond appropriately to student inquiries in a timely and personally engaging manner.

f. Curricular themes

- Multiculturalism and Diversity issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation). Social Justice and Social Change issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards

social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.

- Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the student's orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.
- Behavioral and Social Science research approaches will be addressed within the context of the student's orientation and method. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

2. Class Requirements

a. Text and class materials

PLEASE NOTE: This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement).

Week 1: 9/3/19 and 9/5/19 (online) – Introductions & Orientation to SW 400

Readings: N/A

Due 9/5/19 will be online with the following due by the end of the day (instructions posted on canvas):

**Review the syllabus and browse the Social Work Helper web site www.socialworkhelper.com

**What questions does the site's content raise for you about what professional Social Workers do?

Read Reamer (2006) (on canvas) and browse the UM Social Work Web site <http://ssw.umich.edu/admissions/msw/concentrations>

**If you applied to this MSW program, what would be your Method Concentration and Practice Area?

Week 2: 9/10/19 and 9/12/19 – Working Definitions, Concepts, and Frameworks

Readings: Morgaine, K. (2014). Conceptualizing social justice in social work: Are social workers "too bogged down in the trees?". *Journal of Social Justice*, 4, 1-18.

Young, I. M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. W. Hackman, M. L. Peters, and X. Zuniga (Eds.) *Readings for diversity and social justice: An anthology on racism, sexism, anti-Semitism, heterosexism, classism and ableism* (pp. 35-49). New York: Routledge.

Miller, J., Donner, S., & Fraser, E. (2004). Talking when talking is tough: Taking on conversations about race, sexual orientation, gender, class and other aspects of social identity. *Smith College Studies in Social Work*, 74(2), 377-392.

Week 3: 9/17/19 and 9/19/19 – Intersectionality & Troubling the Concept of Race

Readings: Crenshaw, K. (2015). Why intersectionality can't wait. Retrieved from: <https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/>

Haney Lopez, I. F. (1999). The social construction of race. In R. Delgado (Ed.), *Critical race theory: The cutting edge* (191-203). Philadelphia, PA: Temple University Press.

Read two articles from this series:

<https://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity>

In class screening of "13th"

DUE: "Who Am I?" Paper

Week 4: 9/24/19 and 9/26/19 (online) – Structural Racism/Inequality, Class, & Whiteness

Readings: Simms, M. & Kijakazi, K. (2017). Structural racism places the burden of proposed budget cuts on people of color. Retrieved from <https://www.urban.org/urban-wire/structural-racism-places-burden-proposed-budget-cuts-people-color>

Coates, T. (2014) The case for reparations. Retrieved from <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Due For 9/26/19 online class by Oct 1 end of the day:

Journal Entry #1 responding to:

[Video] How to be an antiracist: Ibram X. Kendi on why we need to fight racism the way we fight cancer. Retrieved from https://www.democracynow.org/2019/8/13/ibram_x_kendi_class_race_capitalism

[Podcast] The Code Switch Episode 1: Can we talk about whiteness? <https://www.npr.org/sections/codeswitch/2016/05/31/479733094/the-code-switch-podcast-episode-1-can-we-talk-about-whiteness>

DiAngelo, R. (2011). White Fragility. *International Journal of Critical Pedagogy*, 3(3) **OR** watch <https://www.youtube.com/watch?v=45ey4jgoxeU>

Week 5: 10/1/19 and 10/3/19 (online) – IPE Module

Readings: No readings. Begin IPE Module.

DUE: IPE Module Assignments

Week 6: 10/8/19 and 10/10/19 (online) – IPE Module

Readings: None: Finish IPE Module

DUE: IPE Module Assignments

Week 7: 10/15/19 – Fall Study BREAK

Week 8: 10/22/19 and 10/24/19 (online) – Settler Colonialism & Historical Trauma

Readings: Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal of Interpersonal Violence*, 23(3), 316-338.

Tuck, E. & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society* 1(1), 1--40.

Risling Baldy, C. (2013): Why I teach the Walking Dead in my Native Studies classes. Retrieved from

<https://www.cutcharislingbaldy.com/blog/on-telling-native-people-to-just-get-over-it-or-why-i-teach-about-the-walking-dead-in-my-native-studies-classes-spoiler-alert>

Pick one from this list:

Columbus Day readings (Oct 14)

- <https://www.npr.org/sections/codeswitch/2013/10/14/232120128/how-columbus-sailed-into-u-s-history-thanks-to-italians>
- <https://www.youtube.com/watch?v=il5hwpdJMcg>
- https://theoatmeal.com/comics/columbus_day

Due For 10/24/19 online class by 10/29 by the end of the day:

Journal entry #2 responding to one of the following podcasts/video:

[Podcast] Code Switch, “What We Inherit”:

<https://www.npr.org/templates/transcript/transcript.php?storyId=617300356>

[Podcast] Code Switch, It’s Not Just About the Blood:

<https://www.npr.org/templates/transcript/transcript.php?storyId=583753149>

[Podcast] All My Relations Episode 1:

<https://www.allmyrelationspodcast.com/podcast/episode/32b0bd95/ep-1-all-my-relations-and-indigenous-feminism>

Knock Off Native: https://www.youtube.com/watch?v=i_zFOsd_pqA

Week 9: 10/29/19 and 10/31/19–

DUE: Group Presentations (both days)

Week 10: 11/5/19 and 10/17/19 – The Patriarchy

Readings: Arvin, M., Tuck, E., Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist Formations*, 25(1), 8-34.

McEwan, M. (2009). Rape culture 101. Retrieved from <http://www.shakesville.com/2009/10/rape-culture-101.html>

Wilkerson, A. (2019). “Her body her own worst enemy”: The medicalization of violence against women. In W. Teays (Ed.), *Analyzing violence against women* (pp. 131-147). Springer.

Shackelford, A. (2019). Fat is not a bad word. Retrieved from <https://www.teenvogue.com/story/fat-is-not-a-bad-word>

Week 11: 11/12/19 and 11/14/19 – Heteronormativity and Cisnormativity

Readings: Bauer, G. et al. (2009). “I don’t think this is theoretical; This is our lives”: How erasure impacts health care for transgender people. *Journal of the Association of Nurses in AIDS Care*, 20(5), 348-361.

Pasulka, N. (2015). The case of CeCe McDonald: Murder—or self-defense against a hate crime? Retrieved from: <https://www.motherjones.com/politics/2012/05/cece-mcdonald-transgender-hate-crime-murder/>

Kacere, L. (2014). Transmisogyny 101: What it is and what can we do about it. Retrieved from: <https://everydayfeminism.com/2014/01/transmisogyny/>

Week 12: 11/19/19 and 11/21/19 (online)– Xenophobia & Immigration

Readings: Knuesel, A. (2012). Yellow peril: The Chinese Exclusion Act (1882) to the Johnson-Reed Act of 1924. In P. J. Hayes (Ed.), *The making of modern immigration: An encyclopedia of people and ideas* (Vol. 2, pp. 749-773). Santa Barbara, CA: ABC-CLIO.

Park, Y. (2008). Facilitating injustice: Tracing the role of social workers in the World War II Internment of Japanese Americans. *Social Service Review*, 82(3), 447-483.

Arrocha, W. (2019). Combating xenophobia and hate through compassionate migration: the present struggle of irregular migrants escaping fear and extreme poverty. *Crime, Law and Social Change*, 71(3), 245-260.

Schmidt, P. W. (2019). An overview and critique of US immigration and asylum policies in the Trump era. *Journal on Migration and Human Security*, X(XX), 1-11.

Due Thursday online TBD

Week 13: 11/26/19 and 11/28/19 (thanksgiving-no class) – Disabilities

Readings: DeWolfe, K., Perry, M., Stohlmann-Rainey, J., & Collings, A. (2019). 28 ways to make the world less hostile to mad, neurodivergent, and psychiatrically disabled people. Retrieved from <https://www.radicalabolitionist.org/radical-abolitionist/2019/2/15/26-ways-to-make-the-world-less-hostile-to-mad-neurodivergent-and-psychiatrically-disabled-people>

Dupre, M. (2012). Disability culture and cultural competency in social work. *Social Work Education: The International Journal*, 31(2), 168-183.

Ladau, E. (2015). Why person-first language doesn't always put the person first. Retrieved from <https://www.thinkinclusive.us/why-person-first-language-doesnt-always-put-the-person-first/>

Week 14: 12/3/19 and 12/5/19– Responding and Resisting; Anti-Oppressive Practice

Readings: Voting is Social Work (handout)

Pollack, S. (2004). Anti-oppressive social work practice with women in prison: Discursive reconstructions and alternative practices. *British Journal of Social Work*, 34, 693-707.

Maiter, S. (2009). Using an Anti-racist Framework for Assessment and Intervention in Clinical Practice with Families from Diverse Ethno-racial Backgrounds. *Clinical Social Work Journal*, 37(4), 267-276.

DUE: For 12/5/19 online class on 12/10 by the end of the day:

Journal entry #3 responding to one of the following podcast:

[Podcast] The Code Switch Guide to Handling Casual Racism: <https://one.npr.org/?sharedMediaId=495473701:495719078>

Week 15: 12/10/19 and 12/12/19– What's next?

Readings: Kahn, S. (2010). Pull your shift. In *Creative community organizing: A guide for rabble-rousers, activists, and quiet lovers of justice* (pp. 187-192). San Francisco, CA: Berrett-Koehler Publishers, Inc.

[Youtube Video] Shit's Totally FUCKED! What Can We Do?: A Mutual Aid Explainer by Dean Spade and Ciro Carillo: <https://youtu.be/PopmGAvsggg>

DUE: TBD and Class Evaluations

- b. A brief description of each assignment is provided here. A more detailed description of assignments with grading rubrics are posted on Canvas (Files → Assignments).

Assignments should be submitted via Canvas before the start of class unless otherwise specified.

- a. **Class Engagement and Professionalism (20%):** Active, purposeful engagement in class discussion and activities and demonstration of professionalism are paramount for successful completion of this course. In addition to attending class, students are expected to arrive prepared to actively participate in their learning process.
- b. **“Who am I?” (5%):** To prepare for engagement with course materials, students will be asked to reflect on their social location through a brief video or paper to consider what their answers reveal about who they are and how this shapes them as a person and as a current and/or future social worker (or other chosen profession).
- c. **Interprofessional education (IPE) (20%)**
- d. **Journal Entries (15%):** The purpose of this assignment is to practice reflexivity by submitting three reflection papers in response to readings, activities, videos, guest speakers, or other course content (3 journals due—1-2 pages).
- e. **Group Presentation (20%):** Students will work in groups of 3-5 to prepare and deliver a presentation about the ways in which power has been and is currently used to define, subjugate and dominate the identity of targeted group/community through popular culture mechanisms, as well as how this targeted group/community resists oppression.

c. Class Engagement and Professionalism 20% of overall grade

Students contribute to developing a climate in the classroom in which everyone can

- ⇒ 1. experiment with new skills
- ⇒ 2. explore their own multicultural competence and the implications of one's own background for developing and implementing social and political action strategies
- ⇒ 3. consult with each other on action projects and assignments
- ⇒ 4. generate plans and strategies for future learning and development.

Attendance will be recorded in this course and is part of the participation grade. Absences, late arrivals and early departures, depending on their length and frequency will affect your grade. Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. Students are expected to attend every class session, come on time, remain for the entire class period, complete the required out of class learning: readings, film, podcasts, and participate in class discussions and exercises. It is important to be prepared to discuss assigned readings and to share experiential knowledge. If you are unable to attend a session, please communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices not related to class activities will see the impact in this grade. See rubric in below.

Criteria*	Exemplary Performance	Points
Frequency of participation in class	Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute, in person or online. Student does not	30

comment overzealously or to the exclusion of other learners. Student engages with classmates in small group discussions and activities.

Quality of comments	Comments in person and online are always insightful and constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	35
Listening skills	Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.	35
Total		100

*Modified from Eberly Center for Teaching Excellence

d. Grading

Course grades will be calculated based on the following percentages (note these are percentages not points). The percentage is calculated by dividing your total number of points by 100:

- A 100-94/A- 93-90
- B+ 89-87/B 86-84/B- 83-80
- C+ 79-77/C 76-74/C- 73-70
- D+ 69-67/D 66-64/D- 63-60

⇒ Incompletes

- a. Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an "I" grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

⇒ Technology

- a. This is not a course in which you will often be asked to take notes or to access materials online. Out of courtesy to me and other students, please do not use laptops, cellphones, iPads, etc. during class, except when instructed. Students who frequently use technology during class will be given one warning, and then will receive significant reductions in their participation grade. Any student who requires the use of technology for health or other reasons should contact the instructor at the beginning of class.

⇒ Assignment Practices

- a. **Drafts:** students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date-this provides me with the time necessary to provide quality feedback and you with time to respond to it. Most students have found this helpful in producing a quality paper that earns the grade they desire.
- b. **Due dates:** Most assignments are due by midnight on the date listed in Canvas. However, I will grant a grace period of one week in which you can submit your assignment. I will not accept a draft for review during the grace time. While I will accept the assignment, the points awarded will be reduced by the equivalent of ½ letter grade. Assignments submitted after the one-week grace period will be accepted and have their points reduced by the equivalent of ½ letter grade for each day beyond the grace period. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.
- c. **Resubmission:** Sometimes despite your best effort, the peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, you will let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.
- d. **Submission format:** all assignments are submitted via Canvas assignments. Documents should be 11/12-point font, single spaced and the narrative portion within 2pages of the recommended length. Cover pages, executive summaries, extensive use of graphic elements, references and appendix are not part of the length of the paper. The principles of good design are expected in assignments and accounted for in the rubrics. Additionally, well-written, error free narrative using professional language and tone are expected. Beyond traditional document formats, you can use more creative media formats for your assignments –I will use the same grading rubric regardless. A less traditional format may require a bit of conversation about length and submission format.

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

e. 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 MSU 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

f. 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) 764-8312oThe 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 atmshaughm@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

g. 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.

h. 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 2nd 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.

i. 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

j. 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.

k. Military deployment:

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

l. 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.

m. 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.

n. Inclusivity Statement

Students represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs

- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can



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