



Course title:	Interpersonal Practice with Individuals, Families and Small Groups
Course #/term:	SW 521, Section 002, Fall 2019
Time and place:	Monday, 9:00 AM – 12:00 PM, 2629 SSWB
Credit hours:	3
Prerequisites:	None
Instructor:	Elizabeth González, MSW, LMSW – Clinical, CYT
Pronouns:	She, Her, Hers
Contact info:	Email: lizabethg@umich.edu
Office:	3768 SSWB
Office hours:	By appointment; please email to arrange

1. COURSE STATEMENT

a. Course description

This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families and small groups in social contexts. It integrates content on multiculturalism, diversity, and social justice issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

b. Course content

This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing relationships with clients, colleagues, supervisors, other professionals, and many other constituencies. Students also learn how self-awareness and the conscious use of self-affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting,

critical and creative thinking in practice. In this course, all phases of the IP treatment process (i.e. engagement, assessment, intervention and evaluation) are presented and applied to social work practice with individuals, families, and small groups. Students learn how to assess vulnerabilities and strengths in clients' lives that relate to attributes (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) as well as situational and environmental factors relevant to the client's social functioning. Students learn how to assess risks, and barriers, and to plan, implement and monitor change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

c. Course objectives and competencies

Upon completion of this course, students using a social work practice framework will be able to:

1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4)
2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1)
3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4)
4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3)
5. Operationalize the NASW code of ethics and other ethical codes, and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

d. Course design

This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures, etc.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

Theme Relation to Social Justice are central to the topic of various roles assumed by social workers and in the client hood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

Theme Relation to Behavioral and Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

f. Relationship to SW Ethics and Values

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.

2. CLASS REQUIREMENTS

a. Text and class materials

Hepworth, Dean H. (2017). Direct social work practice: theory and skills. Brooks/Cole empowerment series. Boston, MA: Cengage Learning. ISBN: 9781305633803

You can purchase the text through the University bookstore or online. The digital copy is often much cheaper and may be an easier way for you to access the material wherever you may be. Some sites will also allow you to rent the book for a specific length of time.

Assigned articles are available through CANVAS.

b. Class schedule

Please note that this may be revised by the instructor to fit the needs of the course and student learning. Any changes will be made with plenty of notice and ample discussion in class if a change is made. Final instructions and all due dates will be posted on the CANVAS site.

*** Guest speakers will most likely be added to the curriculum, stay tuned ***

The curriculum is organized into six units:

Unit 1: Overview of Generalist SW Practices (weeks 1 & 2)

Unit 2: Case Theory Construction and Assessment (weeks 3 & 4)

Unit 3: Assessment and Intervention with Individuals (weeks 5 & 7)

Unit 4: Integrating Theory and Practice (weeks 8 - 10)

Unit 5: Understanding and Intervening with Groups and Families (weeks 11 & 12)

Unit 6: Changes and Endings (weeks 13 & 14)

Date/Time	Agenda	Required Readings
Week 1 September 9th	<p>Lesson: Values & Ethics in SW Practice</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define the relationship between ethics and values • Define Multicultural & Social Justice Counseling Frameworks • Apply Ethical decision making models • Introduction to genograms 	<p>Hepworth, Chapter 4</p> <p>National Association of Social Workers (NASW). (2017). <i>Code of ethics of the National Association of Social Workers</i>. Washington, DC: National Association of Social Workers. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Finn, J. L. (2016). <i>Just practice: a social justice approach to social work</i> (pp. 117 - 133). Oxford University Press.</p> <p>Halevy, J. (1998). A genogram with an attitude. <i>Journal of Marital and Family Therapy</i>, 24(2), 233–242.</p> <p>Manivong, J. R., Singh, A. A., Butler, S. K., Nassar-McMillan, S., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Practical applications in counseling. <i>Journal of</i></p>

Date/Time	Agenda	Required Readings
		<i>Multicultural Counseling and Development</i> , 44(1), 28 - 48.
Week 2 September 16th	<p>Lesson: The Social Work Profession & the Helping Process</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define Ecological Systems Model • Define the three phases of the helping process • Define and apply strength-based approach 	<p>Hepworth, Chapters 1, 2, & 3</p> <p>Block, A. M., Aizenman, L., Saad, A., Harrison, S., Sloan, A., Vecchio, S., & Wilson, V. (2018). Peer support groups: Evaluating a culturally grounded, strengths-based approach for work with refugees. <i>Advances in Social Work</i>, 18(3), 930 - 948.</p> <p>Busch-Armendariz, N., Nsonwu, M. B., & Heffron, L. C. (2014). A kaleidoscope: The role of the social work practitioner and the strength of social work theories and practice in meeting the complex needs of people trafficked and the professionals that work with them. <i>International Social Work</i>, 57(1), 7 - 18.</p> <p>Kaushik, A. (2017). Use of self in Social Work: Rhetoric or reality. <i>Journal of Social Work Values and Ethics</i>, 14(1), 21 - 29.</p>
Week 3 September 23rd	<p>Lesson: Case Theory Construction & Intro to Assessment with Individuals</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the process of case theory construction • Be able to assess for client strengths and problems • Define Person in Environment 	<p>Hepworth, Chapter 8</p> <p>Bisman, C. D. (1999). Social work assessment: Case theory construction. <i>Families in Society</i>, 80(3), 240 - 246.</p>
Week 4 September 30th	<p>Lesson: Assessment with Individuals: Exploring Challenges and Strengths</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Be able to assess for intrapersonal, interpersonal, and environmental issues • Define and apply biosychosocialspiritual assessments • Define and apply mental status exam • Define and apply risk factors • Define and apply Minority Stress Model 	<p>Hepworth, Chapter 9</p> <p>Bisman, C. D. (2001). Teaching social work's biopsychosocial assessment, <i>Journal of Teaching in Social Work</i>, 21(3 - 4), 75 - 89.</p> <p>Meyer, I. H. (2015). Resilience in the study of minority stress and health of sexual and gender minorities. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 2(3), 209 - 213.</p>

Date/Time	Agenda	Required Readings
Week 5 October 7th	<p>Lesson: Intervention with Individuals: Planning, Contracting, and Goal-Setting</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify process for developing goals and formulating a contract with clients • Articulate how to plan and implement change oriented strategies 	<p>Hepworth, Chapters 12 & 13</p> <p>Finn, J. L. (2016). <i>Just practice: a social justice approach to social work</i> (pp. 287 - 305). Oxford University Press.</p> <p>Greeno, E. J., Ting, L., Pecukonis, E., Hodorowicz, M., & Wade, K. (2017). The role of empathy in training social work students in motivational interviewing, <i>Social Work Education</i>, (36)7, 794 - 808.</p>
Week 6 October 14th Fall Break – No Class		
Week 7 October 21st	<p>Lesson: Engagement: Therapeutic Communication & Relationship Building</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define and apply the principles of therapeutic communication; empathy and authenticity • Define and apply principles of relationship-building; following and reflection • Identify counterproductive and positive communication patterns • Define and apply core skills of additive empathy, interpretation, and confrontation 	<p>Hepworth, Chapters 5 - 7</p> <p>Gair, S. (2017). Pondering the colour of empathy: Social work students' reasoning on activism, empathy and racism. <i>British Journal of Social Work</i>, 47(1), 162 - 180.</p> <p>King, S. H. (2011). The structure of empathy in social work practice. <i>Journal of Human Behavior in the Social Environment</i>, (21)6, 679 - 695.</p> <p>Walter, O., & Shenaar-Golan, V. (2018). Sensory language (SDM) to foster empathy in social work students. <i>Social Work Education</i>, (7)5, 633 - 651.</p> <p>Silverman, E. (2018). Moving beyond collaboration: A model for enhancing social work's organizational empathy, <i>Social Work</i>, (63)4, 297 - 304.</p>
Week 8 October 28th	<p>Lesson: Integrating Theory and Practice: Cognitive-Behavior Therapy</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain core principles of cognitive-behavioral theory • Apply core principles of cognitive-behavioral theory to practice • Define and apply Mindfulness with a critical conscious lens 	<p>Gehart, D. R. (2016). <i>Case documentation in counseling and psychotherapy: A theory-informed, competency-based approach</i> (pp. 287 - 341). Australia: Cengage Learning.</p> <p>Muroff, J. (2007). Cultural diversity and cognitive behavior therapy. In T. Ronen & A. Freeman (Eds.), <i>Cognitive behavior therapy in clinical social work practice</i> (pp. 109 - 146). New York, NY, US: Spring Publishing Co.</p>

Date/Time	Agenda	Required Readings
		Thompson, K., & van Vliet P. (2018). Critical reflection on the ethics of mindfulness. <i>Australian Social Work, 71</i> (1), 120 - 128.
Week 9 November 4th	<p>Lesson: Integrating Theory and Practice: Psychodynamic Theory</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain core principles of psychodynamic theory • Apply core principles of psychodynamic theory to case assessment • Define and apply transference and countertransference 	<p>Gehart, D. R. (2016). <i>Case documentation in counseling and psychotherapy: A theory-informed, competency-based approach</i> (pp. 135 - 187). Australia: Cengage Learning.</p> <p>Shedler J. (2010). The efficacy of psychodynamic psychotherapy. <i>American Psychologist, 65</i>(2), 98 – 109.</p>
Week 10 November 11th	<p>Lesson: Integrating Theory and Practice: Trauma Informed Perspectives</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Explain core principles of trauma-informed care • Identify how complex trauma shapes behavior • Apply principles of trauma-informed care to casework • Define and apply Race-based Traumatic Stress Model 	<p>Substance Abuse and Mental Health Services Administration (SAMSHA). (2019). <i>Trauma Informed Practices</i>. Washington, DC: Substance Abuse and Mental Health Services Administration. Retrieved from https://www.integration.samhsa.gov/clinical-practice/trauma-informed#Providers</p> <p>McEwen, C. A., & Gregerson, S. F. (2019). A critical assessment of the adverse childhood experiences study at 20 years. <i>American Journal of Preventive Medicine, 56</i>(6), 790 - 794.</p> <p>Polanco-Roman, L., Danies, A., & Anglin, D. M. (2016). Racial discrimination as race-based trauma, coping strategies, and dissociative symptoms among emerging adults. <i>Psychological trauma: theory, research, practice and policy, 8</i>(5), 609 - 617.</p>
Week 11 November 18th	<p>Lesson: Assessment and Intervention with Groups</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Define and apply Yalom's 11 Therapeutic Factors. • Understand stages of group development • Identify issues to talk over with a potential co-facilitator 	<p>Hepworth, Chapters 11 & 16</p> <p>Fall, K. A., & Wejnert, T. J. (2005). Co-leader stages of development: An application of Tuckman and Jensen. <i>The Journal for Specialists in Group Work, 30</i>, 309 - 327.</p> <p>Flores, P. J. (2017). Attachment theory and group psychotherapy. <i>International Journal of Group Psychotherapy, 6</i>, S50 - S59.</p> <p>Zorzella, K. P. M., Muller, R. T., & Classen, C. C. (2014). Trauma group therapy: The role</p>

Date/Time	Agenda	Required Readings
		<p>of attachment and therapeutic alliance. <i>International Journal of Group Psychotherapy</i>, 64(1), 25 - 47.</p> <p>Taylor, P. J., & Saint-Laurent, R. (2017). Group psychotherapy informed by the principles of somatic experiencing: Moving beyond trauma to embodied relationship. <i>International Journal of Group Psychotherapy</i>, 67, S171 - S181.</p>
<p>Week 12 November 25th</p>	<p>Lesson: Assessment and Intervention with Families</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify core principles in assessing family function • Apply strategies for enhancing family functioning to casework 	<p>Hepworth, Chapters 10 & 15</p> <p>Gehart, D. R. (2016). <i>Case documentation in counseling and psychotherapy: A theory-informed, competency-based approach</i> (pp. 343 - 392). Australia: Cengage Learning.</p> <p>Wrape, E. R., & McGinn, M. M. (2019). Clinical and ethical considerations for delivering couple and family therapy via telehealth. <i>Journal of Marital and Family Therapy</i>, 45(2), 296 - 308.</p>
<p>Week 13 December 2nd</p>	<p>Lesson: Intervention with Individuals: Strategies to Enhance Change</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify barriers to change • Apply strategies for addressing barriers to change in casework • Explain core principles of Motivational Interviewing and its role in addressing barriers to change 	<p>Hepworth, Chapter 18</p> <p>Prochaska, J. O., & Prochaska, J. M. (1999). Why don't continents move? why don't people change? <i>Journal of Psychotherapy Integration</i>, 9(1), 82 - 102.</p>

Date/Time	Agenda	Required Readings
Week 14 December 9th	<p>Lesson: Changes & Endings</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Termination, evaluation, integration, & reflection 	<p>Hepworth, Chapter 19</p> <p>Knox, S., Adrians, N., Everson, E., Hess, S., Hill, C., & Crook-Lyon, R. (2011). Clients' perspectives on therapy termination. <i>Psychotherapy Research, 21</i>(2), 154 - 167.</p> <p>MacKenzie, K. R. (1990). Introduction to time-limited group psychotherapy (pp. 185 - 193). Washington, DC: American Psychiatric Press.</p> <p>Norcross, J. C., Zimmerman, B. E., Greenberg, Roger P., & Swift, J. K. (2017). Do all therapists do that when saying goodbye? A study of commonalities in termination behaviors. <i>Psychotherapy, 54</i>(1), 66–75.</p> <p>Walsh, J., & Harrigan, M. (2003). The termination stage in Bowen's family systems theory. <i>Clinical Social Work Journal, 31</i>(4), 383 - 394.</p>

c. Assignments

Please note that this may be revised by the instructor to fit the needs of the course and student learning. Any changes will be made with plenty of notice and ample discussion in class if a change is made. Final instructions and all due dates will be posted on the CANVAS site.

Assignments	Due date	Points
Attendance & Participation	Ongoing	10
Unit 1: Genogram/Reflection	Sunday, September 29th Submit via Canvas by 5:00pm	10
Unit 2: Mental Health Assessments Concept Paper	Sunday, October 20th Submit via Canvas by 5:00pm	10
Unit 2: Bio-Psycho-Social-Spiritual Assessment	Sunday, November 3 Submit via Canvas by 5:00pm	15
Units 3 & 4: SIMmersion Introducing CBT Process Recording	Sunday, November 10 Submit via Canvas by 5:00pm	15

Assignments	Due date	Points
Units 3 & 4: SIMmersion CBT: Functional Analysis Process Recording	Sunday, November 24 Submit via Canvas by 5:00pm	15
Units 3 & 4: SIMmersion CBT: Creating A Change Plan Process Recording	Sunday, December 8 Submit via Canvas by 5:00pm	15
Units 5 & 6: Application of Group Stages & Termination Reflection	Wednesday, December 18 Submit via Canvas by 5:00pm	10

d. Attendance and class participation

Classrooms are temporary social systems where every member has a responsibility for creating the context for discussion, collaboration, and exploration. Regularity, reliability, and an open, curious, stance are core principles for forming supportive relationships with clients and direct social work practice. These principles also inform the development of an effective classroom. Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern, setting, or population. **Be prepared to reflect on and explore your own values, family history, social systems, experiences, identity, cultural backgrounds, and assumptions regarding all forms of diversity.** It is critical that classroom discussions regarding the previous statement remain **confidential**. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues, as well as for the clients/communities that we will be discussing in class. If you need to process a discussion that happened in class, outside of class, focus on processing what the discussion brought up for you. This is good practice and similarly used when utilizing clinical consultation – to be discussed further.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussion. **More than three absences may result in the failure of the class.** Students are expected to arrive to class on time and stay for the entire duration of class. **More than 3 late arrivals or early departures may result in a grade deduction.** If there are extenuating circumstances (e.g., parent/care-giver responsibilities, doctor appointments, health/mental health crisis) for the purpose of late arrivals/early departures, that needs to be communicated to the instructor via email and documentation of appointments may be required.

A note on use of technology: The primary focus during class time is to engage with content and colleagues in a thoughtful, meaningful way – laptops should only be used for note taking during the lecture components of the class and closed during non-lecture classroom time. Misuse of technology, including cell phones (e.g., social media, shopping, working on other assignments) will result in points deducted from

participation. **I may not bring this to your attention at the time, however, I do notice misuse of technology during class time, and it will impact your grade.**

For more information, refer to the [Policy on Class Attendance](#) found in the MSW Student Guide.

d. Grading

All assignments are due on the dates posted in the syllabus. Late assignments will result in an automatic reduction of points, 1 point per day will be deducted after the due date/time. Assignments more than 5 days late will not be accepted.

We will review parameters for each assignment ahead of time. For all assignments you will be graded on:

- Quality of clinical thinking: papers that rate the highest will show strong analytic skills; evidence strong clinical insight; show understanding of human behavior; demonstrate a curiosity about what they hear or see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.
- Integration of materials: Papers that rate the highest will show superior skill in linking class discussion, reading and lecture materials to their written work; pull from multiples sources; typically go above the requirements but not excessively so; go beyond “person on the street” thinking.
- Level of self-reflection: Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in their response to the work and demonstrate an understanding of social work values and ethics (PODS, empathy, strength-based, etc.).
- Writing skills: Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate, following the APA guidelines and there will be effective use of quotations.

Grading Summary Grades are assigned based on the following percentages:

A+ = 99-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%
A = 93-98%	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%

For more information, refer to the [Grades in Academic Courses and in Field Education](#) as well as policy for [Grades for Special Circumstances](#) and the [Student Grievance procedures](#) found in the 2019 - 2020 MSW Student Guide.

3. ADDITIONAL SCHOOL & UNIVERSITY POLICIES, INFORMATION & RESOURCES

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 Lock button (the only button located on inside of 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 sswada 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 wellbeing 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

- [University Health Service \(UHS\)](#) at (734) 764-8320
- [Additional campus health and wellness resources](#)

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.

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 The University of Michigan, as an institution, does not observe religious holidays, however 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. [Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.](#)

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

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.

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.](#)

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

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 2019 - 2020 MSW Student Guide.](#)