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,
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)

See https://ssw.umich.edu/courses/descriptions/SW521 for more detailed information about the Competencies & Practice Behaviors covered in this class.

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
RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES
(1) Multiculturalism and 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.

(2) Social Justice and Social Change are central to the topic of various roles assumed by social workers and in the clienthood 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 using case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

(3) **Promotion, Prevention, Treatment, and 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.

(4) **Behavioral and Social Science Research** is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

**2. Class Requirements**

a. **Text and class materials**

*Direct Social Work Practice*

*Theories and Skills for Becoming an Evidence-Based Practitioner*

By: Mary Ruffolo, Brian Perron and Elizabeth Harbeck Voshel, 2016

A copy of this book will be on hold at the

Askwith Media Library - Shapiro Library

919 S. University Ave.

Ann Arbor, MI 48109-1185

(734) 764-5360 (p)

*There is a companion website for the textbook that includes quizzes, extra resources, website activities, and multimedia learning tools. https://study.sagepub.com/ruffolo*

All additional reading materials for this class are available in the “Files” section of the canvas site for this class.

**To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.** See
Class Assignments for further information about how readings will be integrated into class sessions.

b. Class schedule- changes are possible and will be communicated in class, over email and/or changes to the schedule will be posted to Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Introductions, Review Course, Ground Rules</td>
<td>Ruffolo et al, Chapter 2-Integrative Themes that Guide Social Work Practice with Individuals, Families, and Small Groups</td>
<td>“Why did you decide to be a SW?” due prior to class on Canvas. *Please write a 1-2 paragraphs answering this question- “Why did you decide to become a Social Worker?” Come to the class prepared to share a statement or word from this response with the class.</td>
</tr>
<tr>
<td>Class 2</td>
<td>Integrative Themes</td>
<td>Bronfenbrenner graphic</td>
<td></td>
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<tr>
<td>9/16</td>
<td>Evidence Based Practice</td>
<td>Ruffolo et al, Chapter 2-Integrative Themes that Guide Social Work Practice with Individuals, Families, and Small Groups</td>
<td>OPTIONAL- Rubin-Chapter 1, Doing Therapy, pp 1-15</td>
</tr>
</tbody>
</table>
| Class 3  
9/23 | Social Work Values & Ethics | Ruffolo et al, Chapter 4-Professional Values, Ethics and Professional Use of Self  
NASW & ASWB Standards for Technology Use |
| --- | --- | --- |
| Class 4  
Tuesday 9/30-No class meeting Rosh Hashanah | If you are not observing the holiday, please use class time to start working on your genogram paper and come to class with questions next week.  
You can also use class time to work on recorded interviews for SW 511 |
| Class 5 10/7 | Wrap up Ethics  
Go over Genogram assignment  
Communication/Engagement  
Review Listening Assignment  
In class listening exercises | **Hepworth, et. al** - Building blocks of communication: Communicating with empathy and authenticity, Chapter 5 – note exercises on p.99, 103 and 132  
Beitman & Yue, Basic Listening Skills, p 23-28  
Cooper & Lesser Chp 1 - this reading is needed for the process recording in the listening assignment  
OPTIONAL: Duncan, Chapter 4, The Therapeutic Relationship, John C. Norcross | **SMALL GROUP DISCUSSION** |
| NO CLASS Monday 10/14 Fall Study Break |  | Genogram & Paper Due 10/18 (if you are turning in a paper Genogram, it can be turned in on 10/21 but the paper needs to be turned in on Canvas on 10/18) |
| Class 6 10/21 | Multicultural Social Work | **Multicultural Social Work Practice, Sue, Derald Wing, What is Multicultural Practice?** P 20-29 & Chapter 2  
*The 2005 edition of this book is available at no cost online through the Umich library- I am working on getting a copy of the most recent edition scanned into Canvas- stay tuned*  
Ortega & Faller, *Training Child Welfare* |  |
### Class 7
10/28

- **Spectrum Center Presentation**
- **Complete My Self Care Assessment**

### Class 8
11/4

- **Check in- mid way point**
  - Assessment
- **Suicide Risk Prevention**
- **K-SADS**
- **DSM V Personality Inventories**
- **Davies, 2011 Chapter 3**
- **Ruffolo, et al, 2016 Chapters 5 & 6**
- **Columbia- Suicide Severity Rating Scale, 2009**

**Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift**

DSMV- Cultural Formulation Interview

NASW Standards for Cultural Competence, 2015

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<tr>
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<td>'Making the Tough Call: Social Workers as Mandated Reporters'</td>
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<tr>
<td>Class 10 11/18</td>
<td>Intervention/Change Planning Continued</td>
<td>Ruffolo et al, Chapter 7, Change Planning</td>
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<tr>
<td></td>
<td></td>
<td>Ruffolo et al, Chapter 8, Core Intervention Skills: Using Cognitive and Behavioral Approaches in Social Work Practice with Individuals, Families and Groups</td>
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<td></td>
<td></td>
<td>OPTIONAL-Rubin, 'What Makes Therapy Works,' Chapter 8</td>
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<tr>
<td></td>
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<td>Listening Exercise due 11/21</td>
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</tbody>
</table>
| Class 11 | Dr. Richard Dopp, MD, Life Span Psychiatrist, Guest Lecturer, *The Science Behind Therapy, Medicines, and Self-Care*  
| 11/25 | Intervention Continued |
| Class 12 | Mindfulness/meditation  
| 12/2 | Working with Families and Groups  
|  | *Am I doing this right-Answers to the top 10 questions that everyone asks about meditation* by: Tara Healey & Jonathon Roberts  
|  | https://www.drdansiegel.com/resources/everyday_mindsight_tools/  
|  | Please engage in one of these practices from Dan Siegel's website-*The Wheel of Awareness*  
<p>|  | SMALL GROUP DISCUSSION |</p>
<table>
<thead>
<tr>
<th>Class 13 12/9</th>
<th>Evaluation and Outcome Monitoring</th>
<th>Goal Attainment Scale example</th>
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<tr>
<td></td>
<td>Termination</td>
<td>Ruffolo et al, Chapter 11, Outcome Monitoring</td>
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<tr>
<td></td>
<td>Golden Nuggets</td>
<td>Hepworth, Chapter 9, The Final Phase: Evaluation &amp; Termination</td>
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<td><em>Especially focus on Lessons Learned &amp; Nurturing the Nurturer</em></td>
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**COURSE ASSIGNMENTS**

c. Assignments
1. **Journals:** There are two opportunities for students to write a short (1-2 pages) journal. Please follow the following guidelines:
   i. Journal #1 will be due prior to the first day of class
      1. Why did you decide to become a Social Worker?
      2. What does being a Social Worker mean to you?
      3. What past experiences do you have in the field of Social Work?
      4. Is there anything that I should know about you prior to our first class meeting (we will have opportunities for introductions and learning as a group in class)?
      5. In class you will be asked to share a few words that describe what led you to the field of Social Work, please think about that and feel free to include those in this journal
   
   ii. Journal #2
      1. Check-In:
         a. How are you doing personally?
         b. How is this class, specifically, fitting into your expectations and needs as an MSW student?
      2. Review one of the readings to date and describe how you hope to utilize the information in your personal practice.
      3. Self-reflection: Please reflect on how your participation and engagement in class so far this semester. Please consider all of the ways one can participate in class, as an active listener, contributing to small and large group discussions, offering examples, asking questions, etc.. Please include anything that I can do to help support your engagement in class and any goals or ideas you may have to improve your engagement for the rest of the semester.
      4. Ask any questions you may have for the instructor (optional)

2. **Genogram Assignment:** This assignment is given to enhance your understanding of self and learn a valuable assessment tool. This assignment is designed with the following Practice Behaviors in mind. Please consider them when completing this assignment.
   o 1.2 Practice personal reflection and self-correction to assure continual professional development
   o 2.1 Recognize and manage personal values in a way that allows professional values to guide practice
   o 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
   o 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
   o 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
   o 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
   o 5.1 Understand the forms and mechanisms of oppression and discrimination
   o 7.2 Critique and apply knowledge to understand person and environment
   o 10b.1 Collect, organize, and interpret client data
   o 10b.2 Assess client strengths and limitations
You will turn in FOUR parts:

1. The actual **genogram**
   
a. Prepare a genogram of **three generations** of your own family. You may draw the genogram or use a software program to create the graphic. Several word processing packages allow for creation of square, circles, triangles, and ways to draw lines to link them (i.e. Smart Draw). You could also use one of the genogram programs that are available commercially or as shareware. Genopro offers a FREE trial [http://www.genopro.com](http://www.genopro.com) but you may not be able to download on school computers - only home computers.

b. In creating your own genogram, include your grandparents and parents, if possible, as well as your siblings and yourself. If you have children or grandchildren, you may include them as the fourth and fifth generations, respectively. **Please don’t be worried if you don’t have strong family connections or don’t have access to information. This exercise is part of learning about yourself. If it brings up a lot of anxiety or significant personal difficulty, please see me.** For this exercise, rely on your own memory, rather than seeking a lot of information from other family members. Try to include the approximate dates and categories of significant family events, such as births, deaths, marriages, divorces, separations and losses, military service, significant hospitalizations, changes in place of residence (salient if a child moved frequently), injuries, and traumatic experiences. If you do not remember details, enter question marks instead of facts. Please use names or other identifying titles that you will be using in your paper.

2. A **Timeline** drawing of significant events. These events should be referenced in your paper.

3. **Key person synopsis** - develop a succinct, few-word description of the significant people in your family system. In addition, briefly characterize the nature of the various relationships within your family, specifically as they relate to you.

4. The **Paper** (4-6 pages) that addresses your integration of the material. Please use a formal writing style for this part of the assignment. When you have completed your genogram, reflect on your childhood and family experiences. The following questions are **simply a guide**, use them **and any others you’d like** to guide your reflection *(you should write in narrative form and needn’t go question by question, but make sure to contemplate these areas)*:

   1. What role or roles did you play in your family? What roles do you currently play in family or family-like situations? What about in other relationships?
   2. How was affection expressed in your family? At the present time, how do you tend to express affection?
   3. How were feelings such as anger, fear and joy (and any others) expressed in your family? At this point in your life, how do you express them? Do you notice
any trends in emotion expression or how family members interact emotionally with each other?

4. How were people (especially children) educated, guided, and disciplined in your family? Who performed these functions? How did/do children tend to feel about the way they are treated in your family?

5. What intergenerational patterns did you notice? Include strengths and supports, if appropriate.

6. How did your family reflect their cultural and ethnic identity? How do you reflect it today?

7. How has your family been affected by poverty, privilege, oppression, diversity or (in)justice?

8. Who, if anyone, are you like in your family? What did you learn about yourself or your family in completing this exercise (if you’ve done this before, what new questions or insights did it raise)? **This is not just a family tree - this is a way for you to look at intergenerational patterns of interactions.**

9. Final reflection - Any closing thoughts. Consider how what you have written about may impact you as you embark on your career as a social worker. **This is a place for self-reflection...you will receive highest marks for this section if you are thoughtful and thorough about what you found yourself thinking, feeling, wondering, etc. as you considered your family and your future career.**

**GRADING CONSIDERATIONS:**

**Genogram drawing**
Thoroughness of details, clear, easy to understand, includes at least 3 generations, use of symbols and relational depictions are accurate and inclusion of a timeline of significant events.

**Person synopsis**
Includes key people (does not have to include extended family who are not essential to the “family story”). Descriptions are thoughtful and clearly written.

**Paper**
The most clinically astute papers will include a thoughtful and honest discussion of how you have developed to be the person you are today through your relationships with important family members and how these experiences may impact you in your career. Consider possible blind spots and areas to work on. Clinical thinking re: family dynamics in general (i.e. you may note patterns or themes of strength, connectedness, isolation, loss, abuse, etc.) – you are not asked to diagnose family members but to reflect on generational themes. Please see Grading Rubric on the Canvas site for specific grading expectations and please refer to Julie Ribaudo’s Reflective Functioning PowerPoint on Canvas, especially slides 4-6, for examples of different levels of insightful statements.

**NOTE:** Some students can feel uncomfortable revealing themselves to a professor - that is understandable; however, the experience of making yourself vulnerable to another human being is often what we are asking of clients in our role as social
workers. This is part of our parallel process. That being said, only reveal as much as you are comfortable. If you choose not to reveal details (for instance, how you were affected by particular life circumstances) then you can still note in which ways you did deal with them (for example - through therapy, or work with a spiritual leader, or a support group, or “I haven’t dealt with it yet!” and some discussion as to why).

Writing Skills
Papers are expected to be written in a formal writing style, well organized, clearly written, and show minimal grammatical errors. If you choose to cite a source for one of your papers, please use APA 6th edition style citation. Please be aware that I will deduct points for poor writing skills including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing support and/or assistance.

3. Listening Exercise: This assignment is designed with the following Practice Behaviors in mind. Please consider them when completing this assignment.

   a. 1.2 Practice personal reflection and self-correction to assure continual professional development
   b. 2.1 Recognize and manage personal values in a way that allows professional values to guide practice
   c. 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
   d. 4.1 Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
   e. 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
   f. 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences
   g. 5.1 Understand the forms and mechanisms of oppression and discrimination
   h. 7.2 Critique and apply knowledge to understand person and environment
   i. 10a.1 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities
   j. 10a.2 Use empathy and other interpersonal skills
   k. 10b.1 Collect, organize, and interpret client data
   l. 10b.2 Assess client strengths and limitations
   m. 10c.3 Help clients resolve problems
   n. 10c.5 Facilitate transitions and endings

Ask a friend, colleague, or fellow student (disguise names!) if you can do a 20-minute audiotaped interview with them, assuring them of confidentiality (you will be the only one listen to audio) and that the goal is just for you to practice the listening skills that we have been learning throughout the course. PLEASE DO NOT USE YOUR CHILD OR PARTNER – it gets too complicated if there is an issue that gets evoked within the “session.” Ask them to discuss a real concern or problem they have. During the ‘session,’ be sure to practice skills such as reflective listening, Hepworth’s level three and four empathic responses, asking clarifying questions, conveying openness to where the ‘client’ is verbally and non-verbally, demonstrating cultural humility, attuning to the emotional state of the speaker while paying close attention to your own emotional state and
reactions. You should use open-ended questions, provide empathic, mirroring statements, summarize, ask for clarification, etc. *Your goal is to gain a strong understanding of what the person is struggling with and convey that understanding.* The ability to understand is best developed by being a good listener!

When you are done interviewing, ask for some feedback. Did they feel listened to and understood? What was the experience like for them to have someone “just” listen?

**Before** reviewing the recording, complete column 1 and 2 of your process notes (see Chapter One of Cooper and Lesser and use this format). As you then play back the tape, notice how accurately or inaccurately you captured the process, what you “heard” and what you didn’t and think about why that might be. After reviewing the recording, please complete the third column, noting the type of listening/interviewing skill you used.

**Write a 3 – 5 page paper reflecting on the following:**

1. Describe the “presenting concern” (disguising identifying info) and how the “client” presented throughout the interview – what did you observe about body language, voice tone, affect, eye contact, etc.

2. Give a brief summarize your understanding of what the person was struggling with. What themes did you notice?

3. What did your “client” say about the experience...how did they describe your attending and listening style?

4. What was the experience like for you?

5. How was it to “just” listen, only being able to ask clarifying questions, or make an empathic comment, or a summarizing comment - i.e. not give advice!? How did you do in that role?

6. I will be looking at your capacity to honestly reflect on your skills. What reactions did you have internally to the subject matter of the conversation?

7. How closely did your initial writing of the process notes capture with the actual interview?

8. What are your thoughts on the degree of match or mismatch?

9. What did you learn about yourself through this exercise? **What skills do you think you need to work on? How will these skills be important as you continue your learning and training as a Social Worker?**

**NOTE:** Please do not fake a “session.” Your task is to show that you can *listen*, ask appropriate questions and make clarifying statements – that is the start of any Social Work role. You aren’t doing an intake – you are showing that you can listen and understand.

**GRADING will be based on:**
Process Notes
I want to see that you did them correctly and were honest about your own reactions to the ‘client’...I am not looking for accuracy, I am most interested in your learning process! Make sure to use Cooper & Lesser’s example in Chapter 1 and include: 1) What was said (dialogue), 2) your own internal reaction (self- reflection) and 3) the type of listening/interviewing skill you used (i.e. open ended question, seeking clarification, metaphor development, summarizing, etc.).

Paper
Quality of observations - how well you noted eye contact, body position, breathing, etc. and attempted to understand how the non-verbal and verbal aspects of the “client” aligned.

Clinical acuity – how well did you catch themes; do you seem to understand beyond the superficial level of what the “client” is telling you, how well did you demonstrate the listening skills discussed in the readings and in class and refrain from offering advice and sharing your own experiences(SEE EXAMPLE paper in Canvas for a model of strong paper)? I will be using Hepworth’s article as a reference for grading.

Reflective Aspect - ability to show self- reflection, ability to generate some clear idea of your own reactions, thoughts and feelings...both in role as Social Worker and in reaction to the content of the discussion; addressing mismatches in what you “heard” and what was said...addressing your thoughts as to matches and mismatches. If any issues stood out in the discussion, address those briefly (for example, you may note that your “client” is having difficulty adjusting to a life situation but you notice that she/he minimizes or dramatizes the experience).

Writing Skills- Clarity, grammar, thoughtfulness, following parameters of assignment, etc.

Please see Grading Rubric on Canvas for specific grading expectations.

4. Small Group Discussion: Several times throughout the semester, students will be asked to take on one of four roles - PODS commentator, deep reader integrator, voices from the field or note taker- in a small group discussion. Points will be given for fulfilling this role in a thoughtful, engaged manner. Please turn in bullet points and/or prepared notes after the discussion.

PODS Commentator- Please review the readings and be prepared to discuss how the readings do or do not consider privilege, oppression and diversity, including: ability, age, class, color, culture, ethnicity, family structure, gender identity, gender expression, marital status, national origin, race, religion, and sexual orientation.

Deep Reading Integrator- Please review the readings and be prepared to compare and contrast and synthesize the readings for that week, this can also include weekly lectures and class discussions and activities.
Voices from the Field- Please review the readings and be prepared to augment the readings with case examples from your own experience and/or readings.

Note Taker- Please turn in notes that you take during the Small Group Discussion, highlighting each person's contribution to the discussion.

**GRADING:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20 Points</td>
<td></td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>10 Points (5 points each)</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>10 Points (5 points each)</td>
<td></td>
</tr>
<tr>
<td>Listening Exercise</td>
<td>30 Points</td>
<td></td>
</tr>
<tr>
<td>Genogram</td>
<td>30 Points</td>
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</tr>
</tbody>
</table>

Total Points 100 Points

d. Attendance and class participation

**Class attendance and participation**

Students are expected to arrive on time and attend all classes for the full period, complete
assigned reading for each week, participate in class activities and discussions, and complete all assignments on time. Attendance will be taken at the beginning of each class.

You are allowed one excused absence. More than one absence will result in a reduction of points and could lower your final grade for the course. Extra credit opportunities are described earlier in the syllabus. If you have a personal emergency that might require that you miss more than one class, please let me know. Also, please let me know about planned or unplanned absences as soon as you realize that you are going to miss class, preferably prior to the class meeting, if possible. When absent, students are expected to find out what they missed from a classmate and, if relevant, to review the PowerPoint presentations that can be found on the class Canvas site.

Effective social workers are self-aware. Be prepared to explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and small group and whole class activities.

My hope is to co-create a class environment where we will feel safe enough to take some risks in sharing who we are, and what questions we are grappling with related to the course content, and this is one reason why class attendance is so important. Your on-time arrival, attendance and participation also reflects the basic ingredient of any social work relationship – your presence, “showing up” or “being there”. For this reason, I ask you to adhere to the following guidelines concerning the use of computers or cell phones in class.

Class Policy Regarding the Use of Portable Technology
Research regarding portable technology (laptop computers, phones, etc.) confirms that these devices can be a supportive classroom tool when directly tied to the course curriculum while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting, social media) and disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices). Therefore, the following guidelines will guide us toward meeting our goals for the course:

- I expect that students will not be using computers/social media/phones for non-related classroom activities or recreational purposes. As such, unless we are actively using technology for in class engagement, all computers and other devices must stay closed and away during class time.

- Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and I retain the right to lower an overall final grade by a minimum of ½ grade for any student who is highly disengaged in class due to technology use.
e. Grading

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of several points - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. If I write or say something that confuses or upsets you, please make an appointment so we can discuss it! If I help you deepen your understanding of something that is helpful for me to know too.

I will take off up to the equivalent of a half a grade for every day an assignment is turned in late without a prior agreed upon extension.

**GRADING SCALE**
The criteria for each grade are as follows:

100 - A+
95 - 99 A
90 - 94 A-
88 - 89 B+
84 - 87 B
80 - 83 B-
78-79 C+
74-77 C
70-73 C-

69 and below –D or E, no credit can be given

Please refer to the following resources for further information:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)
Standard School and University Policies, Information and Resources

a. Safety and emergency preparedness:

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

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

Each SSW classroom is equipped with door locks. Pressing the 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 ssw-adacompliance@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

b. Mental health and well being:

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
- 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](mailto:ssw.wellness@umich.edu)

c. **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.

d. **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](#).

e. **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
f. 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.

g. Military deployment:

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

h. 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.

i. 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.