Course title: Interpersonal Practice with Families
Course # term: SW 623-001, Fall, 2019
Time and place: Wednesday, 9:00 AM – 12:00 PM, Room # B798 SSWB
Credit hours: 3
Prerequisites: SW 521 or permission from instructor
Instructor: Monica D. Sampson, LMSW
Pronouns: She, her, hers
Contact info: Email: smonica@umich.edu Phone: 248-954-4322
You may expect a response within 24 hours
Office: 3733 SSWB
Office hours: By appointment only

1. Course Statement

Course Description:

This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.
Course Content:

Content on the engagement phase will emphasize methods for overcoming barriers to help seeking that are both internal and external to the family. Students will learn how to identify client-worker differences and how to find common ground with clients. In particular, students will learn methods for engaging the most reluctant family members. Assessment content will draw from the major theories of family functioning and life-span development, as well as meta-theories that address oppressive social forces (e.g. sexism and racism). A sampling of reliable assessment measures will be introduced and applied. Goal setting and planning will flow from the assessment of the family, the goals of the family and its individual members, empirical evidence for different approaches, and ethical considerations. A variety of intervention and prevention models will be presented, along with the specific methods and procedures of each model. Work with nontraditional families, couples counseling, and divorce and separation counseling will also be included. The role of social work in the primary prevention of family problems will be emphasized (e.g. family life education programs). Methods for the evaluation of intervention and prevention efforts will be covered, including the use of self-report and observational measures.

Course Objectives:

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

1. Articulate at least two conceptual frameworks that take into account individual and family needs, problems and experiences within the family, and resources and opportunities of the social environment.
2. Describe challenges, risks, and tasks as they apply to women, the poor, families of color, and gay and lesbian families.
3. Identify the resources, strengths, and effective family processes across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, and class.
4. Apply family assessment frame works that are ecological and family-centered and take into account the influence of oppressive social forces. Such assessments will account for the presence and impact of family violence, the presence and impact of substance abuse, and the impact that the students’ own value system has on their assessment formulations.
5. Describe ways to establish a professional relationship with family members in order to engage in assessment, goal setting, and planning. The capacity to establish relationships with families will include an appreciation of cultural diversity and the unique strengths of nontraditional families.
6. Identify at least two models of prevention and intervention and explain the applicability of each model to the challenges faced by families.
7. Apply appropriate outcome measures that are reliable and determined by agreed upon goals in order to evaluate the effects of family-centered interventions.

Course Design:
The course design will include lectures, assigned theoretical and practice reading, and large and small group discussions; exposure to the actual experiences of families in general and to those of particular families, through such media as case materials, videotapes, and client personal descriptions; and role-playing as worker and as family member.

**Relationship of the Course to Four Curricular Themes:**

- **Multiculturalism and Diversity** will be addressed by considering the unique characteristics of families of composed of various diversity dimensions (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation), and by tailoring engagement, assessment, goal setting, planning, and intervention to these characteristics. Assessment procedures will focus on strengths rather than deficits in family functioning.

- **Social Justice and Social Change** will be addressed through a multi-systems perspective in which students will view the family as a system within, and affected by, a larger social structure. Family assessment will consider the impact of poverty and discrimination based on various diversity dimensions and other factors in causing or maintaining family problems. Traditional solutions to family problems will be analyzed for their potential to maintain oppression and disempowerment. Empowerment models of practice will be stressed, including the involvement of natural helping networks and teaching advocacy skills to families.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed by identifying the family functions and processes which are useful for the successful development of its members. Prevention programs will be described that are designed to help the general population and at-risk families to avert problems before they develop (e.g. marital enhancement, parent education, premarital counseling, parent-school linkages, etc.).

- **Behavioral and Social Science Research** will be addressed by discussing the relationship of theoretical and empirical knowledge to family practice, by describing the theoretical frameworks within which practice methods may be carried out, and by identifying and critiquing the techniques and outcomes of evaluation which have been used with each practice method.

**Relationship of the Course to Social Work Ethics and Values:**

Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Presentation of value conflicts that exist toward families in society will be used to raise the students' awareness of personal and professional values.
Intensive focus on Privilege, Oppression, Diversity, and Social Justice (PODS):

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Course Philosophy and Format:

The current Council on Social Work Education standards state that the signature pedagogy of our profession is field instruction. In accordance with this policy, this course is designed to enhance the skills necessary to perform the role of social work practitioner with families in field related experiences. Intervention with families has followed a progression from modernism to post modernism in the past decades. In the past, the family was seen as a group of people with relational or functional problems. The social worker was the “expert” who created a conceptualized view of the family and prescribed interventions to cure the family of its ills. In the post-modern view, the family members, themselves, are the experts in their relations and functioning ability, and the social worker is a facilitator of opportunities for learning, growth, and change, at the discretion of each family member. This is a substantial paradigm shift from early family interventive philosophy; however, the knowledge, values and skills that the early family specialists gave us form the foundation for this new and developing context. I believe that working with families effectively requires an understanding of how the cultural, economic, political, religious and social systems influence family functioning and well-being.

The format of this course will follow the above post-modern philosophy. The goal is to facilitate your growth and learning so that you will become the expert in your own functioning when working with families, including the cultural, economic, social, and political forces that influence your family assessment and intervention abilities.

2. Course Requirements

Text and Required Materials

Canvas – There will be some required and recommended readings posted on the Canvas for this course under “files”

- **Required Texts:**
Amazon $21.38/rent $42.75/buy
Barnes & Noble $42.75
Abebooks.com $43.20
Chegg.com $21.49/rent $36.86/eTextbook $45.49/buy

  - Amazon $33.23/rent $9.02/buy
  - Barnes & Noble $29.02
  - Abebooks.com $28.95
  - Chegg.com $22.49/rent $33.49/buy

- Highly Recommended Texts

- Optional Books

**Requirements:**

With the exception of the first week, students are required to read the textbooks and all of the Canvas readings prior to each week’s class.

Class time will be divided in half.

**September:**

The first half of class will be lecture/discussion/interaction and small group discussions regarding Family Therapy Skills and Practice. This will include family processes across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, and class. (1.5 hours)

The second half will guide you through the development of effective family genograms. (1.5 hours)

**October:**

The first half of class will be lecture/discussion/interaction and small group discussions regarding Family Therapy Skills and Practice. family processes across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, and class. (This remains the same)

The second half will incorporate the component of role play every week. This will demonstrate different therapeutic interventions based on the family need and dynamic. (Assignment 2) (1.5 hours)

**Class Schedule**

(Subject to change based on class needs)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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| Week 1    | Class Ice Breakers Introduction/Expectation Introduction to the Course | • Ice Breaker  
• Class Contract |

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
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| 9/4/2019  | Class Ice Breakers Introduction/Expectation Introduction to the Course | • Ice Breaker  
• Class Contract |
| Week 2 9/11/2019 | - The Beginning & Before Understanding Identities and Inequalities, Biases and the impact society has on Diversity in Therapy  
| | - Hand out Role Play Vignettes  
| | - Mapping and Creating Genograms  
| | - ESFT-Ch 1&2  
| | - GENO-front cover & Ch1&2  
| Week 3 9/18/2019 | - The initial Interview & Assessments/screening tools  
| | - Genogram Interview & Interpretation  
| | - ESFT-Ch 3,4 & Appendix  
| | - GENO Ch 3,4&5  
| | - Canvas Readings in Week 3 Files  
| Week 4 9/25/2019 | - Assessments and Treatment Planning  
| | - Assessing and Tracking Family Patterns  
| | - ESFT-Ch 4&5  
| | - GENO Ch 3-8  
| Week 5 10/2/2019 | - **Assignment 1 due**  
| | - Basic Treatment Skills and interventions.  
| | - Use of the Genogram: Clinical, Play & Research  
| | - Hard Copies due in class at 9:00 AM  
| | - ESFT Ch 6  
| | - GENO Ch 9-11  
| Week 6 10/9/2019 | - Working with Families and Children  
| | - Family Focused Treatment Planning & Diagnosing  
| | - Frist Role Plays  
| | - Ch 7  
| | - 1.5 hours (3 Role Plays)  
| Week 7 10/16/2019 | Working with Older Adults  
| | - Family Focused Treatment Planning & Diagnosing  
| | - Ch.8  
| | - 1.5 hours (3 Role Plays)  
| Week 8 10/23/2019 | - **Written Assignment 2 due**  
| | - Working with Couples  
| | - Hard Copies due in class at 9:00 AM  
| | - Ch 9  
| | - 1.5 hours (3 Role Plays)  
| Week 9 10/30/2019 | - When Family Members have a Mental Illness  
| | - Ch 10  
| | - 1.5 hours (3 Role Plays)  

Monica D. Sampson, LMSW  
SW 623-001 Fall 2019
Communications Regarding the Course

Students should feel free to email the instructor whenever questions arise. I check my email very frequently and strive to reply promptly, and if I’m going to be away, I will let you know in advance. Email is the means of electronic communication at the University, so I do expect you to check your email regularly as well.

I will periodically post announcements on Canvas, but I will always send an email to alert the class of the announcement. Because I do not always have access to Canvas, please only send emails to me, don’t use the message function in Canvas.

I don’t have formal office hours. I’ve found if I set particular hours, at least half of the class will be unavailable during that time. So please make an appointment, either in person or over email. I’m more than happy to meet with each one of you when you have questions, concerns, or just want to talk, and I will do my very best to be as flexible as possible with my schedule.

Assignments
All papers are expected to be completed in full APA format including a cover page

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family of Origin Paper</td>
<td>10/9/2019</td>
<td>30%</td>
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</tbody>
</table>
• **Assignment 1: Family of Origin Paper**

Draw a genogram on your own family or the family of a client with whom you are working. The genogram should focus on at least three generations (including yours, your parents and their parents, your children, if applicable and even more if you have the information). Use the McGoldrick’s book on Genograms as your guide for the mechanics of drawing the genogram. You will most likely need to contact family members of your own family or your client’s to obtain the necessary data. Include significant dates, illnesses, occupations, striking character traits (i.e. gentle, moody, intelligent) and other significant patterns (i.e. occupations, religions, prevalence of divorces, religious affiliations, illnesses, substance abuse problems) on genogram. You may want to use different colored pencils to illustrate alliances, coalitions, cut-offs, and triangles. The genogram must be on an 8½ by 11 sheet and carefully drawn and turned in by 9 AM in hard copy at the beginning of class.

Write a 4-5 page paper. This paper should identify and articulate major three-generational themes and patterns. Triangles, coalitions, alliances, and cut-offs should be explicated and analyzed. Gender, ethnic, class influences should be addressed. You should also incorporate a theoretical discussion of these cultural themes based on knowledge gained from your readings. When discussing theory, please reference accordingly. The McGoldrick text is a particularly good source to utilize in developing a theoretical perspective on the cultural themes you are exploring in your papers. You may want to speculate about your role (or your client’s) role in the family system and please discuss sibling order, if applicable. Bowenian theory should be incorporated into your analysis and give three examples of how you imagine Murray Bowen might have intervened with this family.

• **Assignment 2: Assessment of a Family & Family Therapy Role Plays**

Part 1. Everyone in class will randomly pick a case study by the second week of class. Based on the family dynamic, you will demonstrate how you will work with this family. You and the identified family member; also randomly picked by the second week of
class, will role play for 25 minutes. (It is expected that you spend some time outside of class to prepare for this role play as you will be provided minimal information to build from. Together you will fill in the missing pieces based on the class discussion for that week.) As the clinician, you will have interpersonal interactions with this client by engaging, assessing and determining theoretical models to prepare for the family session. This will be considered an initial or earlier session, prior to introducing the entire family; therefore, it will be just the clinician and the identified client. An actual Genogram should be part of the role play. (Let me know what equipment you need prior to your role play to complete this task for class. ie. Flip Chart paper, white board and dry erase markers, etc.)

Part 2. In addition to the role play, the Clinician will turn in a paper, 3-4 pages, that will capture the Case Conceptualization: Presenting Concerns, Concurrent Problems, Background History and Stressors, Strengths, DSM-5 Impressions and Implications. (if applicable) Relational Problems, Assessments, Interventions, any ethical or legal implications, and cultural and/or racial implications.

The clinician will describe/predict their relationship with family members in order to engage in assessment, goal setting, and planning. The capacity to establish relationships with families will include an appreciation of cultural diversity and the unique strengths of nontraditional families. At least 5 references must be cited in this section of the paper.

Part 3. Please turn in a genogram and a 1-page reflection about your experience conducting this assessment including answers to the following questions:

- What do you think are entry points for the rest of the family as a social worker?
- What traits would a social worker need to engage this family?
- What would be your personal goals in working with this family?
- What did you find most challenging when completing this assessment?
- How would you begin the termination process with this family, and how do you know when it is time to terminate?
- What did you find most interesting/valuable/rewarding?

- **Assignment 3: Case Study**

Pick a family with whom you are working or have in-depth familiarity. Please address the following elements in a 5-7 page paper. 5 references from class readings and beyond must be cited in this paper.

- 3 generation genogram on 8 1/2 x 11 paper, carefully constructed.
- Brief assessment of the family, no longer than a page including:
  - Significant demographics including culture, class, gender, as they relate to the presenting problem
o Presenting problem or context. This must be something that needs to change—a particular problem that the interventions will address.

o On what level of the Beavers Scale would you assess this family? Why? How does this level of functioning affect the current problem?

o What is this family's stage of development? How does it affect the current problem?

o What is this family's homeostatic state? How does it support the presenting problem?

o Propose intervention strategies from 3 different models, justifying your choice of model.
  ▪ Please suggest at least 2 strategies from each model. Describe how each technique would be used, including dialogue between therapist and family member. Please discuss how you think each of the interventions you have proposed might work, or not work with this family.

o Personal reflection about the assignment.

**Attendance and class participation**

Student attendance is expected. Students are responsible for securing lecture notes and handouts when circumstances prevent attendance. While I understand that absences may sometimes occur, an excessive number of absences will result in lowering your final grade. Please contact me if personal matters or illness are interfering with regular class attendance. Please note in order to earn full points for class participation and attendance, you must be present for 12/14 classes, contribute, and role play a family member for one of your fellow classmates. Attendance will be taken.

**a. Grading**

The criteria for each grade are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.</td>
</tr>
<tr>
<td>B+</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.</td>
</tr>
<tr>
<td>B</td>
<td>Mastery of subject content at level of expected competency – meets course expectations</td>
</tr>
<tr>
<td>B-</td>
<td>Less than adequate competency; but demonstrates student learning and potential for mastery of subject content.</td>
</tr>
<tr>
<td>C or</td>
<td>Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.</td>
</tr>
<tr>
<td>C-</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
</tr>
<tr>
<td>F</td>
<td>Student has failed to demonstrate minimal understanding of subject content.</td>
</tr>
</tbody>
</table>

Four Notes on Grading:
1. Class attendance and class participation are essential for this course. Therefore; you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.

2. I grade all papers anonymously. Put only your student identification number on your submitted work. I will attach names after grading.

3. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.

4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific; and must be based on substantive arguments (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

5. Here are some reference links regarding grading:

   - Grades in Academic Courses and in Field Instruction
   - Student Grievance procedures
   - policy for grading in special circumstances
   - testing and grading from CRLT

General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible have someone proof read for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

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

   **Safety & Emergency Preparedness:** In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.

Office of Student Services School of Social Work | Room 1748 734-936-0961

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

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

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

- **Counseling and Psychological Services** (CAPS) at (734) 764-8312
- The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- **University Health Service** (UHS) at (734) 764-8320
- **Additional campus health and wellness resources**
  - The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.
  - SSW Health and Wellness Guide
  - Contact the Health and Wellness Program at ssw.wellness@umich.edu

**Teaching evaluations:** Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.
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.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services**.
office. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call 734-763-6259. You can find helpful resources linked from ssw.umich.edu/writing-help

In addition, the Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/

Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli

For more information or to schedule an appointment, contact:

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

APA formatting:

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

Academic integrity and plagiarism: 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.

Classroom Environment. I hope that all students will work with me to create, and foster, a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from, and may still reflect, biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect. Craft effective prose. You can register with them on line and schedule an appointment: Website: http://www.lsa.umich.edu/sweetland/Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli