



## **SW 521: Interpersonal Practice with Individuals, Families, and Small Groups**

<b>Instructor:</b>	Lindsay A. Bornheimer, PhD, LCSW
<b>Course #/term:</b>	SW521 Section 001, Winter 2020
<b>Time and place:</b>	Wednesday 1/8/2020 – 4/21/2020, 9:00 AM to 12:00 PM (noon), Room 2629
<b>Credit hours:</b>	3
<b>Pronouns:</b>	She, her, hers
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### **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 will 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

*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.

*Relation to Social Justice* 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 through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

*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.

*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 social work 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

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a. Books and Class Materials

Required Books:

1. Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried, K., & Larsen, J. (2017). *Direct social work practice* (10th ed.). New York, NY: Brooks Cole. (ISBN-10: 1305633806)  
*Note: 9<sup>th</sup> Edition is fine as well* (ISBN-10: 0840028644)
2. Stevenson, B. (2015). *Just Mercy: A Story of Justice and Redemption*. NY, NY: Spiegel and Grau Publishers.

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 (there are also optional readings if desired).

- Two books are required for use in this course and the remainder of readings assigned each week will be journal articles. These journal articles will be provided to students in PDF form through CANVAS.
- Each week's readings will be visible in CANVAS and it is expected that students will complete all readings listed on each class date prior to the start of class. Example: an article listed for the week of April 4<sup>th</sup> must be read in preparation for the class session on April 4<sup>th</sup>.
- Article readings (non-books) will be discussed in class in a group discussion format when indicated. Some weeks will involve a discussion of articles assigned. For weeks when discussions aren't assigned, the articles will be mentioned in the lecture and students are encouraged to consider their presence in our classes each week (for processing of material and/or commenting in class).
- Book readings will 'lay the foundation' for the lecture content in class and are used to bring all students to each class session with a similar background in understanding of course content.

b. Class Schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 Wednesday January 8 <sup>th</sup> (1/8/19) from 9 am to 12 pm (noon)	<b>Introduction and Social Work Profession</b> <ul style="list-style-type: none"> <li>• Introductions and course overview</li> <li>• Social work mission, roles, and functions</li> </ul>	<u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>1. Hepworth Chapters 1 &amp; 2</li> <li>2. Syllabus</li> </ol>
Week 2 Wednesday January 15 <sup>th</sup> (1/15/19) from 9 am to 12 pm (noon)	<b>Social Work Values and Ethics</b> <ul style="list-style-type: none"> <li>• Values: personal and professional</li> <li>• Ethics and NASW code</li> <li>• Social justice</li> </ul>	<u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>1. Hepworth Chapter 4</li> <li>2. Freud, S. &amp; Krug, S. (2002). Beyond the code of ethics, part I: Complexities of ethical decision making in social work practice. <i>Families in Society</i>, 83(5/6), 474-482.</li> <li>3. McLaughlin, A. (2011). Exploring social justice for clinical social work practice. <i>Smith College Studies in Social Work</i>, 81, 234-251.</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
<p>Week 3 Wednesday January 22<sup>nd</sup> (1/22/19) from 9 am to 12 pm (noon)</p>	<p><b>Overview of Helping Process</b></p> <ul style="list-style-type: none"> <li>• The helping relationship</li> <li>• Beginnings: engagement, empathy, therapeutic connections</li> <li>• Communication and listening skills</li> <li>• In the first sessions</li> </ul>	<p><u>Required readings prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Hepworth Chapters 3 &amp; 5</li> <li>2. Dewane, C. (2006). Use of self: A primer revisited. <i>Clinical Social Work Journal</i>, 34(4), 543-558.</li> <li>3. Freedberg, S. (2007). Re-examining empathy: A relational-feminist point of view. <i>Social Work</i>, 52(3), 251-259.</li> </ol> <p><u>Optional readings prior to class:</u></p> <ol style="list-style-type: none"> <li>4. Hepworth Chapters 6 &amp; 7</li> </ol>
<p>Week 4 Wednesday January 29<sup>th</sup> (1/29/19) from 9 am to 12 pm (noon)</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Exploring and understanding presenting problems, and strengths-based assessment</li> <li>• Bio-psycho-social assessment</li> <li>• Genogram</li> <li>• Mental status exam</li> <li>• Suicide risk and assessment</li> </ul>	<p><u>Required readings prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Hepworth Chapters 8 &amp; 9</li> <li>2. De Jong, P. &amp; Miller, S. (1995). How to interview for client strengths. <i>Social Work</i>, 40(6), 729-736.</li> <li>3. Reed, B. G., Newman, P. A., Suarez, Z. E., &amp; Lewis, E. A. (2011). Interpersonal practice beyond diversity and toward social justice (Chap. 4, 60-98). In Seabury, B. A., Seabury, B. H., &amp; Garvin, C. D. (eds.), <i>Foundations of interpersonal practice in social work: Promoting competence in generalist practice</i>. Thousand Oaks, CA: Sage.</li> </ol> <p><u>Optional readings prior to class:</u></p> <ol style="list-style-type: none"> <li>4. Asakura, K., &amp; Craig, S.L. (2014). "It gets better"...but how? Exploring resilience development in the accounts of LGBTQ adults. <i>Journal of Human Behavior in the Social Environment</i>, 24, 253-266.</li> <li>5. Bryan, C. J. &amp; Rudd, M. D. (2006). Advances in the assessment of suicide risk. <i>Journal of Clinical Psychology: In Session</i>, 62(2), 185-200.</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
Week 5 Wednesday February 5 <sup>th</sup> (2/5/19) from 9 am to 12 pm (noon)	<b>Assessment Interviews in class (role-play)</b> Role-play interviews with your classmate partner (this is in prep for your written biopsychosocial due on 2/26)	
Week 6 Wednesday February 12 <sup>th</sup> (2/12/19) from 9 am to 12 pm (noon)	<b>Goal Setting, Change Planning, and Evidence Based Practice (EBP)</b> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Change planning process</li> <li>• Evidence Based Practice (EBP) and Evidence Informed Practice (EIP)</li> </ul>	<u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>1. Hepworth Chapter 12</li> <li>2. Zayas, L. H., Drake, B., &amp; Jonson-Reid, M. (2011). Overrating or dismissing the value of evidence-based practice: consequences for clinical practice. <i>Clinical Social Work Journal</i>, 39(4), 400-405.</li> </ol> <u>Optional readings prior to class:</u> <ol style="list-style-type: none"> <li>3. Juby, C. &amp; Rycraft, J. (2004). Family preservation strategies for families in poverty. <i>Families in Society</i>, 85(4), 581-587.</li> <li>4. Linhorst, D., Hamilton, G., Young, E., and Eckert, A. (2002). Opportunities and barriers to empowering people with severe mental illness through participation in treatment planning. <i>Social Work</i>, 47(4), 425-434.</li> </ol>
Week 7 Wednesday February 19 <sup>th</sup> (2/19/19) from 9 am to 12 pm (noon)	<b>Introduction to Approaches and Change-Oriented Interventions</b> <ul style="list-style-type: none"> <li>• Diversity in practice</li> <li>• Introduction to approaches; overview of ones we will discuss</li> <li>• Change-oriented interventions</li> </ul>	<u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>1. Hepworth Chapter 13</li> <li>2. Lee, M. (2003). A solution-focused approach to cross-cultural clinical social work practice: Utilizing cultural strengths. <i>Families in Society</i>, 84, 385-395.</li> <li>3. Roberts, A. R., &amp; Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem solving, and crisis resolution. <i>Brief Treatment and Crisis Intervention</i>, 5(4), 329-339.</li> <li>4. Sue, D.W., Capodilupo, C.M., Torino, G. C., Bucceri, J. M., Holder, A.M. B., Kevin L. Nadal, K. L. &amp; Esquilin, M. (2007). Racial microaggression in everyday life.</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
Week 8 Wednesday February 26 <sup>th</sup> (2/26/19) from 9 am to 12 pm (noon)	<b>Intervention: Motivational Interviewing</b> <ul style="list-style-type: none"> <li>Motivational interviewing</li> </ul>	<b>ASSIGNMENT DUE ON 2/26 BY 11:59 PM IN CANVAS: BIO-PSYCHO-SOCIAL ASSESSMENT WRITE-UP &amp; REFLECTION PAPER #1</b> <u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>Miller, W. &amp; Rollnick, S. (2012). Chaps. 1-4. In <i>Motivational interviewing: Preparing people to change</i> (3rd ed). (pp. 1-42). NY: Guilford.</li> <li>Bliss, D. H. &amp; Pecukonis, E. (2009). Screening and brief intervention practice model for social workers in non-substance-abuse practice settings. <i>Journal of Social Work Practice in the Addictions</i>. 9(1), 21-40.</li> <li>Naar-King, S. (2011). Motivational interviewing in adolescent treatment. <i>Canadian Journal of Psychiatry</i>, 56(11), 651-656.</li> </ol>
Week 9 March 4 <sup>th</sup> (3/4/19)	<b>SPRING BREAK!!!!</b> No Class, Readings, or Assignments Due	
Week 10 Wednesday March 11 <sup>th</sup> (3/11/19) from 9 am to 12 pm (noon)	<b>Intervention: Cognitive Behavioral Therapy (CBT)</b> <ul style="list-style-type: none"> <li>CBT</li> </ul>	<b>ASSIGNMENT DUE ON 3/11 BY 11:59 PM IN CANVAS: SIMmersion with Tanisha</b> <u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>Wright, J. H., Basco, M. R., &amp; Thase, M. E. (2006). Chap. 1 &amp; 5 in <i>Learning cognitive-behavior therapy</i>. Arlington, VA: American Psychiatric Publishing, Inc.</li> <li>Sipe, W. E. B., &amp; Eisendrath, S. J., (2012). Mindfulness-based cognitive therapy: Theory and practice. <i>Canadian Journal of Psychiatry</i>, 57(2), 63-69.</li> <li>Ledley, D. R., Marx, B. P., &amp; Heimberg, R. G. (2005). Chap. 6 &amp; 8 in <i>Making cognitive behavioral therapy work</i>. New York: The Guilford Press.</li> </ol>

Date/Time	Agenda	Required Readings & Assignments
<p>Week 11 Wednesday March 18<sup>th</sup> (3/18/19) from 9 am to 12 pm (noon)</p>	<p><b>Working with Trauma</b></p> <ul style="list-style-type: none"> <li>• Working with clients who have experienced trauma</li> <li>• Vicarious trauma</li> </ul>	<p><u>Required readings prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Alisic, E., Boeije, H. R., Jongmans, M J., &amp; Kleber, R. J. (2011). Children's perspectives on dealing with traumatic events. <i>Journal of Loss and Trauma: International Perspectives Stress &amp; Coping</i>, 16(6), 477-496.</li> <li>2. Bonanno, G.A., &amp; Mancini, A. (2008). The human capacity to thrive in the face of potential trauma. <i>Pediatrics</i>, 121, 369-375.</li> <li>3. Trippany, R., Kress, V., &amp; Wilcoxon, S. (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. <i>Journal of Counseling and Development</i>, 82, 31-37.</li> </ol>
<p>Week 12 Wednesday March 25<sup>th</sup> (3/25/19) from 9 am to 12 pm (noon)</p>	<p><b>Interpersonal Practice with Children, Adolescents, and Families</b></p> <ul style="list-style-type: none"> <li>• Working with children, adolescents, and families: assessment and treatment</li> </ul>	<p><b>ASSIGNMENT DUE ON 3/25 BY 11:59 PM IN CANVAS: SIMmersion with Melody</b></p> <p><u>Required readings prior to class:</u></p> <ol style="list-style-type: none"> <li>1. Hepworth Chapters 10 &amp; 15</li> <li>2. Hardy, K. V. (2013). Healing the hidden wounds of racial trauma. <i>Reclaiming Children and Youth</i>, 22(1), 24.</li> <li>3. Greene, R., &amp; Cohen, H. (2005). Social work with older adults and their families: Changing practice paradigms. <i>Families in Society</i>, 86, 367-373.</li> <li>4. Freeman, E., &amp; Couchonnal, G. (2006). Narrative and culturally based approaches in practice with families. <i>Families in Society</i>, 87, 198-208.</li> </ol>



Date/Time	Agenda	Required Readings & Assignments
Week 13 Wednesday April 1 <sup>st</sup> (4/1/19) from 9 am to 12 pm (noon)	<b>Interpersonal Practice with Groups</b> <ul style="list-style-type: none"> <li>• Working with groups: assessment and treatment</li> </ul>	<b>ASSIGNMENT DUE ON 4/1 BY 11:59 PM IN CANVAS: Book Review and Discussion Questions Paper #2</b> <u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>1. Hepworth Chapters 11 &amp; 16</li> <li>2. Ross, L. E., Doctor, F., Dimito, A., Kuehl, D., &amp; Armstrong, M. S. (2007). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. <i>Journal of Gay &amp; Lesbian Social Services: Issues in Practice, Policy &amp; Research</i>, 19(1), 1-15.</li> <li>3. Tucker, A. R. (2009) Adventure-based group therapy to promote social skills in adolescents. <i>Social Work with Groups</i>, 32(4), 315-329.</li> </ol>
Week 14 Wednesday April 8 <sup>th</sup> (4/8/19) from 9 am to 12 pm (noon)	<b>Book Discussions (in-class)</b> Small discussion groups of <i>Just Mercy</i> book	
Week 15 Wednesday April 15 <sup>th</sup> (4/15/19) from 9 am to 12 pm (noon)	<b>Termination, Evaluation, Integration, and Reflections</b> <ul style="list-style-type: none"> <li>• Termination with clients</li> <li>• Evaluation of work</li> <li>• Integration of what we have covered this semester and reflections</li> </ul>	<b>ASSIGNMENT DUE 4/15 BY 11:59 PM IN CANVAS: TREATMENT/INTERVENTION PLAN Paper #3</b> <u>Required readings prior to class:</u> <ol style="list-style-type: none"> <li>1. Hepworth Chapter 19</li> <li>2. Mirabito, D. (2006). Revisiting unplanned termination: Clinicians' perceptions of termination from adolescent mental health treatment. <i>Families in Society</i>, 87, 171-180.</li> <li>3. Rosenthal-Gellman, C. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. <i>Clinical Social Work Journal</i>, 35, 79-90.</li> </ol>

c. Assignments/Tasks and Points for Grading

<b>Assignment/Task</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Bio-psycho-social assessment write-up and reflection paper #1 (interviews on 2/5)	<b>Due 2/26 By 11:59 PM (midnight)</b> <b>Submit paper in canvas</b>	20% (20 points)
SIMmersion virtual client 1 (Tanisha)	<b>Due 3/11 By 11:59 PM (midnight)</b> <b>Submit screenshot of score in canvas</b>	5% (5 points)
SIMmersion virtual client 2 (Melody)	<b>Due 3/25 By 11:59 PM (midnight)</b> <b>Submit screenshot of score in canvas</b>	5% (5 points)
Book review and discussion questions write-up paper #2 (class discussion on 4/8)	<b>Due 4/1 By 11:59 PM (midnight)</b> <b>Submit paper in canvas</b>	15% (15 points)
Intervention/treatment plan write-up paper #3	<b>Due 4/15 By 11:59 PM (midnight)</b> <b>Submit paper in canvas</b>	30% (30 points)
Article discussion group roles	Ongoing	10% (10 points)
Class participation and attendance	Ongoing	10% (10 points)
Possible bonus points	Ongoing	5% (5 points)

**Note:** assignments add up to 95 points **before** the possible bonus points (5), see grading section

All assignment descriptions will be posted on the CANVAS site with their due dates.

### Assignment Overviews:

1. Bio-psycho-social assessment and reflection (paper #1): This assignment includes 2 components: (1) conducting an in-depth interview with a class member who is role-playing a client seeking mental health services (on 2/5), and (2) a complete bio-psycho-social assessment write-up and reflection. *Note: if you miss class on the interview day you will have to arrange a meeting with your partner to complete the interviews in prep for your papers.... please try not to miss this day (2/5)!*
2. SIMmersion virtual client: Virtual work with 2 of the SIMmersion clients (CBT: Introducing CBT with Tanisha and CBT: Creating a Change plan with Melody). The goal is to get 75% or better in these 15-20 min conversations. You can attempt as many times as needed and will submit the report of 75% or better through CANVAS by both dates noted in the syllabus (upload a screen shot of your performance report into the assignment section showing your score of 75% or better).
3. Book review and discussion questions (paper #2): Read the *Just Mercy* book and submit a paper and two discussion questions for a small group in-class book discussion on April 8. Paper includes an overview, critique, implications, and aha moment section.
4. Treatment/intervention plan (paper #3): A written treatment and intervention plan including goals and an intervention plan for the client from your bio-psycho-social assessment assignment.
5. Reading discussion group roles: Small discussion groups of the assigned readings will take place in class. Students will experience two distinct roles: (1) a discussion question developer (post one question on CANVAS) and, (2) a PODS (privilege oppression diversity and social justice) integrator (post one question, comment, or observation from the reading on CANVAS). All posts (you will be assigned your date and role) must be on CANVAS by Monday at 11:59 PM prior to each upcoming Wednesday class for discussion in small groups.
  - a. NOTE: these questions/comments should only be for the articles that are required, please do not do them for the Hepworth chapters (textbook). The rotation schedule is randomly established- please inform me of any date conflicts. When you post PLEASE lead with your role and indicate the article you are referring to. For *example*, "Discussion question for Gordon article: begin with your question....." Or "PODS question for Gordon article: begin with your question....."
6. Class participation and attendance: You are expected to attend every class, be on time for the start of class and after breaks, be prepared for class, and be actively engaged. Participation also includes reading assigned readings. Actively engaging in class means participating in discussions, bringing examples from field or previous experiences to discussions, sharing knowledge or techniques with class members, thoughtfully processing classroom experiences, taking risks in difficult conversations, and giving thoughtful feedback to your classmates.

Assignment Guidelines: All assignments and papers to be handed-in are due by 11:59 pm on the dates posted in the syllabus in CANVAS. Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted.

For all assignments you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow (**see next section**)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity)
- Insightfulness and clinical judgment
- Integration of reading materials
- Ability to discern which aspects of use of self would be important in assessment or intervention

Writing skills: Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and most of your classes you will be asked to demonstrate proper grammar, spelling, and the rules of the American Psychological Association Publication Manual (6<sup>th</sup> Ed). Note: when APA is expected, it will be clearly requested on assignment descriptions. You are not required to purchase the manual; however, I do encourage you to access it and other writing recourses online (e.g. <https://owl.english.purdue.edu/owl/> and <http://guides.lib.umich.edu/c.php?g=282964&p=1885441> ). Please be aware that there will be a reduction of points for poor writing skills (including grammatical errors) and APA errors (when APA is requested). Please use the Sweetland Writing Center if you require writing assistance.

#### d. Attendance and Class Participation

As a foundation practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. *Missing class sessions will lower your grade since your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor a minimum of two hours prior to the class session so that arrangements can be made for you to address the material that you missed. **Participation and attendance equate to 10% of your grade. Your grade will be reduced by 2pts for each absence greater than one excused absence (make sure to email the instructor to discuss absences).***

Your attendance and participation also reflect the basic elements of any social work relationship, to show up and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you. The school's [Policy on Class Attendance](#) can be found in the MSW Student Guide.

#### e. Grading

I will provide feedback to help you deepen awareness of: 1) the process of working with clients, 2) who you are in your work (strengths/challenges), 3) themes that arise in interpersonal practice, and, 4) writing and communication skills. Both content and format will be considered in assignment grades. Failure to follow APA style including references will result in a lower grade. Rubrics for each assignment that is a write-up (papers) will be posted in CANVAS along with the assignment descriptions.

I will occasionally award a **bonus point** for assignments that are exceptionally well-done and for exceptional class participation and contribution. You can work towards bonus points in the assignments as well (look at the bottom of each assignment to see what can be done for potential point(s)). Thus, you will notice the points in the assignment section add up to 95, with 5 points of room for bonus points and therefore being eligible for an A+.

Late assignments will result in an automatic reduction of points (1 point will be deducted every 48 hours after the due date/time). Assignments more than 5 days late will not be accepted. Please email the instructor regarding any lateness.

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

A+ = 100	B+ = 87-89	C+ = 77-79	D = 66-69
A = 96-99	B = 83-86	C = 73-76	E = less than 66
A- = 90-95	B- = 80-82	C- = 70-72	

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A grade of C– is the lowest which carries credit. D indicates deficiency and carry no credit. A grade of E indicates failure and carry no credit.

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. I will contact you to set up a time to review your concerns in an in-person meeting.

Additional information can be found in the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*