



SW521 Interpersonal Practice with Individuals, Families, and Small Groups*

Instructor: Joyce Y. Lee, MS, LMSW

Course Number and Term: SW521 Section 001 (Hybrid), Winter 2020, Class # 24619.

This course has web-based components and in-person class sessions. The in-person classes will occur January 14, January 21, February 11, March 10, March 31, April 14.

Date and Time: Tuesday, 6:00-9:am, January 9, 2020 through April 17, 2020

Classroom Location: Room 2752, School of Social Work Building (SSWB)

Credit Hours: 3 credits

Pronouns: She, Her, Hers

Email: joyceyl@umich.edu

Office: B630 SSWB

Office Hours: By appointment. Please email to arrange office hours.

COURSE OVERVIEW

*Note: Modifications may be made before and after the first class. Students will be informed of such modifications.

Course Description

This course presents foundation knowledge and skills essential to interpersonal practice with children, youth, and their families while considering the community, organizational, and policy contexts in which social workers practice. The course integrates content on multiculturalism, diversity, social justice, and social change. It relies on the historical, contextual, and social science knowledge presented concurrently in the foundation Social Welfare Policy and Services (SWPS) and Human Behavior and Social Environment (HBSE) courses. The students' field experience and future practice methods courses will build upon the skills presented in this introductory course. Students will examine social work values and ethics, as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability, as these relate to interpersonal practice.

Course Design

This *hybrid* course uses an engaged learning approach, incorporates MOOC sessions on the edX Edge platform, and employs a number of pedagogical strategies to promote knowledge and skill development. The in-person classes will be structured to include a lecture or presentation, accompanied by a discussion or activity period. In the MOOC and the in-person sessions, we employ small group work, class discussions, PowerPoint lectures, experiential exercises, audiovisuals, writing exercises, case examples, role-plays, and other activities in order to facilitate understanding of the course content and to promote social work skill development. The hybrid course will be practice-oriented and highlight foundational clinical techniques needed to work effectively with clients and colleagues.

IMPORTANT: Please note that you will need to create an edX Edge account to access the MOOC content. The edX Edge account is separate from a regular edX account if you already have one. Please create an edX Edge account at www.edge.edx.org and use "firstname_lastname" as your username. Numbers may be included. For those who already have an edX Edge account from a prior MOOC, you may use the same username you created previously. Upon creating an account, please use the following link to access the SW521 MOOC modules:

https://edge.edx.org/courses/course-v1:MichiganX+sw521_002+2020_winter/about

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 interpersonal 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, gender identity and 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.

Course Objectives

Upon completion of this course, students 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.
2. Identify the impact of race, gender, ethnicity, social class, sexual orientation, power, and privilege on interpersonal practice.
3. Practice the roles of advocate, counselor, therapist, group facilitator, and resource developer, as well as assess the appropriateness of these roles in different clinical practice contexts.
4. Demonstrate basic clinical and interpersonal skills, including active listening, empathic responding, paraphrasing, summarizing, and using nonverbal communication.
5. Learn culturally sensitive interpersonal practices skills by maintaining sensitivity to the specific needs of clients throughout all phases of the therapeutic process.
6. Understand the National Association of Social Workers (NASW) code of ethics and recognize ethical dilemmas that emerge in interpersonal practice.

Curricular Themes

Multiculturalism and diversity will be emphasized in the topics of relationship building, communication, assessment, intervention, termination, and evaluation. These topics will 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 will also be explored.

Social justice is 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 (i.e., individual, families, and groups), but the larger social context and implications for change is reflected in person-in-environment, ecological assessment, and in the experience of clients as they enter social agencies.

Use of behavioral and social science research is reflected in the theoretical base developed in this course to support practice methods, skills, assessment, and intervention procedures.

Social 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.

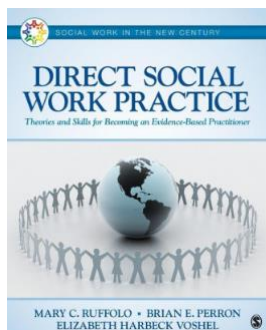
Course Requirements

Requirement Description	% of Grade	Due Date
1. Successful completion of all 8 modules of SW521 MOOC on the edX Edge platform. This includes quizzes and in-module assignments. Please see the Course Schedule below for the due dates each module should be completed.	25%	4/7
2. Simulations via Simmersion		
a. Cognitive Behavioral Therapy: Introduction	5%	1/28
b. Cognitive Behavioral Therapy: Functional analysis	5%	2/25
c. Cognitive Behavioral Therapy: Discussing change	5%	3/17
3. Bio-psycho-social-spiritual assessment	20%	2/11
4. Intervention/treatment plan	25%	3/10
5. Book review and discussion questions	10%	3/31
6. Participation in web-based or in-class sessions	5%	All sessions
Total	100%	

COURSE RELATED MATERIALS

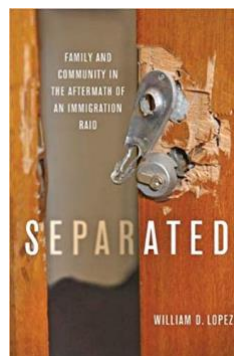
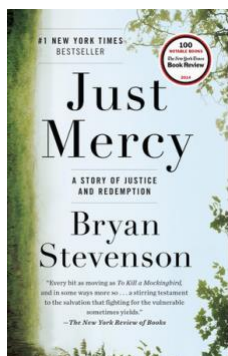
Required Textbooks and Online Modules

1. Ruffolo, M., Perron, B., & Voshel, E. H. (2016) *Direct social work practice: Theories and skills for becoming an evidence-based practitioner*. CA: Sage Publications.



2. The following books may be used for the book review and discussion questions assignment. Please choose 1 between:

- Stevenson, B. (2015). *Just Mercy: A story of justice and redemption*. NY, NY: Spiegel and Grau Publishers.
- Lopez, W. D. (2019). *Separated: Family and community in the aftermath of an immigration raid*. Baltimore, MD: Johns Hopkins University Press.



3. All 8 modules of SW521 MOOC on the edX Edge platform.

My Courses



Social Work Practice with Individuals, Families, and Small Groups (Lee 002 W20)

MichiganX - sw521_002
Starts - Jan 5, 2020



[Resume Course](#)

COURSE SCHEDULE

Week	Date	Class Type	Class Topic	Textbook Readings and Assignments
1	1/14	In person	<p>Introductions</p> <p>Course overview, syllabus, and assignments</p> <p>Integrative themes that guide social work practice (i.e., social justice, ecological systems, empowerment, social-cultural, evidence-informed)</p> <p>The mission of social work and core values</p>	<p>Complete "Getting Started" & "MOOC Module 1: What is Social Work?" including assignments and quiz</p>
2	1/21	In person	<p>Continue with Week 1 materials and discussion</p> <p>Engagement skills and relationship building skills</p> <p>Stages of change</p> <p>Transference and countertransference in practice</p>	<p>Chapter 2, p.11-34 Chapter 5, p.77-96</p> <p>Ornellas, A., Spolander, G. & Engelbrecht, L. (2018) The global social work definition: ontology, implications and challenges. <i>Journal of Social Work</i>, 18(2), 222-240. doi:10.1177/1468017316654606</p> <p>Complete "MOOC Module 2: Engagement Skills and Relationship Building Skills" including assignments and quiz</p>
3	1/28	Online only		<p>Chapter 4, p. 55-76</p>

			<p>Professional values, ethics, and professional use of self</p> <p>Assessment in social work with individuals and families</p>	<p>Levenson, J. (2017) Trauma Informed Social Work Practice. <i>Social Work</i>, 62(2), 105-113.</p> <p>Complete "MOOC Module 3: Professional Values and Ethics" including assignments and quiz</p> <p>First CBT Simulation: Introduction Due by 5:59pm</p>
4	2/4	Online only	<p>From evidence-based practice to evidence-informed practice</p> <p>Additional focus on assessment</p> <p>Preparing for the bio-psycho-social-spiritual assessment</p>	<p>Chapter 3, p.35-54 Chapter 6, p.99-126</p> <p>Post a Response to Canvas Discussion Due by 5:59pm</p>
5	2/11	In person	<p>Role play for bio-psycho-social-spiritual interviews</p> <p>Social justice, racism, and social work practice</p>	<p>Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture and context seriously. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 37(1-2), 48-60. doi: 10.1007/s10488-010-0283-2.</p> <p>Corley, N. & Young, S. (2018). Is social work still racist? A content analysis of recent literature. <i>Social Work</i>, 63(4), 317-326. doi: 10.1093/sw/swy042.</p>

				<p>Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. <i>Clinical Social Work Journal</i>, 37(4), 267-276. doi:10.1007/s10615-009-0198-0</p> <p>Suter, E., Arndt, J., Arthur, N., Parboosingh, J., Taylor, E., & Deutschlander, S. (2009) Role understanding and effective communication as core competencies for collaborative practice. <i>Journal of Interprofessional Care</i>, 23(1), 41-51. doi: 10.1080/13561820802338579</p> <p>Bio-Psycho-Social-Spiritual Assessment Due by 5:59pm</p>
6	2/18	Online only	<p>Change planning</p> <p>Goal and intervention selection</p> <p>Core intervention planning</p>	<p>Chapter 7, p.127-148</p> <p>Complete "MOOC Module 4: Core Intervention Planning" including assignments and quiz</p> <p>Mid-Term Evaluation Survey Due by 5:59pm</p>
7	2/25	Online only	<p>Core intervention skills: Using cognitive behavioral approaches in social work practice with individuals, families, and groups</p>	<p>Chapter 8, p.149-178</p> <p>Complete "MOOC Module 5: Exploring a Few Evidence Informed Interventions" including assignments and quiz</p>

			Evidence informed interventions	Second CBT Simulation: Functional Analysis Due by 5:59pm
3/3: Spring Break				
8	3/10	In person	Intervention skills: Using problem-solving, psychoeducational, and multisystemic intervention approaches and case/care management skills in working with individuals and families More evidence informed interventions	Chapter 9, p.179-202 Complete "MOOC Module 6: Exploring More Evidence Informed Interventions" including assignments and quiz Intervention/Treatment Plan Due by 5:59pm
9	3/17	Online only	Evaluation and outcome monitoring Measurement and data collection	Chapter 11, p.217-236 Third CBT Simulation: Discussing Change Due by 5:59pm
10	3/24	Online only	Working with families introduction: Working with families with young children using an infant and early childhood mental health perspective & related macro issues	Zeanah, C. H. & Zeanah, P. D. (2018). Infant mental health: The clinical science of early experiences. In C. H. Zeanah (Ed.). <i>Handbook of infant mental health</i> (4 th ed.) (pp.5-24). New York: Guilford Press. Dukes, A., & Palm, G. (2019). Reproductive justice and support for young fathers. <i>Infant Mental Health Journal</i> , 40, 710-724. doi: 10.1002/imhj.21806 Lee, J. Y., Gilbert, T., Lee, S. J., & Staller, K. M. (2019). Reforming a system that cannot

				<p>reform itself: Child welfare reform by class action lawsuits. <i>Social Work</i>, 64(4), 283-291. doi: 10.1093/sw/swz029</p> <p>Post a Response to Canvas Discussion Due by 5:59pm</p>
11	3/31	In person	<p>Additional skills for working with families and groups</p> <p>Special considerations when working with families</p> <p>In-class “book club”</p>	<p>Chapter 10, p. 203-216</p> <p>Complete “MOOC Module 7: Special Considerations when Working with Families” including assignments and quiz</p> <p>Watch TED Talk by Bryan Stevenson</p> <p>Watch U-M SSW Talk by William Lopez by going to this link or “Media Gallery” tab in Canvas</p> <p>Book Review Due by 5:59pm</p>
12	4/7	Online only	Lifelong learning and professional development over the life course	<p>Chapter 12, p.237-252</p> <p>Complete “MOOC Module 8: Lifelong Learning and Professional Development” including assignments and quiz</p>
13	4/14	In person	Putting it all together	Last day of class event: TBD

			<p>The bridge between macro and micro social work practice</p> <p>The future of social work practice: The role of technology, big data, machine learning, and artificial intelligence</p>	<p>Coyle, S. (2019, November/December). Diversity and artificial intelligence: A social work challenge. <i>Social Work Today</i>, 19(6), 12-15. Retrieved from https://www.socialworktoday.com/digitaleditions.shtml</p> <p>Lee, S. J., Walsh, T., & Lee, J. Y. (2019). <i>mDad: Helping dads be better parents with mobile phones</i>. In L. Goldkind, L. Wolf, P. P. Freddolino (Eds.), <i>Digital social work: Tools for practice with individuals, organizations, and communities</i> (pp. 54-71). New York: Oxford University Press.</p> <p>Linthicum, K. P., Schafer, K. M., & Ribeiro, J. D. (2018). Machine learning in suicide science: Applications and ethics. <i>Behavioral Sciences and Law</i>, 37, 214-222. doi:10.1002/bsl.2392</p> <p>Post a Response to Canvas Discussion Due by 5:59pm</p> <p>Final Evaluation Survey Due by 5:59pm</p> <p>Optional Readings:</p> <p>Jackson, S. J. (2019, December 27). Twitter made us better: A decade of distrust. <i>New York Times</i>. Retrieved from https://www.nytimes.com/interactive/2019/12/27/opinion/sunday/twitter-social-media.html</p>
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				Lee, J. Y., Grogan-Kaylor, A. C., Lee, S. J., Ammari, T., Lu, A., & Davis-Kean, P. (in press). A qualitative analysis of stay-at-home parents' spanking tweets. <i>Journal of Child and Family Studies</i> . doi: 10.1007/s10826-019-01691-3
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COURSE ASSIGNMENT OVERVIEW

Assignment Guidelines

All assignments are due ***prior to the class session start time by 5:59pm*** on the dates posted on Canvas and the syllabus. Late assignments will result in an automatic reduction of points. For assignments, students will be graded on:

1. **Good writing skills**, which includes:
 - Meeting assignment parameters and formats. Parameters and formats for each assignment will be reviewed ahead of time.
 - Presenting clarity of thought, organization, and flow.
 - Where appropriate, following the American Psychological Association 6th edition guidelines for writing your assignments and citing references.
2. **Effort and ability to think critically**, which includes:
 - Engaging in self-reflection.
 - Demonstrating social work values (i.e., empathy, strengths-based thinking, and client dignity and respect).
 - Integrating reading and class materials.
 - Making clinical applications of the course content.
3. **Collaborative skills and understanding**, which includes:
 - Participating in online/in-class discussions with classmates.
 - Working with partners or in small groups during in-class activities.
 - Demonstrating effective communication skills (e.g., active listening, paying attention to nonverbal cues, reflecting back what was said for accuracy).
 - Thinking about how what is being learned can be applied in an interdisciplinary professional social work (e.g., collaboration with clients, working with professionals from other disciplines or areas) setting.

Assignments for this hybrid course have two components: (1) Inside MOOC assignments via the edX Edge platform and (2) outside MOOC assignments. Inside MOOC assignments include assignments and quizzes that accompany each MOOC module. Outside MOOC assignments include those that are additionally required (i.e., CBT simulations, bio-psycho-social-spiritual assessment, intervention/treatment plan, book review, participation in online and in-class discussions) as part of this course. Specific instructions for these outside MOOC assignments are provided under the “Assignment” tab in Canvas. Here is a more detailed breakdown of both the inside MOOC and outside MOOC assignments:

1. MOOC Assignments and Quizzes via the edX Edge Platform

There are 34 short assignments or exercises (e.g., reading and reflection), as well as 8 quizzes, in the edX Edge MOOC environment. Specific assignment and quiz instructions are all included there as well.

IMPORTANT: Please note that some of the assignments require self-assessments at the end. I highly recommend doing the self-assessments so I know that each assignment has been completed for grading purposes. In the case that a self-assessment has been missed, I can still search for students' responses on the edX Edge platform and input their grades in Canvas. However, this may slow down the grading process and turnaround time. Completing self-assessments will expediate my ability to publish your individual grades as soon as possible. Importantly, please note that all grades will be posted on Canvas and not the edx Edge platform. Please refer to Canvas for your grades.

Below is a listing of all the MOOC assignments and quizzes, including their total point values:

- **Getting Started:**
 - Introduce Yourself!, not graded but required
 - Help Us Learn More About You!, not graded but required
- **Module 1: What is Social Work?**
 - NASW Code of Ethics and the IFSW Code of Ethics, not graded but required
 - Definitions of Social Work, 1 point
 - Use 6 Words/Phrase to Define Social Work, 1 point
 - Reading and Reflection 1, 1 point
 - Reading and Reflection 2, 1 point
 - Quiz 1, 13 points
- **Module 2: Engagement Skills and Relationship Building Skills**
 - Pre-Module work, not graded but required
 - Reading and reflection 3, 1 point
 - Identify a Challenge, not graded but required
 - Thoughts about Stages of Change-Paul and Lisa, 1 point
 - An Active Listening Role Play with Amanda, not graded but required
 - Self-Reflection, 1 point
 - Quiz 2, 13 points
- **Module 3: Professional Values and Ethics**
 - Pre-Survey, not graded but required
 - Reading and Reflection 4, 1 point
 - Assessment Checklist, not graded but required
 - How Childhood Trauma Affects Health Across a Lifetime, not graded but required
 - Understanding Attachment Style, 1 point
 - Quiz 3, 10 points
- **Module 4: Core Intervention Planning**
 - Developing a Goals and Objectives-Case Examples Practice, not graded but required
 - Intervention Planning, 1 point
 - Reading and Reflection 5, 1 point
 - Quiz 4, 11 points

- **Module 5: Exploring a Few Evidence Informed Interventions**
 - Practicing Cognitive Restructuring Role Play, not graded but required
 - Developing a Behavioral Change Plan, 1 point
 - Quiz 5, 12 points
- **Module 6: Exploring More Evidence Informed Interventions**
 - Examine Your Own Problem Solving Style, 1 point
 - Multisystemic Intervention Review, not graded but required
 - Reading and Reflection 6, 1 point
 - Demonstrating IPE Competency, 1 point
 - Case Management Skills, 1 point
 - Quiz 6, 7 points
- **Module 7: Special Considerations when Working with Families**
 - Effective Skills in Working with Families, 1 point
 - Working with Groups, not graded but required
 - Group Observation or Interviewing a Group Leader, 1 point
 - Quiz 7, 10 points
- **Module 8: Life Long Learning and Professional Development**
 - Developing a Philosophy Statement, 1 point
 - Skills Exercise, not graded but required
 - Quiz 8, 5 points
 - Share Your Experience: Survey, not graded but required

These inside MOOC assignments and quizzes add up to 100 total points, which is worth 25% of the final grade.

2. Cognitive Behavioral Therapy Simulations via Simmersion

Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment with an online “client.” In this course, we will be practicing cognitive behavioral therapy. For this assignment, students will review three lessons—Introduction, Functional Analysis, and Discussing Change—about cognitive behavioral therapy and then complete the simulations via Simmersion. Due dates for each of the simulations are provided in both “Class Requirements” and “Course Schedule” sections of this syllabus. All students should have received Simmersion account invitations at the beginning of the school year. If you do not have an account, please speak to me and/or Jason Harrison (harrisjp@umich.edu) who can help create a temporary account.

These cognitive behavioral therapy simulation assignments are each worth 5% for a total of 15% of the final grade.

3. Bio-Psycho-Social-Spiritual Assessment

All students are required to complete a bio-psycho-social-spiritual assessment as part of this course. In short, a bio-psycho-social-spiritual assessment is the social worker’s

summary of biological, psychological, social, and spiritual factors that may contribute to a client's presenting problem. The assessment could help the social work form an intervention/treatment plan with the client. This assignment has three components: (1) conducting an interview with a classmate who is role playing a client seeking mental or behavioral health services (you will also serve as a client for a class member); (2) completing a 2- to 3-page written bio-psycho-social-spiritual assessment; and (3) submitting a 2-page reflection on your experience completing this assignment. Detailed assignment instructions are provided under the "Assignment" tab in Canvas.

This bio-psycho-social-spiritual assessment is worth 20% of the final grade.

4. Intervention/Treatment Plan

All students are also required to complete an intervention/treatment plan that builds on the prior bio-psycho-social-spiritual assessment. This assignment's aim is to create an appropriate intervention/treatment plan for the "client" you interviewed previously. Students will focus on two areas identified in the bio-psycho-social-spiritual assessment. This assignment has six components: (1) using evidence to guide your planning (i.e., selecting therapies and interventions); (2) discussing in detail the chosen therapies, strategies, and interventions; (3) creating an intervention/treatment chart; (4) identifying a standardized measure for identified problem areas; (5) discussing how social work values informed the development of the intervention/treatment plan; and (6) engaging in overall reflection and summary. Detailed assignment instructions are provided under the "Assignment" tab in Canvas.

The intervention/treatment plan is worth 25% of the final grade.

5. Book Review and Discussion Questions

As part of completing this course, all students will read a book and submit a book review with discussion questions. The two books selected for this course are:

- Stevenson, B. (2015). *Just Mercy: A story of justice and redemption*. NY, NY: Spiegel and Grau Publishers.
- Lopez, W. D. (2019). *Separated: Family and community in the aftermath of an immigration raid*. Baltimore, MD: Johns Hopkins University Press.

Students will choose one of these books and focus on the following two components of the assignment: (1) a 2-page review of the book; and (2) a minimum of two discussion questions that will be used during the in-class "book club." Both books introduce concepts in which micro social work and macro social work intersect with each other. Students are encouraged to reflect and demonstrate this micro and macro social work integration in their book reviews and discussions. Detailed assignment instructions are provided under the "Assignment" tab in Canvas.

The book review and discussions questions are worth 10% of the final grade.

6. Participation in Web-Based or In-Class Sessions

Participation involves attending all six in-class sessions, engaging with relevant class materials, and contributing meaningful discussions on Canvas and during in-class sessions. Everyone learns differently. One may learn best by talking through class content with others while another may learn best by writing out their thoughts. As such, there will be a number of different opportunities to participate in the course (e.g., in-class discussions, online discussions in response to a Canvas post uploaded by the instructor). Whether the student chooses to participate during in-class sessions or as part of an online discussion or both, grading will depend on strong writing skills, critical thinking, clinical application (i.e., integrating course material, thinking about working with clients and professionals from different backgrounds), and thoughtful discussions that contribute to the course.

Participation in web-based and in-class sessions is worth 5% of the final grade.

COURSE POLICIES

Discussion Guidelines

The following guidelines will be used for facilitating our discussions. This applies to both web-based and in-class discussions. We will revisit the guidelines throughout the semester so that everyone is on the same page.

1. **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
2. **Demonstrate respectful learning.** Please do not interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive and courteous body language. Comments that you make—whether asking for clarification, sharing critiques, or expanding on a point—should reflect that you have paid attention to the previous speakers' comments.
3. **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
4. **Keep in mind that we are all still learning and are bound to make mistakes in discussion settings** as anyone does when approaching a complex discussion topic or exploring new ideas.
5. **Understand that your words have effects on others.** Please Speak with care. If you learn that something you have said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
6. **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.

7. **Understand that others will come to these discussions with different experiences from yours.** Try not to assume or imply that everyone should share your viewpoint. Use the discussion as an opportunity to listen respectfully and learn from others. Please note that differences do not indicate deficits. Rather, they contribute to the richness, depth, and breadth of our discussions.
8. **Take care when generalizing about groups of people, whether you belong to that group or not.** Consider who might feel excluded or devalued when you offer a broad characterization of a group. Do not ask other to speak on behalf of a group you perceive them to represent.
9. **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
10. **Please refer to classmates by their preferred names.** This demonstrates that you are making an effort to get to know, care for, and respect your classmates. This applies to the pronouns your classmates have self-identified as well.
11. **We will take a 5-minute break when conversations get heated or emotions run high.** We are likely to engage in high stakes conversations given our focus on social justice and the current political climate. Discussions may at times become heated and strong emotions may arise. During these times, I will call a 5-minute break. Students are encouraged to step outside the classroom, get some fresh air or a sip of water, and/or take deep breaths before returning. We will attempt to address the discussion topic after this break.

If I see that a student perpetually violates these guidelines and thus creating a difficult learning environment for fellow classmates, I will approach the student privately to share my concerns. Similarly, if the class as a whole has trouble keeping with the guidelines, we will revisit the guidelines as a group to discuss ways to abide by them or develop alternative solutions.

Attendance and Participation in Class Sessions

As a foundation practice course, it is important that students attend each class session. Further, given the hybrid nature of the course, the number of in-class sessions is limited to six, making it that much more imperative that students make it to all sessions. Missing class will lower students' grades since 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 me a minimum of 24 hours prior to the class session so that arrangements can be made to address the material that you missed.** Students' attendance and participation also reflect the basic elements of any social work relationship (i.e., 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 privately in a timely fashion. Attendance and participation equates to 5% of students' grades as stated previously. Students' grades will be reduced by two points for each absence greater than one excused absence.

Work Expectations

The University of Michigan expects a graduate student to put a minimum of 2 hours weekly preparation for each credit awarded in a graduate or professional school. For this course, that amounts to a minimum of **6 hours** per week. The assignments in this class have been developed to help students systematically gain social work knowledge, develop social work practice skills and values, and enable them to achieve successfully the goals and objectives of the course. Even though the class does not meet every week in-person, students are expected to put in approximately the same amount of time completing the MOOC modules as they would for in-class sessions.

Grading

Letter grades ranging from A to E are earned with + or - to distinguish the degree of performance. Points are used for each assignment although percentages will be used at the end to determine students' grades. A detailed breakdown of the percentages can be found under the "Course Requirements" section of this syllabus. The criteria for each grade are as follows:

A+=99-100

A =96-98

A- =92-95

B+ =89-91

B= 86-88

B- =82-85

C+= 79-81

C= 76-78

C-=72-75

D= 66-71

E=less than 66

Please note that a grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates that there is minimal understanding of subject content and that significant areas need improvement.

Incompletes

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

Academic Integrity and Plagiarism

Academic integrity is taken extremely seriously in the School of Social Work, as well as the University of Michigan academic community at large. Plagiarism is prohibited in any academic writing and is grounds for expulsion at the University of Michigan. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to, using or taking credit for someone else's work or ideas; using the language of another without full and proper quotation or source citation; implicitly presenting the appropriated words or ideas of another as one's own; using online source material, in whole or in part, without careful and specific reference to the source; borrowing facts, statistics, or other illustrative material without proper reference; and self-plagiarism which is reusing one's own work without acknowledgment that the text appears elsewhere (e.g., in a paper for another current or previous class). More information on academic integrity policies can be found in the Masters of Social Work's Student Guidebook.

Proper Use of Names and Pronouns

All students will be referred to by the names and pronouns they prefer (e.g., she, he, they). If you have a name that differs from the one that appears on the roster, please inform me so that I 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.

Learning Environment

This course is designed as a co-learning environment where class members are encouraged to try and practice new clinical skills. Your contribution in the class will enhance the learning experience for all. Quality social workers must be self-aware, self-reflective, and open to exploring their own histories and issues regarding any given concern, setting, or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background, and assumptions regarding all forms of diversity. Being honest, sensitive, and respectful to each other in preparation for quality social work practice is critical. Please share opinions and feedback with others in discussions, and when you do so, please try to state them in a respectful and constructive manner. Also, prepare yourself to hear varying opinions and feedback nondefensively and nonjudgmentally and respect differences in opinions and perspectives that stem from a diversity of backgrounds and individual experiences. Please practice tolerance and help create an inclusive, open, and a positive learning environment for yourself and classmates.

Accommodations for Students with Disabilities

If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and

progress. As soon as you make the request, we can work with the Office of Services for Students with Disabilities to help determine appropriate accommodations. Any information you provide is private and confidential. For more information and resources, please contact Services for Students with Disabilities Office at G664 Haven Hall, 734-763-3000 or ssdoffice@umich.edu

Religious Holidays

Although the University of Michigan as an institution does not observe religious holidays, 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. Absence from classes for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes and assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. **It is the obligation of students to provide me with the dates of religious holidays on which they will be absent before the last day of add/drop, which is January 28, 2020.**

Electronic Device Use

Students may use their laptops or tablets during in-class sessions to take notes, refer back to course content, and engage in other class-related activities. However, web browsing, checking emails for leisure, as well as going on online sites (e.g., social media, shopping) and chatting online are not allowed during class hours with the exception of breaks. This applies to phone use as well. If students need to take a call or engage in extensive text messaging, they are advised to step outside of class to do so. In general, I will rely on an honor code, so it will be the students' responsibility to abide by this class policy. That said, if I spot a student using their electronic device for purposes other than class and thus distracting other students' learning, I will approach that student privately to address this concern.

ADDITIONAL RESOURCES

Additional School and University policies, information, and resources can be found at: <https://ssw.umich.edu/standard-policies-information-resources>

These include, but are not limited to:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Military deployment
- Writing skills and expectations