



<b>Course Title:</b>	Interpersonal Practice with Adult Individuals
<b>Course #   Term:</b>	SW 628   Spring-Summer 2020
<b>Time and Place:</b>	Tuesdays   6p – 10p   Room 2752 SSWB
<b>Prerequisites:</b>	SW 521 or permission of instructor
<b>Credit Hours:</b>	3
<b>Instructor:</b>	Daphne Brydon, LMFT, LMSW
<b>Pronouns:</b>	She/Her/Hers
<b>Email:</b>	<a href="mailto:dmbrydon@umich.edu">dmbrydon@umich.edu</a> <ul style="list-style-type: none"><li>- Please include SW 628 in the subject line of emails</li><li>- Allow 24-48 hours for a response. Weekend correspondence will be returned on Mondays</li></ul>
<b>Phone:</b>	734-272-5634 (call/text)
<b>Office Hours:</b>	Weekly, after class and by appointment**
<b>Office Location:</b>	Room 2738 SSWB
	**I will host office hours via Zoom (or phone)

## 1. Course Statement

### a. Course description

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 521. The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice.

Special attention will be given to issues of the key 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" including identification of one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. The course will emphasize time-limited treatment methods, and practice with involuntary clients.

## **b. Course content**

This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed.

Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations within the key diversity dimensions. Each model that is presented will cover all phases of the intervention process: engagement and screening, assessment, planning, evaluation, implementation, and termination. Although evaluation will be discussed in much greater depth in the Practice Area evaluation courses, students will learn how to integrate evaluation techniques and measures into their on-going interventions with individual adults so that they can employ systematic measures of their effectiveness in the field.

This course will carefully explore the issues that influence and determine client motivation because many individual adults come into the treatment process with varying degrees of willingness and sometimes are coerced to seek help by authorities or family members. Strategies that workers can employ to engage reluctant or resistant clients will be presented. Intervention models in this course will be general enough to apply to a wide range of adult clients in a wide range of adult situations, since other courses will focus more specifically on special populations and problems. Course content will include ethical issues that relate to interpersonal practice with individual adults and those elements of the NASW code of ethics that especially impact on practice with individual adults (e.g., boundary and comportsment issues between worker and client).

## **c. Course objectives and competencies**

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

- 1) Describe how theory informs and shapes the kinds of intervention strategies that may be employed when working with individual adults, including the indications and contraindications of various IP models. (*Practice Behaviors 3.IP, 6.IP*)
- 2) Assess the effectiveness of various kinds of intervention models and procedures that may be utilized with individual adults. (*Practice Behaviors 6.IP, 10.c.IP*)
- 3) Demonstrate social work skills [with individual adults] in the pre-engagement, engagement, assessment, intervention, ending and evaluation phases of interpersonal social work practice. Critically apply in a practice setting a minimum of two empirically supported IP theories. (*Practice Behaviors 3.IP, 10.a.IP, 10.b.IP, 10.c.IP, 10.d.IP*)
- 4) Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. Assess life-threatening

problems, such as addictions and violence; and forms of oppression clients' experience. Identify and assess the effects of diversity dimensions (including 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). (*Practice Behaviors 4.IP, 9.IP, 10.b.IP*)

- 5) Demonstrate their ability to form worker-client alliances and collaborations, communicate empathically, and help enhance motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change. (*Practice Behaviors 1.IP, 2.IP, 10.a.IP*)
- 6) Identify ways to match or modify intervention methods effectively with [adult] client problems, across diverse populations, cultural backgrounds, sociopolitical contexts and available resources. (*Practice Behaviors 4.IP, 9.IP, 10.c.IP*)
- 7) Identify one's own social and cultural identities and group memberships, and how these relate to working with clients, colleagues, and other professionals. (*Practice Behaviors 1.IP, 4.IP, 5.IP*)
- 8) Evaluate the efficacy of interventions used with adult clients including the use of specific evaluation measures. (*Practice Behavior 10.d.IP*)
- 9) Apply and articulate social work values, ethical standards, and principles unique to interpersonal practice interventions [with adults] involving diverse populations and settings. (*Practice Behavior 2.IP*)

#### **d. Course design**

The instructor will select required and recommended readings/course materials. This course uses a flipped classroom and will employ several pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, interactive media simulations, remote in vivo exercises, remote role play simulations within the classroom, modeling and video demonstrations, didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.

#### **e. Relationship of the course to curricular themes**

***Multiculturalism and Diversity*** will be addressed through careful analysis of how clinical models can be applied and modified to fit the special needs of various groups. Resistance and motivation of adults to interventions will be covered to demonstrate how effective intervention models must be adapted to fit the needs of various ethnic and racial groups. This course will emphasize that mono-cultural clinical models must be adapted to fit the definitions of "problem" and "treatment" that exist in diverse groups for social workers to practice with adults from diverse backgrounds.

***Social Justice and Social Change*** will be addressed by recognizing that, historically, clinical services have excluded poor and oppressed clients from "talking therapies." Often these clients were given the harshest and most restrictive treatments (e.g. shock, sterilization, medications, and lobotomies), whereas more privileged clients were granted more benign interventions (e.g. outpatient family therapy). This course will examine these differences as well as how

socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation.

**Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through a focus on intervention models and intervention procedures that can be used to prevent and treat psychosocial problems of adults.

**Behavioral and Social Science Research** will be addressed through careful selection of intervention models for which there is empirical evidence on efficacy. Students will learn that although many time-limited models of practice with adults have proliferated over the past two decades, not all of them have generated research that demonstrates their efficacy.

#### f. Relationship to social work ethics and values

In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients. The NASW Code of Ethics

[www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)

## 2. Class Requirements

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a. **Text and class materials.** One of two textbooks are required for this course.

Yalom, I.D. (2017). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. HarperCollins Publishers: New York, NY.

OR

Treleaven, D. A. (2018). *Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing*. WW Norton & Company: New York, NY.

Additional readings and course materials are housed on the University's web-based course management platform, "Canvas." Session materials will be available on Canvas at least one week in advance, organized in the "MODULES" tab by class date or available from a specified website. Auxiliary online content will be available from the SIMmersion website.

Canvas Log In: <https://canvas.umich.edu>

SIMmersion Log In: <https://training.simmersion.com/index.html>

**Recommended texts.** For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford Press: New York, NY.

Miller, W.R. & Rollnick, Stephen. (2013). *Motivational Interviewing: Helping People Change*. 3<sup>rd</sup> edition. The Guilford Press: New York.

Teybor, E. & Holmes Teybor, F. (2017). *Interpersonal process in therapy: An integrative mode, 7<sup>th</sup> edition*. Boston, MA: Cengage Learning.

**b. Class schedule: Spring/Summer 2020** (May be revised by instructor to fit the needs of the course)

Class Session	Topic for Class Session	Requisite Preparation for Class Session
Week 1 5/12	<b>Introductions &amp; Course Overview</b> <ul style="list-style-type: none"> <li>Theory, Ethics, &amp; Building Rapport</li> </ul>	<ul style="list-style-type: none"> <li>Bring yourself and a ready attitude</li> <li>Review syllabus &amp; Canvas site</li> <li>Complete pre-session content</li> </ul>
Week 2 5/19	<b>The Arc of Therapy &amp; Case Conceptualization</b> <ul style="list-style-type: none"> <li>Assessment through Termination</li> </ul>	<ul style="list-style-type: none"> <li>SLO: One</li> <li>SIMmersion: Registered &amp; Logged in</li> <li>Complete pre-session content</li> </ul>
Week 3 5/26	<b>Assessment to Intervention</b> <ul style="list-style-type: none"> <li>Motivational Interviewing &amp; Substance Use</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Two</li> <li>Complete pre-session content</li> <li><b>Engagement &amp; Integration due</b></li> </ul>
Week 4 6/2	<b>Introduction to Intervention</b> <ul style="list-style-type: none"> <li>Theory of Change</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Three</li> <li>Complete pre-session content</li> </ul>
Week 5 6/9	<b>Case Consultation Day!</b> <ul style="list-style-type: none"> <li>Small group presentations</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Four</li> <li>Complete pre-session content</li> <li><b>Case consultation slides ready to present in-class</b></li> </ul>
Week 6 6/16	<b>Intervention</b> <ul style="list-style-type: none"> <li>Cognitive Behavioral Therapy (CBT)</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Five</li> <li>Complete pre-session content</li> <li><b>Written Reflection &amp; Slides due</b></li> </ul>
Week 7 6/23	<b>Intervention</b> <ul style="list-style-type: none"> <li>Acceptance &amp; Commitment-based Therapy (ACT)</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Six</li> <li>Complete pre-session content</li> </ul>
Week 8 6/30	<b>Group Meeting Time: Clinical Workshops</b> <ul style="list-style-type: none"> <li>No formal class session on this date</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Seven</li> <li>Complete pre-session content</li> </ul>
Week 9 7/7	<b>Special Considerations in Clinical Practice with Adults</b>	<ul style="list-style-type: none"> <li>SLO: No submission due</li> <li>Complete pre-session content</li> <li><b>All Clinical Workshop Materials due</b></li> </ul>
Week 10 7/14	<b>Intervention</b> <ul style="list-style-type: none"> <li>Clinical Workshop Presentations</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Eight</li> <li>Complete pre-session content</li> </ul>
Week 11 7/21	<b>Intervention</b> <ul style="list-style-type: none"> <li>Clinical Workshop Presentations</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Self and Peer Evaluations</li> <li>Complete pre-session content</li> </ul>

**NOTE: You are expected to engage all requisite course material prior to class. This is even more important to ensure your learning outcomes as this course is being delivered online.**

**Expectations for student time.** This is a 3-credit graduate course offered online during the Spring/Summer 2020 term. This means that, as a student, you are expected to spend a total of 112.5 hours on this course throughout the 11 instructional weeks (i.e., 10 hours per week), including synchronous and asynchronous class time. For more information, you can check out the UM Center for Academic Innovation at <https://ai.umich.edu/>.

### c. Assignments

Assignment guidelines will be posted to Canvas, organized by assignment within the “ASSIGNMENTS” tab of the navigation toolbar. Assignments for this course and corresponding guidelines will be reviewed in full during class and the instructor will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding. Full instructions for the final exam will be reviewed with students no later than two (2) weeks prior to the first exam date.

Your grade for this course will be based on:

Assignment	Due date	% of overall grade
<b>Attendance and Participation</b> <ul style="list-style-type: none"><li>- Student-Centered Learning</li><li>- SIMmersion Practice</li></ul>	Weekly Submit: Canvas	25%
<b>Engagement &amp; Integration Assignment</b>	May 26 Submit: Canvas	10%
<b>Case Consultation - Presentation</b>	June 9 In-Class Presentation	15%
<b>Case Consultation – Reflection &amp; Slides</b>	June 16 Submit: Canvas	
<b>Clinical Intervention Workshop [GROUP]</b>	July 7 Submit: Canvas	30%
<b>Vignette Final Exam</b>	July 30 Submit: TBD	20%

**Student-centered Learning Opportunities (SLOs).** SLOs are weekly assignments designed to provide opportunities to practice a technical skill related to clinical work, critically reflect on and integrate course material, and individually engage with instructor related to your learning. SLOs will be posted to Canvas under the “ASSIGNMENTS” tab. **SLOs are due on Sundays at 9p via Canvas unless otherwise specified.**

**Engagement & Integration Assignment.** Select one of the two required texts (from page 4) to read. Complete a brief written summary/reflection in preparation for in-class discussion on May 26. This assignment invites you to engage in clinically relevant content and gives you the opportunity to critically explore its relevance to your life experience and/or practice. *Assignment instructions will be available after Session 1 and reviewed with students during Session 2.*

**Clinical Case Consultation & Written Reflection.** Each student will present a case to a consultation team (approx. 4-5 students) during class on June 9 and submit a written summary/reflection the following week, July 16.

**Clinical Intervention Workshop.** This is a group project. You will work with classmates (approx. 4-5) to learn about an evidence-based/evidence-informed intervention and prepare an asynchronous didactic workshop and accompanying interactive skill-building component for synchronous engagement. All project materials are due on July 7. Interactive, synchronous sessions will take place on July 14 & 21.

**Final Exam.** Your final assignment for this course is an exam. The final exam will be an open notes experience designed to demonstrate your clinical and integrative skills related to the course content.

#### **d. Attendance and class participation**

Attendance and participation reflect the basic elements of any social work relationship – to show up and remain present, even at a distance. Therefore, your attendance and active, focused participation is a requirement of this course.

The best practice (as we know it now) for teaching online is a combination of synchronous and asynchronous class time. **Synchronous** is when you engage course content during a formal meeting time. **Asynchronous** is when you engage instructional content from the course (e.g., pre-recorded lectures, discussions, videos) outside of the formal meeting time.

This course will have a synchronous meeting time each week on Tuesdays (6p – 8p EST). Each session will be approximately 1.5 hours with a 10-minute break.

**“On camera” expectation for students.** It is expected that you will keep your camera turned on during each synchronous session. It represents the “show up and remain present” element of social work practice and helps develop a sense of belonging and connection within our learning community. If this will be a challenge for you, please communicate your situation individually with me and exceptions to this expectation can be granted on a case-by-case basis.

**Student Absences:** If you need to miss a class, in part or in total, you are required to notify the instructor via email ([dmbrydon@umich.edu](mailto:dmbrydon@umich.edu)) or phone/text (734-272-5634) at least 12 hours in advance of our class meeting time. Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of upcoming session) will result in an automatic deduction of (up to 2 points) toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction of (up to 2 points) toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence. Exceptions to this policy will only be granted on a case-by-case basis at the discretion of the instructors.

**Participation.** I recognize levels of participation may vary based on comfort, other life events, and interest in topics of discussion. The participation dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and taking action, as appropriate. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

**Evaluation of attendance and participation.** Full credit is achieved by students who attend every synchronous class and arrive on time, are attentive and present, responsive to and inclusive of others, complete all SLOs and SIMmersion practice with satisfactory quality, and regularly contribute to discussion. I will use the following rubric/guide to determine this portion of your grade:

<b>Attendance and Participation Grading Criteria</b>		
25 points	<b>Consistently &amp; Regularly</b>	No absences and arrive on time for class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students' identities. Engage only in class activities while in the synchronous session. Complete all assigned student-centered learning opportunities and SIMmersion practice. Quality of submissions is excellent.
20-24 points	<b>Often &amp; Generally</b>	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students' identities most times. Engage only in class activities while in the synchronous session most times. Complete most to all student-centered learning opportunities and SIMmersion practice. Quality of submissions is good to excellent.
10-19 points	<b>Occasionally &amp; Sometimes</b>	Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students' identities. Engage in occasional activities not relevant to course requirements/content. Complete some to most assigned student-centered learning opportunities and SIMmersion practice. Quality of submissions is fair to good.
0-9 points	<b>Rarely &amp; Irregularly</b>	Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in activities not relevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities and SIMmersion practice. Quality of submissions is poor to fair.

**e. Grading**

Letter grades ranging from “A” to “E” are earned, with “+” or “-”distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding



letter grade.

The total point to final grade is as follows:

A+ = 100	B+ = 89 – 91	C+ = 79 – 81	D = 66 - 71
A = 96 - 99	B = 86 – 88	C = 76 – 78	E = Less than 66
A- = 92 - 95	B- = 82 – 85	C- = 72 – 75	

*\*\*Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. 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 minimal understanding of subject content and significant areas need improvement.*

**For all assignments, you will be graded on:**

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing and presentation skills: clarity of thought, organization, and flow
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc.)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested or appropriate
- 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 class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (7th edition). You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

- <http://apastyle.apa.org/>
- <http://grammar.ccc.commnet.edu/grammar/>
- <https://owl.english.purdue.edu/owl/resource/560/01/> )

When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

**Plagiarism.** Don't do it. Representing someone else's words, statements, ideas of works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

**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 Student Guide, Vol. 1, Sec. 8.01 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 the course work approved by the instructor.* The student must formally request an incomplete from the instructor prior to the final week of classes.

### 3. Additional Course Information

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**Instructor notes on the classroom environment.** Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern 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.** There will be a variety of ways you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create an online class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of participation and attendance – even at a distance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, 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 non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing.

We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please ***honor this process.***

**Use of names and pronouns.** All students will be referred to by the names and pronouns they use (e.g., they, ze, she, he). If you have a name or pronouns that differs from the what appears on the roster, please let me know before the 2<sup>nd</sup> class session so we can use your correct name and/or pronouns. You can also designate your personal pronouns on the class roster via Wolverine Access (Student Business → Campus Personal Information → Gender Identity).

**Learning needs and accommodations.** If you need or desire an accommodation for a disability, please let me know as soon as possible. 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 throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:

Location: G664 Haven Hall

Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661

Email: [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

**Health and wellness services.** Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed ([ndp@umich.edu](mailto:ndp@umich.edu)) at 734-936-0961 regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf).

University of Michigan is committed to advancing the mental health and wellbeing of its 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 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

For a listing of other mental health resources available on and off campus, visit:

<http://umich.edu/~mhealth/>.

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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*
- *Religious/Spiritual observances*
- *Military deployment*

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**One more note.** I try to provide clear, thoughtful feedback designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** Likewise, if I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.