<table>
<thead>
<tr>
<th>Course title:</th>
<th>Social Work Practice with Children and Youth</th>
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<tbody>
<tr>
<td>Course #/term:</td>
<td>SW696 002 / Spring-Summer 2020</td>
</tr>
<tr>
<td>Time and place:</td>
<td>Monday 8:00am-12:00pm On-line</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>SW521 and SW560 or permission of instructor</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Erin Martinez</td>
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<tr>
<td>Pronouns:</td>
<td>She, Her, Hers</td>
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<tr>
<td>Contact info:</td>
<td>Email: <a href="mailto:ebschnie@umich.edu">ebschnie@umich.edu</a>       Phone: 313-550-4742</td>
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<td>You may expect a response within 24 hours</td>
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<tr>
<td>Office:</td>
<td>2798 (Appointments will be conducted remotely)</td>
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<tr>
<td>Office hours:</td>
<td>Monday, 12:00pm-1:00pm by appointment</td>
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1. Course Statement

a. Course description
This advanced level methods course in the Children and Youth in Families and Societies concentration builds upon the foundation level practice methods course and prepares students for employment in the many human service delivery systems which address the needs of children, youth, and their families. This cross-cutting skills course encompasses both direct/micro (i.e., assessment, intervention, prevention) and mezzo and macro (program design, evaluation, administration, community organization, policy analysis) practice methods used to address problems presented by or to children and youth in a variety of contexts. The development of social work skills, values, and ethics applicable to promotion, prevention, intervention, remediation and social rehabilitation activities with diverse child and youth populations at all levels of intervention will be emphasized. Evidence-based change interventions that build on strengths and resources of children and their families at all levels of intervention will be examined in order to develop socially just and culturally-competent policies and practice. This course will address the key diversity dimensions (include list) as it relates to children, youth and their families.
b. Course content

Effective social work practice with children and youth requires a developmentally-sensitive, resiliency focused multisystems approach, an emphasis on prevention and early intervention, and the collaborative involvement of families, other primary caretaking adults, and involved professionals, in the identification, development, delivery, and evaluation of services. In addition to being able to assess and intervene with children and youth, social workers must also develop the skills necessary to assess the resources and the risk factors which may exist in the child’s or youth’s family, neighborhood, community, and in the larger social environment. In this course the emphasis of intervention is as much on the context as on the individual. Intervention strategies focus on ways to bring about change at levels such as the classroom or school, the peer group, and the community or population, as well as at the individual level. Mezzo and macro practice skills covered in this course are aimed at promoting interpersonal competence, self-esteem, self-efficacy, achievement, and moral development in children and youth by making the contexts within which they develop more responsive to their developmental needs. Direct practice methods covered in this course provide students with the skills necessary to select and provide effective short-term interventions, evaluate direct practice, develop service delivery systems and work effectively with individuals, families and groups in families, institutions and communities. Skills for engagement, assessment, intervention, prevention, and evaluation relevant to contexts such as families, neighborhood and community, schools, group care facilities, residential care, hospitals, correctional programs and institutions, courts, governmental and nongovernmental agencies will be covered. Intervention strategies may be derived from a variety of approaches and theoretical perspectives, self-help and peer support, group work, family life education, empowerment models, and family preservation. Students will learn to use evidence-based knowledge and skills to engage and communicate effectively with children and youth, families and community members, and other service providers. Assessment skills taught will emphasize the importance of being able to identify special needs, abuse and neglect, family violence, substance abuse, and circumstances of extreme stress, danger, or deprivation, and accurately assess the level of risk these circumstances present for the children or youths concerned. The student will learn how to design individual programs of intervention that are based on clearly articulated goals and priorities, reflect an examination of the evidence base and are consistent with social work ethics and values. Throughout the course, cultural competence and sensitivity to differences among families and the impact of worker/client differences in values, experiences, and power will be analyzed. In addition, the student will learn to understand the significance of "multiple identities" (the interaction of factors such as the diverse 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) in shaping the uniqueness of families and individuals and in shaping power and privilege differences. Mezzo and macro practice methods covered in this course include skills applicable to the areas of community organization and development, administration,
policy and planning, and research and evaluation in order to support the strengths of diverse children, families and communities and to promote social justice. Presentation of material from these areas recognizes the importance of working with multidisciplinary teams, service delivery agencies, and formal and informal community systems, in order to obtain necessary resources and support services for children and youth. Specific skills addressed include advocacy, needs assessment, working collaboratively with community agency and groups, administrative and supervisory issues impacting service delivery, budgeting and fiscal issues, program design and development, program and practice research and evaluation, and child and youth policy analysis.

c. Course objectives and competencies

1. Students will demonstrate skills in translating and applying a developmentally sensitive, resiliency focused, collaborative, multisystems intervention perspective in working with diverse populations of children and youth, families and communities. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 1.1 Effectively communicate with and establish developmentally sensitive, culturally appropriate collaborative relationships with children, youth, their families, and other significant members of their social environments in every level of social work intervention. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS) 1.2 Develop and implement a practice vision of social justice. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 1.3 Apply socially just interventions that maintain strengths-based and resiliency perspectives. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 1.4 Become familiar with belief systems and cultural practices of children, youth, and their families with whom they work by asking relevant questions in order to understand their needs within the context of these practices. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS) 1.5 Apply collaboration building and consultation skills within and across child and youth serving organizations to strengthen families and organize communities in response to the program practice and policy needs of diverse populations of children and youth in different child-serving settings. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS) 1.6 Specify how risks, protective and promotive factors that contribute to child and youth safety, health, security and well-being. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS) 1.7 Effectively seek out needed information and become familiar with formal and informal resources available to meet the diverse needs of children, youth and their families. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2. Students will demonstrate skill in using evidence-based prevention, intervention and rehabilitation practice guidelines to develop micro, mezzo and macro interventions that address child, youth, family and community goals and priorities. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.1 Develop evidence-based change interventions that build on child, youth, family and community strengths and resources at the micro, mezzo and macro system levels. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.2 Incorporate social work values and ethical principles in planning and
implementing interventions for children and youth and their families. (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.3 Use relevant child, youth and family policy initiatives, laws and judicial decisions to advocate for improvements in the delivery of interventions that support the strengths of diverse child, youth, family, and community systems and promote social justice. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.4 Develop and apply change interventions that a) differentiate within and between social categories; b) maintain strengths-based and resiliency perspectives; c) promote dialogue across social and cultural differences. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS) 2.5 Critique the applicability of current knowledge, research and evidence based practice methods in work with diverse populations of children, youth and their families who live in communities where they experience discrimination and oppression due to the diversity dimensions. (Practice Behaviors 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS) 2.6 Create a logic model or concept map describing connections between child, youth, family and community focused practice model with goals, objectives, activities, outcomes and evaluation approach. (Practice Behaviors 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)

d. Course design
This course instructor will select readings and design assignments for the course. Various classroom teaching strategies may be used, including lecture, multimedia presentations, small and large group discussion, presentations by students and guest lecturers, role plays, and experiential exercises. Students’ experiences in the field will be utilized as much as possible in assignments and case presentations and discussions.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity

Multicultural and diversity issues will be emphasized throughout this course, not only in relationship to direct intervention with children and youth and their families and communities, but also in regard to the need to develop and maintain effective collaborative relationships with other community resources and service providers. Students will learn to recognize the existence of group differences in a number of areas (such as nonverbal communication, individual and family values, family and community structures, preferred and accepted responses to crisis, response to exclusion or oppression) and how these may impact intervention relationships with children, youth, and their families.
**Theme Relation to Social Justice**

Social change and social justice issues will be addressed in relationship to children and youth as populations who experience vulnerability due to developmental and status factors (i.e., age and dependence), in addition to other impacts they may experience due to membership in other groups which encounter exclusion and discrimination. In recognition of this, abuses of power within the family (i.e., domestic violence, physical and sexual abuse and exploitation) will be addressed as issues related to social justice and human rights, and not just as indicators of individual and family psychopathology. Advocacy for children and youth, especially those whose families and communities are particularly impacted by social inequality and social injustice, will be emphasized at individual, family, organizational, community, and policy levels.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

Promotion and prevention are particularly important for child and youth populations, due to the increased likelihood of negative outcomes as services or interventions are delayed, and the "time-limited" nature of childhood and youth. These areas are addressed in the micro practice areas through family life education, family preservation activities, screening early identification of children at risk, and family and community based early intervention with children and youth in a variety of context. At the mezzo and macro practice levels, program development and evaluation, staff and professional training, fiscal and economic issues and policy analysis addresses the relationship between policy decisions and risks to children and youth.

**Theme Relation to Behavioral and Social Science Research**

Social science knowledge is presented as the necessary basis for conducting empirically grounded assessment, intervention and evaluation practice at all levels of intervention. Course materials draw upon research knowledge from a variety of social sciences, as well as other professions and disciplines (i.e., social work, medicine, psychology, sociology, economics, law, etc.), and emphasize the need for multidisciplinary collaboration and communication around issues related to children and youth and their ecosystems. Social science research concepts and methods are described in relationship to both social work practice and program and policy evaluation processes.
Relationship to SW Ethics and Values

Practice with children and youth requires considerable attention to issues of ethics and values, due to the special challenges these populations offer the social work practitioner. For example, confidentiality cannot be maintained when suspected child abuse or neglect must be reported, and issues of self-determination and autonomy often arise when an adolescent discloses important information that has not been shared with a parent or other responsible adult. Social work values and social science knowledge may also conflict with the child-rearing beliefs and practices of some cultural or religious groups. Resource limitations or lack of training or sensitivity may result in inappropriate treatment for some children or youth and their families, and others may be excluded entirely. Finally, social policy decisions significantly affect the lives or children and youth, the stability of their families and communities, and their access to resources and services. This course emphasizes, in relationship to each of the substantive areas outlined above, the importance of examining the complexities of ethical and value issues as they apply to the problems of children and youth. Social work values and ethics, as outlined in the professional Code of Ethics, are presented as the necessary and appropriate guidelines for practice when ethical dilemmas arise in social work practice.

Intensive Focus on PODS

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

Teaching Philosophy and Format of Course

It is a tremendous privilege to teach at the School of Social Work. My goal is to create a challenging and supportive learning environment. The tumultuous social and political landscape of our world requires that we explore the current events that have a direct impact on social policies and the clients and communities that students are preparing to serve. I am intentional about modeling values of respect and the exploration of ideas. I utilize the framework of the Multicultural Ground Rules (from The Program on Intergroup Relations, University of Michigan). I bring my passion about Social Work to teaching and strive to base every learning experience in the core social justice mission that
defines our field. Historically, students have experienced a divide between macro and clinical social work. I enjoy addressing this divide in the classroom and utilizing the social justice mission to bridge the divide. Helping students explore and understand how Clinical Social Work is unique and different from Psychology and other counseling fields of study is an important guiding principle of my philosophy that I work to integrate into the classroom lectures, discussions and assignments.

2. Class Requirements

a. Text and class materials

Required Texts:


In addition to the required texts there will be assigned readings and videos available on Canvas site. These will be listed under the class schedule and should be fully read or viewed by the date they appear. To fully engage in the course and become competent and skilled social work practitioner, it is expected that students will complete all assigned readings/viewings.

b. Class schedule

5/11/20 Introduction to the Course

5/18/20 The Brain and Trauma
Perry
  - Introduction
  - Chapter 1: Tina’s World

Van der Kolk
- Prologue
- Chapters 1-4

5/25/20 Memorial Day Holiday / No Class

6/1/20 Attachment Theory and Trauma
Perry
- Chapter 2 – For Your Own Good
- Chapter 4 – Skin Hunger
Van der Kolk
- Chapter 7 & 8

6/8/20 Recognizing and Responding to Sexual Abuse


Perry
- Chapter 9 – Mom is Lying. Mom is Hurting Me. Please Call the Police

Lansing State Journal More Michigan Kids Die After 10 Years of Trying To Fix The System

6/22/20 Social Work in Mental Health Settings
Van der Kolk
- Chapters 13 & 16


6/29/20 Social Work in Community-Based Settings
van der Kolk
- Epilogue

Perry
- Chapter 8 – The Raven
- Chapter 11 – Healing Communities


Optional Reading:
Travis, R., Rodwin, A. & Allcorn, A. (2018): Hip Hop, empowerment, and clinical practice for homeless adults with severe mental illness, Social Work with Groups,

7/6/20 Social Work and Juvenile Justice


7/13/20 Traumatic Grief and Loss

Van der Kolk
- Chapters 19 & 20

7/20/20 Social Work in Educational Settings

Perry
- Chapter 1- The Kindness of Children
- 

7/27/20 Safety and Resiliency
c. Assignments

**Class Participation (50pts)**

The design of this course requires your attendance and engagement in every class. When you are absent you miss crucial information and the opportunity to participate in reflective and interactive activities that increase understanding and application of information.

The Spring/Summer Semester is shortened so absences beyond 2 classes are a detriment to your ability to receive material key to the completion of the course. This is a graduate level course preparing you to use skills that impact the physical, emotional, mental health of human beings. I take very seriously my role in preparing you to engage in social work practice. If there is a life circumstance interfering with your participation it is your responsibility to approach the instructor in a proactive manner. We may discuss an Incomplete for the course if you are unable to fully engage at this time. Circumstances beyond your control may occur causing you to miss a class or part of a class. It is your responsibility to contact the instructor via email prior to your absence. Absences exceeding 2 classes or consistent tardiness at the beginning of class or returning from break will result in the deduction of attendance and participation points.

Due to the transition to remote learning in this semester there will be a variety of opportunities to participate. It is encouraged to use your microphone, camera, or chat/text feature to engage in class discussion or ask questions. This is not required but highly encouraged. Participation will be demonstrated and points will be given based on the following:

- Sign-in at the beginning of each class
- Post to Canvas discussion regarding topic of lecture and learning opportunities each class
- Participation in small group discussion and role in reporting back information to large group

Each of us participates differently, and I will strive to honor that diversity among us. As developing social workers, it is imperative that we connect and reflect through the learning tools available to us to grow and understand the material of the course. In addition to attendance in class it is expected that you are engaged and contributing to the learning community. Predictability, reliability and consistency are core to any strong relationship is incredibly important to clients and it is important to practice and apply in the learning community.

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<th>Points</th>
<th>Class Participation &amp; Grading Criteria</th>
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<tr>
<td>50</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other learners to think about the material in new ways. Actively participates in small-group</td>
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discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.

45
Often makes helpful, relevant contributions to class discussions. Often participates in small-group discussions. Often pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.

30
Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that s/he has usually read the assigned material.

10-25
Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material. Directs disrespectful verbal and/or non-verbal behaviors towards others in the classroom.

**Multicultural Ground Rules** *(from The Program on Intergroup Relations, University of Michigan)*

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise. 5. Victims should not be blamed for their oppression.
6. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will speak our discomfort.
13. Are there other ground rules that the class would like to add...?

**Check It – Reflection & Investigation (100 pts)**
Due Date: 6/15/20 by 8:00am Upload to Canvas
You will be provided class time to view the documentary, Check It, a documentary, follows a group of African-American gay and transgender youth in one of Washington D.C.’s most violent neighborhoods. Your paper will require the following:
- An exploration and critique of outreach services provided during the filming of the documentary
- Intersectional identity, needs, protective and risk factors of a specific individual highlighted in documentary
- Application of attachment theory and trauma and neuro-functioning to your understanding of the material
- Identification of the necessary services needed by this population
- Self-reflection on your own reaction to this material

**A Deeper Dive (100 pts)**
Due Date: 7/6/20 8:00am Upload to Canvas
In an approximately 4-page paper investigate a client scenario from a macro perspective.
You may select a chapter from either required texts for this class or a video presentation or a case example from lecture. Consider the reading/viewing/case example from a socio-political and policy perspective. Identify the larger funding, policy or perhaps system failure that played a role in this issue.

**Small Group Presentation (80 pts)**
Due Date: See Assigned Dates Based on Interest Area / Upload paper to Canvas on day of presentation
You will select from a variety of interventions used in school, community based, and clinical settings. You will research the modality of interest including, a summary and history of modality and intervention, populations and settings it is commonly used for, goals and outcomes, risks or criticisms of modality/intervention and training opportunities for specific modality/intervention. You will complete an approximately 4 page paper summarizing the intervention and present information to your assigned small group. Sign up and areas of interest will be provided on first day of class.

d. Grading

Each assignment is described in detail in an Assignment Description posted in the “Class Assignment” folder on the Canvas site. These descriptions describe specific bullet points that must be covered in your assignment.

Assignments are expected to be handed in on their due dates in the format designated on the assignment description posted on Canvas. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor prior to the due date and within a timeframe that allows you to discuss a reasonable solution with the instructor.

Check It Reflection & Investigation (6/15/20) 100 points
A Deeper Dive (7/6/20) 100 points
Small Group Presentation (TBA) 100 points
Participation 50 points

A+ = 100
A = 96-99
A- = 92-95
B+ = 89-91
B = 85-88
B- = 81-84
C+ = 78-80
C = 74-77
C- = 70-73
D = 65-69
E = less than 65
**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 student must formally request an incomplete from the instructor prior to the final week of classes.

**Students in Need of Accommodations**

If you have a documented disability or a condition that may interfere with your participation in this course, please schedule an appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

Additional School and University policies, information and resources are available here:

**Safety and emergency preparedness:**

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

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

Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ada@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)
Additional resources:

- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement
  
  - Mental health and well-being

Mental health and well being:

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

- Counseling and Psychological Services (CAPS) at (734) 764-8312
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources
  
The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations:

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

d. Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.
There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

e. Accommodations for students with disabilities:

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall
505 South State St.
Phone: (734) 763-3000
Email: ssdoffice@umich.edu

f. Religious/spiritual observances:

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University’s policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.

g. Military deployment:

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

h. Writing skills and expectations:

Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing
Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

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