



<b>Course title:</b>	Interpersonal Practice Skills Laboratory	
<b>Course #/term:</b>	SW511b Section 004, Fall, 2020	
<b>Time and place:</b>	Monday, 2:00-5:00pm, online	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	None	
<b>Instructor:</b>	Candace Ziglor, LMSW	
<b>Pronouns:</b>	She, her, hers	
<b>Contact info:</b>	<b>Email:</b> cziglor@umich.edu	<b>Phone:</b> (248)636-2839
	You may expect a response within 24 hours	
<b>Office:</b>	3798 SSWB	
<b>Office hours:</b>	By appointment	

## 1. Course Statement

### a. Course description

This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with individuals, families, and small groups while considering the community, organizational, and policy contexts in which social workers practice. The student's field experience and future practice methods courses will build upon the skills rehearsed in this basic course. Throughout this course, students 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.

### b. Course content

In this course all phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be taught and rehearsed, with attention to how they are applied to work with individuals, families, and small groups. Students will learn and practice specific skills, such as empathic inquiry and collaborative exploration to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability) as well as the historical, political, situational, environmental and psychological factors relevant to the client's functioning. Students will practice the use of specific assessment tools, such as biopsychosocial assessment, genograms, ecomaps, and family sculpting to discern patterns of functioning, to assess strengths and vulnerabilities, and to plan, implement and monitor process of growth or change strategies. Students will practice methods of intervention specific to three modalities of intervention, such as CBT, Motivational Interviewing and Psychodynamic Psychotherapy. Additionally, students will learn strategies of self-regulation in order to stay

cognitively and emotionally able to effectively intervene in therapeutic relationships. Students will practice methods of evaluating change based on situational effectiveness and on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

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

Upon completion of this course, students will be able to: (1) Demonstrate skills for engagement such as empathic inquiry, active listening, collaborative exploration, case recording and goal setting. (2) Utilize three assessment tools to identify client strengths and vulnerabilities, as well as sources of biopsychosocial, cultural, sociopolitical and spiritual risks and supports. (3) Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice by (a) Demonstrating self-awareness of their own privilege, identity, positionality and life experiences impact on their capacity to relate to others with different personal privilege, identity, sociopolitical and life experiences. (b) Describing how others who are very different may perceive them and how status and power issues impact professional relationships with clients, colleagues, and other professions. (4) Conduct culturally sensitive interpersonal practice by: (a) Articulating socio-political, environmental, family and/or individual-level contributing factors of at least two specific disorders, prevention and/or treatment goals, developing measurable prevention and treatment objectives, and employing measurement tools to monitor and evaluate practice while maintaining sensitivity to the individualized needs of clients. (b) Implementing treatment protocols consistent with treatment plans and sensitive to clients' situations (c) Recognizing basic termination issues that pertain to interpersonal practice. (5) Demonstrate intervention skills specific to two evidence informed treatment modalities such as CBT, Motivational Interviewing, and Psychodynamic Psychotherapy. (6) Demonstrate capacity for strategic use of self in the therapeutic relationship by identifying their own sociopolitical, environmental, and experiential or emotional/cognitive factors that may support or impede the therapeutic relationship.

### **d. Course design**

This course will use various methods such as individual exercises, simulations, class discussion, and small group work to examine and practice the material presented.

### **e. Curricular themes**

#### **THEME RELATION TO MULTICULTURALISM & DIVERSITY**

Multiculturalism and Diversity will be concentrated 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.

#### **THEME RELATION TO SOCIAL JUSTICE**

Social Justice and Social Change will be central to the topic of various roles assumed by social workers and in clienthood. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological assessment, and in the experience of applicants as they enter

social agencies. These themes will be integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

### **THEME RELATION TO PROMOTION, PREVENTION, TREATMENT & REHABILITATION**

Promotion, Prevention, Treatment, and Rehabilitation will be themes reflected in various purposes and models of contemporary social work practice. In addition, this course will emphasize skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

### **THEME RELATION TO BEHAVIORAL AND SOCIAL SCIENCE RESEARCH**

Behavioral and Social Science Research will be presented in this course to support practice methods, skills and assessment procedures. Planning, decision-making and intervention procedures will be directly borrowed from the behavioral and social sciences.

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

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

## **2. Class Requirements**

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### **a. Text and class materials**

Hepworth, D. H., Strom-Gottfried, K., Rooney, G. D., & Rooney, R. H. (2017). *Direct social work practice: Theory and skills*. Boston: Cengage Learning.

All other readings will be available on CANVAS or through other electronic access.

Class schedule

Date/Time	Topic(s)	Required Readings & Assignments
Week 1: 8/31/2020	Introduction to Interpersonal Social Work Review Syllabus and Expectations	<p>Grant, J. G., &amp; Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. <i>Families in Society: The Journal of Contemporary Social Services</i>, 90(4), 425-430.</p> <p>Kam, P. K. (2012). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. <i>International Social Work</i>.</p> <p>Johnstone, Keith. (1979). <i>Impro : improvisation and the theatre</i>. London : Farber and Farber</p>
Week 2: 9/7/2020	<b>NO CLASS (LABOR DAY)</b>	
Week 3: 9/14/2020	Basic Engagement Skills Stages of Change	<p>Decety, J., &amp; Ickes, W. (Eds.). (2009). <i>What is Empathy?, Social Neuroscience of Empathy</i>. Cambridge, MA, USA: MIT Press.</p> <p>Hollingsworth, L. D. (2013). Resilience in Black families. In B. H. Wasik (Ed.), <i>Handbook of family resilience</i> (pp. 229–243). Mahwah, NJ: Routledge</p> <p>Acevedo-Polakovich, I.D., Spring, S., Stacy, S., et. Al (2017) Engaging Latino fathers into early head start: A review of the literature, <i>Children and Youth Services Review</i>, Volume 82, (pp. 347-353)</p> <p>Nickerson, R. S. (1999). How we know—and sometimes misjudge—what others know: Imputing one's own knowledge to others. <i>Psychological Bulletin</i>, 125(6), 737-759.</p>
Week 4: 9/21/2020	Suicide Assessment, Safety Planning and Interventions QPR Certification	<p>Posner, K., PhD., et al (2011). The Columbia-suicide severity rating scale: Initial validity and internal consistency findings from three multisite studies with adolescents and adults. <i>The American Journal of Psychiatry</i>, 168(12), 1266- 7.</p> <p>Joe, S. (2008). Suicide Patterns Among Black Males (pp.218-241). In Elijah Anderson (ed.), <i>Against the Wall: Poor, Young, Black, &amp; Male</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Virupaksha, H. G., Muralidhar, D., &amp; Ramakrishna, J. (2016). <i>Suicide and suicidal behavior among transgender</i></p>

Date/Time	Topic(s)	Required Readings & Assignments
		persons. Indian Journal of Psychological Medicine, 38(6), 505.
Week 5: 9/28/2020	Ethical Issues	<p>Edwards, B. (2015). Ethical Decision-Making Models in Resolving Ethical Dilemmas in Rural Practice: Implications for Social Work Practice and Education. <i>Journal of Social Work Values and Ethics</i>, 12(1). Posner, K., PhD., et al (2011).</p> <p>NASW Code of Ethics  <a href="http://www.socialworkers.org/pubs/code/code.asp">http://www.socialworkers.org/pubs/code/code.asp</a></p>
Week 6: 10/5/2020	Assessment Integrated Health Assessment Bio-psychosocial Assessment	<p>Igelman, R., Taylor, N., Gilbert, A., Ryan, B., Steinberg, A., Wilson, C., &amp; Mann, G. (2007). Creating more trauma-informed services for children using assessment-focused tools. <i>Child welfare</i>, 86(5), 15.</p> <p>Lee, M.Y., Ng S.M., Leung, P., &amp; Chan, C. (2009). Integrative Body-Mind-Spirit Social Work: An empirically based approach to assessment and treatment. New York: The Oxford University Press. Chapter 3: Systemic Assessment: Everything is Connected, pp. 51-82.</p> <p>Soler, J. H., Caldwell, C. H., Córdova, D., Harper, G., &amp; Bauermeister, J. A. (2017). Who counts as family? Family typologies, family support, and family undermining among young adult gay and bisexual men. <i>Sexuality Research and Social Policy</i>, 1-16.</p>
Week 7: 10/12/2020	Assessment continued IPV, Trauma, & Mental Status Exams	<p>Virupaksha, H. G., Muralidhar, D., &amp; Ramakrishna, J. (2016). Suicide and suicidal behavior among transgender persons. <i>Indian Journal of Psychological Medicine</i>, 38(6), 505.</p> <p>Nario-Redmond, M. R., Noel, J. G., &amp; Fern, E. (2013). Redefining disability, re-imagining the self: Disability identification predicts self-esteem and strategic responses to stigma. <i>Self and Identity</i>, 12(5), 468-488.</p>

<p>Week 8: 10/19/2020</p>	<p>Person Centered Planning: Goal Setting and Intervention Planning</p>	<p>Appio, L., et al. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. <i>Journal of Clinical Psychology</i> 69(2), 152-161.</p> <p>Bruns, E. J., Walker, J. S., Zabel, M., Matarese, M., Estep, K., Harburger, D., ... &amp; Pires, S. A. (2010). Intervening in the lives of youth with complex behavioral health challenges and their families: The role of the wraparound process. <i>American Journal of Community Psychology</i>, 46(3-4), 314-331.</p> <p>Prochaska, J. O., &amp; Norcross, J. C. (2001). Stages of change. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 38(4), 443.</p> <p><b>Optional:</b> Person Centered Planning with Children, Adults, and Families (VCE)</p>
<p>Week 9: 10/26/2020</p>	<p>Individual Therapy Solution-Focused Therapy</p>	<p>Moghaddam, J., Momper, S. L. &amp; Fong, T. (2013). Discrimination and participation in traditional healing for American Indians and Alaska Natives. <i>Journal of Community Health</i>, 38, 1115-1123.</p> <p>Hubble, M.A., Duncan, B.L., and Miller, S.C., eds (1999). <i>The Heart of Soul of Change: What works in therapy</i>. Washington, D.C.: American Psychological Association. .</p>
<p>Week 10: 11/2/2020</p>	<p>Exploring Types of Therapy Substance Use Screening Motivational Interviewing</p>	<p>Kataoka S, Novins DK, Santiago D. The practice of evidence-based treatments in ethnic minority youth. <i>Child and Adolescent Psychiatric Clinics of North America</i>. 2010;19(4):775–789.</p> <p>Kalibatseva, Z., and Leong, F.L. (2014). A critical review of culturally sensitive treatments for depression: Recommendations for intervention and research. <i>Psychological Services</i>, 11(4), 433–450.</p>
<p>Week 11: 11/9/2020</p>	<p>Cognitive Behavioral Therapy Trauma Focused Cognitive Behavioral Therapy</p>	<p>Dattilio, F. M. (2001). Cognitive-behavioral family therapy: Contemporary myths and misconceptions, <i>Contemporary Family Therapy</i>, 23 (1), 3-15.</p> <p>Bigfoot, D. S., &amp; Schmidt, S. R. (2010). Honoring children, mending the circle: cultural adaptation of trauma-focused cognitive-behavioral therapy for American Indian and Alaska Native children. <i>Journal of clinical psychology</i>, 66(8), 847- 856.</p>

		Winship, G., and Knowles, J. (1996). The transgenerational impact of cultural trauma: Linking phenomena in treatment of third generation survivors of the Holocaust. <i>British Journal of Psychotherapy</i> , 13(2), 259-266
Week 12: 11/16/2020	Family Interventions	<p>Dattilio, F. M. (2001). Cognitive-behavioral family therapy: Contemporary myths and misconceptions, <i>Contemporary Family Therapy</i>, 23 (1), 3-15.</p> <p>Fife, S. T., &amp; Whiting, J. B. (2007). Values in family therapy practice and research: An invitation for reflection. <i>Contemporary Family Therapy</i>, 29(1-2), 71-86.</p> <p>Troester, J. D. (2002). Working through family-based problem behavior through activity group therapy. <i>Clinical Social Work Journal</i>, 30(4), 419.</p> <p><b>Optional Reading:</b> Stantisben, D. A., Szapocznik, J., Perez-Vidal, A., Kurtines, W., Murray, E. J., &amp; La Perriere, A. (1996). Efficacy of interventions for engaging youth/families into treatment and some variables that may contribute to differential effectiveness, <i>Journal of Family Psychology</i>, 10 (1), 35-44.</p>
Week 13: 11/23/3030	<b>NO CLASS (THANKSGIVING RECESS)</b>	
Week 14: 11/30/2020	Group Interventions	<p>Troester, J. D. (2002). Working through family-based problem behavior through activity group therapy. <i>Clinical Social Work Journal</i>, 30(4), 419.</p> <p>Tucker, A. R. (2009) Adventure-Based Group Therapy to Promote Social Skills in Adolescents, <i>Social Work with Groups</i>, 32:4, 315-329.</p> <p>Downey, J. (2014). Group therapy for adolescents living with an eating disorder: A Scoping Review. <i>SAGE Open</i>, 1-11.</p>
Week 15: 12/7/2020	Evaluation, Termination, Supervision	<p>Anderson, K. N., Bautista, C. L., &amp; Hope, D. A. (2019). Therapeutic alliance, cultural competence and minority status in premature termination of psychotherapy. <i>American Journal of Orthopsychiatry</i>, 89(1), 104–114. <a href="https://doi.org/10.1037/ort0000342">https://doi.org/10.1037/ort0000342</a></p> <p>Campbell, A., and Hemsley, S. (2009). Outcome rating scale and session rating scale in psychological practice:</p>

		<p>Clinical utility of ultra-brief measures. <i>Clinical Psychologist</i>, 13(1), 1-9.</p> <p>Knight, C. (2012). Social workers' attitudes towards and engagement in self-disclosure. <i>Clinical Social Work Journal</i>, 40(3), 297-306.</p> <p>Owen, Jesse, Jordan, Terrence A., II, Turner, Darren, Davis, Don E, Hook, Joshua N, &amp; Leach, Mark M. (22/3/2014). Therapists' Multicultural Orientation: Client Perceptions of Cultural Humility, Spiritual/Religious Commitment, and Therapy Outcomes. <i>Journal of psychology and theology</i>, 42(1), 91–98. General Information, La Mirada: Sage Publications Ltd. (UK).</p>
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## Assignments

<b>Assignment</b>	<b>Due date</b>	<b>Points</b>
Attendance & Participation	Ongoing	35
Character Development	September 28, 2020	15
Active Listening	October 19, 2020	30
Goal Setting	November 9, 2020	25
Intervention	November 30, 2020	25
SIMmersion	Sept 30, Oct 30, Nov 30	20

### **Attendance and class participation**

35 points

Ongoing

Regular class attendance is a requirement of this course. 2 points will be deducted for each class missed after the first absence. Please communicate any classes that you may miss to this Instructor via email (cziglor @umich.edu) or phone/text (248-636-2839). Any failure to communicate an absence to this Instructor will result in an additional 2-point deduction for that day. Absences from class due to participation in religious or university business will not cause a deduction in any points, however, students will be required to complete a make-up assignment. Participation includes being engaged in class discussions, small group work, and assignments

## Character Development Assignment

15 Marks

DUE September 28, 2020

### REQUIREMENTS:

- Student can not portray a gender or race that is not consistent with their own, unless this is a part of the character dynamics (i.e. a person who is viewed as Caucasian due to their skin complexion but they identify as another race)
- Client must have complexities in identity (class, race, gender, ability, religion, citizenship, etc.)
- Client story based on documented sources, not individual stereotypes

Write a 1-2 page description of your client character including the following information:

- Client's Name, Age, and Identifying Information
- Presenting Problem
- Possible DSM V diagnosis
- Key social identities for the client
- Important and relevant family information
- Important and relevant life circumstances

Also answer the following questions:

- Detail and discuss the sources that you used to develop your client/character - memoirs, movies, clinical articles, etc. Please be specific about this, referencing at least 3 current articles that explore/examine either a DSM diagnosis or set of life circumstances which are relevant to your client/character. Also, please be precise in connecting which examples from your articles, memoirs, etc influenced and were useful in character development.
- How is your character impacted by issues of privilege and oppression.
- What are the complexities of race, gender, social class, ability, or other identities that are present with the client
- What personal and professional experiences did you call upon to develop your client/character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing

## Active Listening & Assessment assignment

30 points

Due October 19, 2020

You will turn in two parts on September 24<sup>th</sup>:

1. Simulated Interview
2. Reflection

### INTERVIEW:

With another classmate, student clinicians will be responsible for obtaining presenting problem information and completing at least one portion of the community mental health Integrated Health Bio-psychosocial Assessment utilized by Detroit Wayne Mental Health Authority. Interview should last at least 15 minutes.

Your goal is to develop a rapport with the classmate “client” and to obtain information relevant to their presenting needs and complete at least one section of the assessment tool.

Remember to demonstrate the use of empathic responses with emphasis on all layers of active listening skills. It will be important to ask clarifying questions, while remaining fully present with your interviewee. When you are done interviewing, ask for some feedback as to how your interviewee experienced you in your role. Did they feel listened to and understood? What was the experience like for them to have someone “just” listen and inquire?

\*Interview should be recorded for learning purposes. Interview should be submitted via YouTube.

At the end of the interview, complete a reflection that includes the following:

**EMPATHIC RESPONDING:** Does your client feel UNDERSTOOD by you? Why do you think this is or is not the case? Do your responses accurately reflect the emotional nuance of the client’s communications? Do you use voice and intensity of expression to reflect a finely attuned understanding of the client’s moment by moment experiencing?

### PODS:

What ways did **Privilege** impact engagement for the clinician AND the client?

What ways did **Oppression** impact engagement for the clinician AND the client?

What ways did **Diversity** impact the engagement for the clinician AND the client?

What **Social Justice** issue impacted the engagement for the clinician AND the client?

**STRENGTHS:** Describe at least three “strengths” for your interviewing during the session

**AREAS for IMPROVEMENT:** Describe three “areas for improvement” for your interviewing during this session. These will be referenced in your next video assignment.

## Goal Setting Assignment

25 points

DUE November 9, 2020

Student clinician will record a session with “client” that will focus on goal setting. During the interaction, student clinician will work with their client to identify specific action-oriented goals and measurable objectives. Video must be uploaded by due date.

Interview Focus: Goal-Setting; Key Skills: Collaboration and Partnership

At the end complete a reflection that includes the following:

- Partnership and Collaborations- Did you acknowledge client’s courage, perseverance, success? Does the Client FEEL this acknowledgment from you?
- Overall engagement--Overall, how effectively did you engage your client in the session?
- Client Goals: Summarize the key goals that the client wants to work on.
- Session Plan: What will be the key focus for the next session and what are your initial ideas about how you will intervene?
- Skills insights--What key things did you learn by comparing and contrasting the two interviews?
- Skills Goals for next session--What goals do you have for your interviewing skills in the next session?

### PODS:

- What ways did **Privilege** impact engagement for the clinician AND the client?
- What ways did **Oppression** impact engagement for the clinician AND the client?
- What ways did **Diversity** impact the engagement for the clinician AND the client?
- What **Social Justice** issue impacted the engagement for the clinician AND the client?

## Annotation of Session: Intervention Assignment

25 points

DUE November 30, 2020

Student **clinician** will record a session with “client” that will focus on intervention. During the interaction, student clinician will work with their client utilizing a specific intervention strategy. Video must be uploaded by due date.

At the end of your session complete a reflection that includes the following:

- Intervention effectiveness: Overall, how effectively you implement the session? Was the intervention culturally responsive? Did the intervention utilize client’s strengths?
- Plan for next session: What would be your plan for your next session?
- Plan for ongoing work: What would be your plan for ongoing work with this client? ♣
  - How would you continue work on current goals?
  - What other or new directions might be explored?
- What additional interventions might be tried (e.g. group, family, other models, etc.)

### PODS

- What ways did **Privilege** impact engagement for the clinician AND the client?
- What ways did **Oppression** impact engagement for the clinician AND the client?
- What ways did **Diversity** impact the engagement for the clinician AND the client?
- What **Social Justice** issue impacted the engagement for the clinician AND the client?
  
- Overall engagement: Overall, how well did you engage the client, contribute to the client’s motivation, and help them set appropriate goals?
- Client empowerment: Describe your efforts to address power dynamic in your work? What did you do to balance power of worker role? What did you do maximize client empowerment?
- Ethical issues: What ethical issues, if any, arose in your work with this client? How were they addressed?

## **SIMMersion Module & Attestation**

20 points

DUE Sept 30, Oct 30, Nov 30

Simulated Exercises Students will login to the SIMMersion Training Center to practice sharpening their practical knowledge of how to deliver Motivational Interviewing techniques to a client. These cutting-edge simulations are not yet publicly available and provide students with exposure to practicing therapeutic skills with a client in a safe and secure setting. Moreover, as students begin mastering their skills, they can also explore what happens when ineffective approaches are made in a therapeutic context and how these approaches can impact rapport with a client.

To earn 100% of grade, students will be expected to:

1. Complete at least 1 Brief Motivational Interviewing simulation prior to the due date (3 in total)

A description of the simulation is below:

Brief Motivational Interviewing Gabe Turner's doctor asked him to talk with you about his alcohol use. Help Gabe build his own motivations to change his drinking habits.

## b. Grading

A+ = 100%	B+= 89 – 91%	C+= 78 – 80%
A = 96 – 99%	B = 85 – 88%	C = 74 – 77%
A- = 92 – 95%	B- = 81 – 84%	C- = 70 – 73%

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 criteria will be utilized to make final determinations. The student must formally request an incomplete from the instructor prior to the final week of classes.

If your assignment is unavoidably late, 5% will be deducted if turned in within 5 days of the due date; 10% thereafter and not accepted past 10 days late.

[Grades in Academic Courses and in Field Instruction](#)  
[Student Grievance procedures](#)  
[policy for grading in special circumstances.](#)

### a. Class Recording and Course Materials

*Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]*

### b. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures

mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

c. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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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*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*