



Course title:	Interpersonal Practice Skills Laboratory	
Course #/term:	SW 511 Section 005 Fall 2020	
Time and place:	Live Online Meetings on Mondays 2:00PM – 3:30PM Zoom Link (recurring): https://umich.zoom.us/j/93675166845 Passcode: SW5112020	
Credit hours:	3	
Prerequisites:	Concurrent enrollment in SW 521	
Instructor:	Kathryn K. Irish	
Pronouns:	She	
Contact info:	Email: kairish@umich.edu	Phone: 248.245.1771
	You may expect a response within 24 hours	
Office:	2764 SSWB	
Office hours:	Mondays before/after class and/or 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

a. Text and class materials

All required readings will be made available online via Canvas prior to class. There is no required textbook. Readings will be posted in a folder for the unit, along with other course materials. Please ensure readings and other asynchronous unit materials are completed prior to the weekly class meeting Example: *Readings for unit 1 should be completed **prior** to the first "live" class meeting.*

Course Structure

This course has both asynchronous (offline) and synchronous content ("live" online class times.)

Synchronous Content

Live class meetings will be held weekly on Mondays from 2:00-3:30PM via a recurring Zoom Meeting.

Zoom Meeting Information (recurring)

Day/Time: Mondays 2:00PM – 3:30PM

Join Zoom Meeting

<https://umich.zoom.us/j/93675166845>

Passcode: SW5112020

Our class will meet via Zoom each week. Most live sessions will be 90 minutes in length; some weeks may be slightly shorter (60-90 minutes), depending on the asynchronous content. Live, weekly class sessions will be practice and process-centered. **Please ensure the asynchronous materials are completed/reviewed prior to the weekly live sessions, as the live sessions are implementation and participation based.** Live meetings will focus on bringing the asynchronous content to life through practice opportunities, reflections and processing.

Zoom Guidelines

Please plan to use your video during the live zoom sessions. Live class sessions are shortened to mitigate Zoom fatigue, and we are only together in a large group for a portion of the class, the other portion will be spent in your small group (3 person) practice circles.

(Stepping away from Zoom video for a few minutes is completely fine.) I simply ask that for the majority of live class sessions, your videos are on, this course is centered on interpersonal social work practice skills. **If there is a serious reason you are unable to use video on a regular basis, or if there are special circumstances that impede video participation, please notify me as soon as possible.**

Practice activities will be discussed prior to moving into break out groups; if there are supplementary instructions, guides or materials for the practice activities, these will be posted in the unit folder within Canvas.

Asynchronous Content

Asynchronous materials are posted in Canvas, under “Files” within a dedicated “Unit” folder. Each unit contains different materials to read, watch or review. Please plan to spend around 1.5-2 hours moving through the asynchronous unit materials.

Pre-recorded mini-lectures for each unit are located on Canvas, under “Media Gallery.” (Hint – if the lectures appear out of order, try displaying them alphabetically A-Z; this should put them in consecutive order.) **Pre-recorded lectures are a part of the asynchronous materials and should be reviewed prior to class.** Lectures are close-captioned by Kaltura through a machine-based process. I also go through afterward and edit them manually within the transcription, however, there are sometimes still errors that are missed. These generally do not impede comprehension, but if you do notice a significant issue, please feel welcome to let me know about this and I can correct it.

***NOTE:** Practice activity worksheets/information listed with a pre-fix of “sync” – refer to information we will use for the live, synchronous session. **You *do not* need to review/complete unit materials labeled “sync” prior to class, as these will be completed *during* the class session that week.**

Unit Content Includes:

Readings

Recorded Mini-Lecture (located under “Media Gallery”)

Interactive PowerPoint Slides

Supplemental Videos (URL embedded in course checklist and in syllabus)

Shared Role Play Videos

*(sync) Practice Materials for Live Session (will review during class)

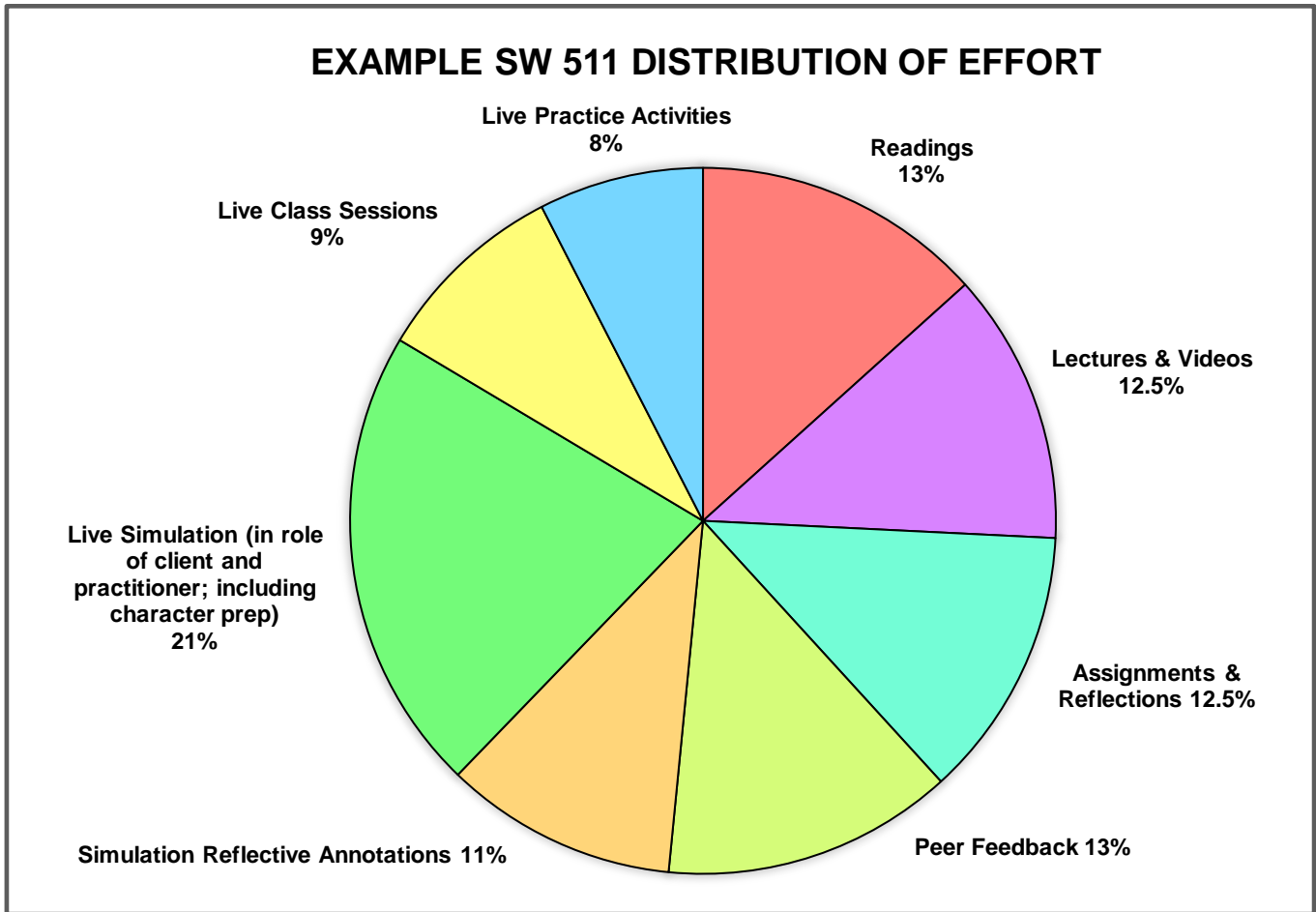
Each unit will contain a different combination of the above materials. In general, most units will contain at least readings and a pre-recorded mini-lecture.

Course Checklist

Students will receive a comprehensive checklist describing elements contained within each unit, their respective locations and length (if a video or lecture). This is to help ensure all content is reviewed in a timely manner each week. **The checklist will act as a guide to the course.** Links to external, supplemental videos and the recurring live Zoom session are embedded within the course checklist. The checklist also provides reminders to students about assignment due dates and activities.

Three credit hours correspond with 112.5 hours of total effort over the semester; 13 class sessions, or 8.65 hours a week. “Effort” refers to the estimated amount of time required for this class, including preparing for class, participating during class time, and completing assignments. Assignments will be completed during dedicated weeks and will involve effort both during dedicated class time, and effort outside of class, so 8.65 is a rough estimate; realistically, some

weeks may have more or less effort than others. Here is a general example of how effort in this course will be distributed.



[image description: a color-coded pie chart, describing an estimate of the percentage of effort dedicated to different elements of the course.]

b. Class schedule – [below]

Any changes will be discussed in class and/or via a Canvas announcement.



ICON KEY







[image of a calendar] = assignment due





[image of a sun rising over water] = holiday break

Date	Unit	Topic	Async Content	Practice Activity	To-Do
8/31	1	<p>Introduction; Role of Practitioner</p> <p>Content: Introduction Course Navigation Course Overview Role of Practitioner</p>	<p>Unit 1 Lectures & Videos</p> <ul style="list-style-type: none"> • <i>Introduction & Course Overview</i> • <i>The Role of Practitioner</i> • <i>Using Character Development Tools (All/LifeScript)</i> <p>Syllabus & Course Checklist</p> <p>Readings: Cooper, M. & Lesser, J. (2015) Chapter 2 – Key Issues in Clinical Practice. <i>Clinical Social Work Practice: An Integrated Approach</i> (5th Ed). pp. 10-19</p> <p>Other Materials:</p> <ul style="list-style-type: none"> ✓ Character Packet (brainstorming sheet, All LifeScript, Gotham) ✓ Character Development Packets 	Character Development Exercise: 3 Fictional Characters	
 No class Monday 9/7 – Labor Day					
9/14	2	<p>Risk Assessment & Ethics</p> <p>Content: Risk Assessment Confidentiality Ethics</p>	<p>Unit 2 Lectures & Videos</p> <ul style="list-style-type: none"> • Social Work Ethics – Abigail Eiler • <i>Unit 2 - Risk Assessment & Ethics</i> <p>Readings: Cooper, M. & Lesser, J. (2015) Chapter 3 Clinical Interview: The Process of Assessment. <i>Clinical Social Work Practice: An Integrated Approach</i> (5th Ed). pp. 27-43</p> <p>Quinnett, P. (2018). The role of clinician fear in interviewing suicidal patients. <i>Crisis: The Journal of Crisis Intervention and Suicide Prevention</i>. https://doi-org.proxy.lib.umich.edu/10.1027/0227-5910/a000555</p> <p>Other Materials</p> <ul style="list-style-type: none"> ✓ Screening Tools Folder (Risk Assessment) 	Ethics, Risk Assessment & Confidentiality Case Scenarios	
9/21	3	<p>Engagement & Rapport</p> <p>Content: Pre-Session Skills, Empathy & Rapport</p>	<p>Unit 3 Lectures & Videos</p> <ul style="list-style-type: none"> • <i>Unit 3 – Engagement & Rapport</i> • Kathryn & Julie's: Power of Questions [31:44] • Engagement & Self Awareness – Dacia Price [14:28] **Note: In the video, Dacia refers to an exercise – simply pause the video and take a moment to respond to the 10 items <p>Readings:</p>	<p>Interviewing Skills Checklist</p> <p>Power of Questions Exercise</p>	 Character Profiles Due 9/21

			<p>Teyber, E. (2006). Establishing a working alliance. In <i>Interpersonal process in therapy: An integrative model</i>. Southbank, Victoria: Thomson Brooks/Cole.</p> <p>Other Materials:</p> <ul style="list-style-type: none"> ✓ Interviewing Skills Checklist ✓ First Session Guide ✓ Grounding & Centering Skills 	Pre-Session Centering (Idea Share)	
9/28	4	<p>Power, Privilege & Critical Social Work Practice</p> <p>Content: Critical Race Theory P.O.D.S., Intergenerational Trauma Anti-Racism in IP</p>	<p>Unit 4 Lectures & Videos</p> <ul style="list-style-type: none"> • <i>Unit 4 – Race, Privilege, Oppression</i> • <i>Simulation Recording & Uploading Demo Video</i> <p>Treating Mental Health in the Black Community Check out this recorded panel of clinicians as they respond to different questions about race in their clinical practice. Under the video information, you can click the timestamp associated with different questions and clinician responses.</p> <p>Readings: Kawaii-Bouge, B. (2020). Combating Anti-Blackness & white supremacy in organizations: Recommendations for anti-racist actions in mental health care. (June, 2020, PDF).</p> <p>Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. <i>American Psychologist</i>, 74(1), 128–142. https://doi-org.proxy.lib.umich.edu/10.1037/amp0000296</p> <p>Abrams, L. & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. <i>Journal of Social Work Education</i>, 45 (2). pp. 245-261</p>	<p>Challenging Anti-Blackness & White Dominance in Organizational Culture</p> <p>“Meet the Characters” ← “Vlogger” edition</p>	
10/5	5	<p>SIMULATION I: Assessment Focus</p>	<p>Use class time to meet with your “client” and “practitioner” via Zoom to record Simulation I</p>	<p>No Live Class Meeting</p>	<p> Simulation I Annotations Due 10/9</p> <p> Peer Feedback Posts Due 10/11</p>

10/12	6	<p>Bio-psycho-social-spiritual assessment</p> <p>Content: Assessment Interviewing Skills 8 Domains of Wellness</p>	<p>Unit 6 Lectures & Videos:</p> <ul style="list-style-type: none"> • <i>Biopsychosocial-spiritual Assessment Domains</i> <p>Readings: Marbley, A. F. (2004). His Eye Is on the Sparrow: A Counselor of Color's Perception of Facilitating Groups with Predominantly White Members. <i>Journal for Specialists in Group Work</i>, 29(3), 247–258. https://doi-org.proxy.lib.umich.edu/10.1080/01933920490477002</p> <p>American Psychological Association (2013). Cultural Formation Interview – DSM-V</p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Biopsychosocial Assessment 	<p>Processing Simulation I</p> <p>Midsemester Feedback Session</p>	
10/19	7	<p>Establishing Goals</p> <p>Content: Goal-Setting; Motivational Interviewing; Treatment Planning Skills</p>	<p>Unit 7 Lectures & Videos</p> <ul style="list-style-type: none"> • <i>Unit 7 - Establishing Goals</i> • <i>“Tough all day & Frightened All Night” – Attachment in Early Childhood with Julie Ribaudou [16:44]</i> <p>Readings: Miller, W. R., & Rollnick, S. (2002). Facilitating change. In <i>Motivational interviewing: Preparing people for change</i> (2nd ed.). New York, USA: Guilford Press.</p> <p>Miller, W. R., & Rollnick, S. (2002). Why do people change? In <i>Motivational interviewing: Preparing people for change</i> (2nd ed.). New York, USA: Guilford Press.</p> <p>Other Materials:</p> <ul style="list-style-type: none"> • Treatment Plan Template 	<p>Wellness Wheel; Readiness to Change, Goal “Matching”</p>	
10/26	8	<p>SIMULATION II: Assessment + Establishing Goals</p>	<p>Use class time to meet with your “client” and “practitioner” via Zoom to record Simulation II</p>	<p>No Live Class Meeting</p>	<p> Simulation II Annotations Due 10/30  Peer Feedback Posts Due 11/1</p>

11/2	9	<p>Substance Use Disorders</p> <p>Content: Overview of SUD S.U.D. Assessment Evidenced Informed SUD Practice Skills</p>	<p>Unit 9 Lectures & Videos</p> <ul style="list-style-type: none"> Unit 9 – Substance Use Disorders <p>Readings: Netherland, J., & Hansen, H. (2016). White opioids: Pharmaceutical race and the war on drugs that wasn't. <i>BioSocieties</i>, Vol. 12(2), 217-238.</p> <p>McElrath, K. (2018). Medication-assisted treatment for opioid addiction in the United States: Critique and commentary. <i>Substance Use & Misuse</i>, 53(2), 334–343. https://doi-org.proxy.lib.umich.edu/10.1080/10826084.2017.1342662</p>	Processing Simulation II	
11/9	10	<p>Evidence Based Practice</p> <p>Content: What is EBI/EBP/EBT? Critical Analytical Skills (Epistemological, Axiological, Ontological)</p>	<p>Unit 10 Lectures & Videos</p> <ul style="list-style-type: none"> Unit 10 – Evidence Based Practice Using CBT – Dan Fisher [13:44] Motivational Interviewing / DBT – Mary Ruffolo [17:47] <p>Readings: Rasmussen, B. (2017). A critical examination of CBT in clinical social work practice. <i>Clinical Social Work Journal</i>, doi:10.1007/s10615-017-0632-7</p> <p>Drisko, J. W., & Grady, M. D. (2015). Evidence-based practice in social work: A contemporary perspective. <i>Clinical Social Work Journal</i>, 43(3), 274–282. https://doi-org.proxy.lib.umich.edu/10.1007/s10615-015-0548-z</p> <p>Hawk, M., Coulter, J., Fisk, S., Friedman, M., Tula, M., Kinsky, S. (2017) Harm reduction principles for healthcare settings. <i>Harm Reduction Journal</i>. Vol 14:70, 2-9. DOI: 10.1186/s-12954-017-0196-4</p>	Privilege + Oppression in the Waiting Room	
11/16	11	<p>SIMULATION III: Moving Toward Intervention</p>	<p>Use class time to meet with your “client” and “practitioner” via Zoom to record Simulation II</p>	No Live Class Meeting	 <p>Simulation I Annotations Due 11/20</p>  <p>Peer Feedback Posts Due 11/22</p>



Completed
Peer
Feedback
Log Due
11/22



Thanksgiving Break - November 21-November 29

11/30	12	<p>Group Work</p> <p>Content: Working in Groups – Guest Lecture Recording</p>	<p>Unit 12 Lectures & Videos:</p> <ul style="list-style-type: none"> • Groups – Part 1 – Rich Tolman & Robert Ortega [25:33] • Groups – Part 2 – Rich Tolman & Robert Ortega [23:52] • <p>Readings:</p> <p>hooks, bell. (2000) Feminist Parenting & Liberating Marriage and Partnership In b. hooks, Feminism is for everybody. Cambridge, MA: South End Press. pp. 72-84</p> <p>Vesely, C. K., Bravo, D. Y., & Guzzardo, M. T. (2019). Immigrant Families Across the Life Course: Policy impacts on physical and mental health. National Council on Family Relations, 4(1), 1-8.</p> <p>Papero, D. V. (1990). Family Systems Theory. Needham Heights, Massachusetts: Allyn & Bacon.</p>	Processing Simulation III	
12/7	13	<p>Family Intro Termination</p> <p>Content: Working with Families – Guest Lecture Recording</p> <p>Termination Skills</p>	<p>Unit 13 Lectures & Videos:</p> <ul style="list-style-type: none"> • <i>Unit 13 – Termination</i> • Working with Families Overview – Scott Weissman [13:04] <p>Readings:</p> <p>Cummins, L.K., & Sevel, J.A. (2018) Chapter 13 – Termination. In Social Work Skills for Beginning Direct Practice. 4th Ed., pp. 286- 294</p>	Character Self Portrait	

c. Assignments

Assignments are described in depth below and on Canvas, under assignments. All assignments (except participation) are submitted via Canvas. Details regarding submission requirements are included in the assignment descriptions below, and on Canvas.

SW 511 content is sequential. **Timely submission of all assignments is required.** Many of the assignments are graded on a credit/no credit basis, and many are “process-based,” meaning, the focal point of the work itself, is going through a reflective process. Some assignments involve peer-to-peer collaboration, similar to an actual practice setting. **Late assignments impact both you and your peers who are depending on timely completion of assignments.** (e.g. If your assignment is late, then your peers may not have adequate time to complete their portion of the assignment.) Late work may result in a reduction in your grade on the assignment and will also impact your participation grade.

Under some circumstances, late assignments may still be accepted without affecting your grade (such as emergency circumstances, serious illness, etc.) **Please notify me as early as possible so I can work with you to make arrangements and accommodate your needs.**

- d. The percentage/points for each assignment are described in more detail in the below section on “Grades.” All assignments, class activities, readings and group work correspond with the [CSWE Core Practice Competencies](#).

Assignment	Due date	What & Where to Turn In?
Character Profile	Monday 9/21/20	Upload your assignment as a Word Doc via Canvas under “Assignments” > “Character Profile”
Simulation Annotations I	Friday 10/9/20	Post your video to VideoAnt (instructions located on Canvas); input reflective annotations directly in VideoAnt. Submit a link to VideoAnt on Canvas under “Assignments” > Simulation I
Sim I: Peer Feedback	Sunday 10/11/20	Post responses to “peer inquiries” on Video Ant for all members of your peer group; copy feedback into log
Simulation Annotations II	Friday 10/30/20	Post your video to VideoAnt (instructions located on Canvas); input reflective annotations directly in VideoAnt. Submit a link to VideoAnt on Canvas

		under “Assignments” > Simulation II
Sim II: Peer Feedback	Sunday 11/1/20	Post responses to “peer inquiries” on Video Ant for all members of your peer group; copy feedback into log
Simulation Annotations III	Friday 11/20/20	Post your video to VideoAnt (instructions located on Canvas); input reflective annotations directly in VideoAnt. Submit a link to VideoAnt on Canvas under “Assignments” > “Simulation III”
Sim III: Peer Feedback & Peer Feedback LOG	Sunday 11/22/20	Post responses to “peer inquiries” on Video Ant for all members of your peer group; copy feedback into log Turn in Completed Peer Feedback Log on Canvas > “Assignments” > “Peer Feedback Log”
Attendance & Participation	Ongoing	N/A

ASSIGNMENTS & DESCRIPTIONS

CHARACTER PROFILE, RESEARCH & REFLECTION

You will be creating a character to portray as during the three simulations this semester based on your interests and experiences. Please develop a character that is realistic – and one you can portray comfortably. (e.g. same age, race/ethnicity, gender, etc.) We will discuss the parameters of character development more specifically during class.

A. PART A – Basic Information (1 page)

“Part A” of the character profile can be completed as an outline or ‘bullet point’ format. It is a general description of your character, their current relationships and circumstances, and how and why they are seeking help.

- **Demographics:** Name, Age and any other relevant identities/information
- **Presenting Problem:** Why is your character seeking help today?

- **Possible DSM V diagnosis and/or symptoms:** appetite, mood, sleep, etc.
- **Key intersectional identities**
- **Spiritual/Self-Actualization:** What activities bring your client peace and fulfillment? What do they value and/or feel passionate about? What activities make them feel connected with themselves, re-charged or centered/grounded?
- **Relational:** family and social information including relationships (e.g. relationship with family of origin, any relevant social circumstances, supports and/or strains)
- **Social Determinants of Health:** including employment, housing, community involvement, education, income, medical status, access to opportunity for advancement, neighborhood safety, etc.
- **How does your client plan to pay for treatment?** Are they insured? (Private pay, Block Grant, Medicaid, HMO, PPO) Do they have any out-of-pocket cost for treatment? Is this affordable?
- **Goals/Hopes/Expectations:** What does your character hope these services will do to help?

B. Part B: Research & Reflection (2-3 pages)

Part B is written as a reflection paper; please use APA format for citations. The paper does not need to be in fully formal APA format – you may use the first-person. However, any citations/references should be written in APA format, for both in text citations and at the end of your paper. Please exercise your own best judgement when it comes to other relevant aspects of formatting (font, size, margins, etc.) A cover page is not necessary.

Please address the following topics in your paper:

- Identify a DSM-V diagnosis (mental health and/or substance use condition) and/or a set of life circumstances (examples: domestic violence, parent of special needs child, etc.) relevant to your character.
- **Identify at least 3 written sources of information used to develop your character (e.g. current clinical/academic articles, memoirs, books.)** You can also use music, film and/or art as ancillary references, if they relate to specific nuances of your character’s experience; this is encouraged. **Still, please ensure you also have referenced at least 3 written sources of information in developing your character.** Also, please be precise in connecting which examples from your articles, memoirs, etc. influenced and how they were useful in character development. ***Please cite all sources using APA Format.***

- Incorporate a discussion of what personal and professional experiences you called upon to develop your character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing.
- With particular attention to privilege and oppression (remembering the fluidity of both concepts – e.g. a single identity can be both a source of privilege *and* oppression, depending on context and other intersectional variables) describe what you have learned about your character so far – consider the classroom exercises, LifeScript/AAI and Gotham forms. (Also posted on Canvas → “Character Development”)
- What observations do you have about your character? What do you feel are their strengths and/or barriers? What do you like about your character? What concerns do you have for them? Feel free to process and reflect on the development of your character and/or any other aspects of this process.

Character profiles are due Monday, September 21, 2020. Please upload your paper as a document via Canvas.

SIMULATION ASSIGNMENTS

We will be joining with neighboring sections of SW 511 for three simulations this semester. Simulations are role-play scenarios that will use improvisational skills. We will dedicate time in class to preparing a well-rounded, realistic character for you to portray as a “client” and to developing the skills necessary to responding in the moment.

For every simulation, each student will act as both the “client” (your character) and as “practitioner.” In other words, you will portray both a “client” (the character you develop) three times, and a “practitioner” three times. You will be matched with a student from another section for each role. For each simulation, you will spend part of the time acting as a “client” (your character) for another student; and for another part of the time, you will be a “practitioner” for another student’s character. We will go over this in class, too.

Simulations will be conducted remotely via Zoom during dedicated class times. You will be provided with contact information for your assigned “practitioner” and your assigned “client.” **There are dedicated class times set aside for you to use to conduct these simulations on 10/5, 10/26 and 11/16. We will not meet as a group**

for “live” class sessions on these days, and instead, you will meet with your partners to record your simulated sessions. If you and your partner prefer to meet at a time outside of the designated class times to record your simulations, this is also an option, provided all facets of the assignment are completed within the established timeframe.

The simulations in which you are in the practitioner role will be recorded via Zoom and uploaded into VideoAnt. Detailed instructions are available to support your navigation through this process. We will also review this process, step-by-step, in class. There are also several instructional handouts posted on Canvas, including a walk through power-point that goes through each step. **VideoAnt is a platform that will allow you to designate which portion of your simulation you would like to have feedback/review; it also allows you to insert written comments that correspond with segments of video.** VideoAnt will be used as an interactive means for you to reflect on your own experience as “practitioner” and to request and provide peer feedback interactively.

Each simulation has a different focus, and there are different reflection questions for each simulation. The prompts for each individual simulation are below; some are repeated for each simulation – others are specific. Please ensure you read through the annotation sections for each simulation. **You will respond to these prompts as comments directly within VideoAnt.** Plan to practice using these technologies early.

Grading Simulation Annotations

You will **not** be graded on how well your simulation goes, or your “efficacy” as practitioner; it’s about the learning process - not perfection. Instead you will be given credit for putting forth sincere effort, demonstrating consideration of the prompts and the extent to which you engage in authentic and productive reflection. We will discuss reflective functioning in greater depth during class.

Simulation Annotation assignments will be graded on a credit/no credit basis.

Timely completion of your annotations and posting responses to your peer group members’ requests for feedback is critical. **Late completion of simulation assignments will result in partial or reduced credit.** Assignments in this class are scaffolded and inter-dependent. One person’s late assignment will impact the entire peer group’s ability to meet the deadlines for peer feedback. (e.g. If your annotations are late, every person in your peer group will have a late response to your request for feedback, which will ultimately also affect their peer-feedback grade, as well.) Similar to

real clinical practice settings, your peer group must function collectively and support each other to ensure deadlines are met.

Each simulation has an identified focus; however, true-to-form, the natural progression of the 'session' may lead elsewhere or carry over from one simulation to the next. This is completely normal. Variability is anticipated and each session will more than likely find its own flow and address a broad range of content; this is exactly what makes the simulation experience so realistic – and subsequently, so helpful for new social work practitioners! Through this process, you will have a chance to try out new social work skills, and more broadly, you will begin to find your own practice style, and develop your own practitioner cadence – it's very exciting!

Each simulation has its own set of reflection prompts; these prompts are listed below. **In order to receive full credit, please ensure that you respond to each prompt completely, for each of the simulations.**

Prompts and descriptions for each simulation are below:

Note: "+" indicates "add annotation."

SIMULATION I: ENGAGEMENT & ASSESSMENT

Key Practice Skills: *Being fully present/attending fully, active listening, empathy, rapport-building, listening to understand (not to fix or change), gathering relevant information, assessing risk and safety, attending to verbal and physical cues, developing an alliance with your client*

- 1. Identify a 5-10 minute segment of video you would like me to review.** This can be a full 5-10 min clip; or you can call out a few shorter (1-3 min) segments at different points in the session. **Please ensure the total length of ALL clips is 5-10 minutes.**

+ADD ANNOTATION: START

+ADD ANNOTATION: STOP

START/STOP Annotations let me know where to start and stop the video.

Note: *Summary annotations are longer than the above annotations; they should be more in-depth and reflective.* Please note each heading within your summary reflection.

ADD SUMMARY ANNOTATIONS

+OVERALL ENGAGEMENT: Overall, how effectively did you engage your client in the session? Describe the factors that contributed to or detracted from effective engagement.

+EMPATHIC RESPONDING: Do you think your client felt understood by you? Why or why not? Describe. Were there any specific strategies or techniques you used to demonstrate empathy and understanding? (e.g. reflective listening, responding to verbal/physical cues, body language, etc.) How were you able to maintain authenticity in your responses? (e.g. responding naturally and organically) How would you describe the balance between authenticity and deliberate application of techniques in this session? What would you like to do next time to improve this balance?

+ETHICS: Did any ethical issues arise this session? How did you navigate any ethical issues that came up?

+CULTURAL AWARENESS: Did your client identify any specific identities and/or experiences that are relevant to them? (e.g. race, ethnicity, gender, sexuality, relationship status, religion, SES, ability, education level, etc.) Broadly, how have your client's cultural identities and/or experiences impacted their decision to seek help? (It is okay to consider subculture as well, which operates on an individual or smaller social group level. Broad cultural categories oftentimes have many differences among smaller sub-groups.) For example, how do the people in your client's life feel about them seeking support? How does your client feel about how their family feels about the decision to seek help? (e.g. Does their familial and/or cultural communities impressions matter to your client? Or are they distanced/removed from these identities? Etc.) Do you think this will play a role in the sessions? How might any cultural identities your client has shared, impact your work together?

+PRACTITIONER INSIGHTS: How "present" were you as a practitioner? Were you able to attend fully to your client? Why or why not? What was this process like? How did you prepare for the session beforehand – did you try any centering or grounding techniques? How did you "make space" for yourself in order to be able to attend fully to your client? Do you think you will do the same thing next time, or will you try something different?

+PRACTITIONER OBSERVATIONS: What were you most aware of about your client during the session? How would you describe their overall mood? What do you think they hope to hear from you? (e.g. Sometimes clients look for advice – but as we will discuss in class, "advice" is usually not as helpful as it might sound.) Do you think they are comfortable seeking support? Why or why not? Did you notice any verbal or

physical cues – were these connected to a feeling? Did your client articulate this? How did you respond?

+ ADD ANNOTATION FOR PEER INQUIRIES

Use this space to request specific feedback from your peers. **Identify at least three questions you have or would like peer-based feedback on.** You can pinpoint a short clip in the session that you would like to receive peer-based feedback on, or you can ask a more general question.

IMPORTANT! Remember to respond to your peer’s inquiries and copy this into your Peer Feedback Log before the next class session. Refer to “Peer Inquiries & Feedback” under assignments for details.

Simulation I Annotations are due Friday, 10/9/20.

Please submit a link to your annotated simulation video (VideoAnt) on Canvas.

Peer Feedback for Simulation I should be posted by Sunday, 10/11/20.

Remember to copy and paste your comments into the peer feedback logs.

SIMULATION II: ESTABLISHING GOALS

Key Skills: *Recognizing change-talk, validation, support and empathy, helping client verbalize what changes they like to see, offering validation, while gently re-focusing on your client and aspects within their control (e.g. not focusing on trying to change other people, or hoping other people will change), understanding what your client’s goals might look like – and identifying how the “change process” might look for your individual client*

- 1. Identify a 5-10 minute segment of video you would like me to review.** This can be a full 5-10 min clip; or you can call out a few shorter (1-3 min) segments at different points in the session. **Please ensure the total length of ALL clips is 5-10 minutes.**

+ADD ANNOTATION: START

+ADD ANNOTATION: STOP

START/STOP Annotations let me know where to start and stop the video.

ADD SUMMARY ANNOTATIONS

Note: *Summary annotations are longer than the above annotations; they should be more in-depth and reflective.* Please note each heading within your summary reflection.

+ PARTNERSHIP & COLLABORATION: Did you acknowledge client's courage, perseverance, and successes? Do you feel you were able to develop a working alliance this session? How did you do this? Did you face any barriers to developing a collaborative relationship with your client? Describe. How might you approach these issues in the future?

+ RECOGNIZING CHANGE TALK: How would you describe your client's "readiness to change"? How were you able to honor this during the session? Did your client identify any overarching goals or changes they would like to make? Describe. Were there any instances where you expressed your support and belief that the client can achieve the goals they identified? Or alternatively, are you struggling to view goals established as realistic? How might you work through this?

+ CULTURAL AWARENESS: How did your understanding of your client and their identities deepen this session? Any new insights into how cultural and/or other intersectional social identities are expressed in their lives? Does your client view these identities and their intersectional relationships as privileges or sources of oppression, or both?

+ ETHICS: Did any ethical issues arise this session? How did you navigate any ethical issues that came up?

+ OVERALL ENGAGEMENT: Overall, how effectively did you engage your client in the session? Describe the factors that contributed to and/or detracted from effective engagement.

+ PRACTITIONER INSIGHTS: How "present" were you as a practitioner? Were you able to attend fully to your client? Why or why not? What was this process like? How did you prepare for the session beforehand – did you try any centering or grounding techniques? How did you "make space" for yourself in order to be able to attend fully to your client? Do you think you will do the same thing next time, or will you try something different?

+ PRACTITIONER OBSERVATIONS: What were you most aware of about your client during the session? How would you describe their overall mood? What do you think they hope to hear from you? Was this the same or different than the previous session? Do you think they are comfortable seeking support? Why or why not? Did you notice

any verbal or physical cues – were these connected to a feeling? Did your client articulate this? How did you respond?

+ ADD ANNOTATION FOR PEER INQUIRIES

Use this space to request specific feedback from your peers. **Identify at least three questions you have or would like peer-based feedback on.** You can pinpoint a short clip in the session that you would like to receive peer-based feedback on, or you can ask a more general question.

IMPORTANT! Remember to respond to your peer’s inquiries and copy this into your Peer Feedback Log before the next class session. Refer to “Peer Inquiries & Feedback” under assignments for details.

Simulation II Annotations are due Friday, 10/30/20.

Please submit a link to your annotated simulation video (VideoAnt) on Canvas.

Peer Feedback for Simulation II should be posted by Sunday, 11/1/20.

Remember to copy and paste your comments into the peer feedback logs.

SIMULATION III: MOVING TOWARD INTERVENTION

Key Skills: *deepening collaboration, guiding focus back to your client (e.g. focusing on your client’s experiences – reactions, behaviors, feelings, etc. instead of focusing on “others” or a specific problem) recognizing and naming feelings, supporting your client as they begin to practice self-reflection – identifying how they feel, respond and interpret their experiences; encouraging your client to explore small steps toward the goals and changes they have identified for themselves.*

- 1. Identify a 5-10 minute segment of video you would like me to review.** This can be a full 5-10 min clip; or you can call out a few shorter (1-3 min) segments at different points in the session. **Please ensure the total length of ALL clips is 5-10 minutes.**

+ADD ANNOTATION: START

+ADD ANNOTATION: STOP

START/STOP Annotations let me know where to start and stop the video.

ADD SUMMARY ANNOTATIONS

Note: *Summary annotations are longer than the above annotations; they should be more in-depth and reflective.* Please note each heading within your summary reflection.

+ INTERVENTION APPROACH: Which goals did you decide to focus on, if any, during this session? Describe. What helped and/or hindered this focus? What stage of change was your client at during this session? Did it change from previous sessions at all? What, if any, intervention style did you find yourself working from during the session? If you did not have a chance to facilitate any intervention style during the simulations, what approach(es) do you feel might be most beneficial for your client? Are there any intervention styles that may be less effective, or not a good match for your client? Why or why not. (It is okay to hypothesize here – or just go with your gut and any information you have already on different intervention styles – we won't have time to go too deep into specific interventions– this will come in your advanced IP classes.)

+ CLIENT EMPOWERMENT: Describe efforts made to address any power dynamics in your work. Do you feel you were able to address any discrepancies in power and privilege adequately in the sessions, overall? Are there other strategies you might try again?

+ ETHICS: Did any ethical issues arise this session? How did you navigate any ethical issues that came up?

+ PRACTITIONER INSIGHTS: How “present” were you as a practitioner? Were you able to attend fully to your client? Why or why not? What was this process like? How did you prepare for the session beforehand – did you try any centering or grounding techniques? How did you “make space” for yourself in order to be able to attend fully to your client? Do you think you will do the same thing next time, or will you try something different?

+ PRACTITIONER OBSERVATIONS: What were you most aware of about your client during the session? How would you describe their overall mood? What do you think they hope to hear from you? (e.g. Sometimes clients look for advice – but as we will discuss in class, “advice” is usually not as helpful as it might sound.) Do you think they are comfortable seeking support? Why or why not? Did you notice any verbal or physical cues – were these connected to a feeling? Did your client articulate this? How did you respond?

+ ADD ANNOTATION FOR PEER INQUIRIES

Use this space to request specific feedback from your peers. **Identify at least three questions you have or would like peer-based feedback on.** You can pinpoint a short

clip in the session that you would like to receive peer-based feedback on, or you can ask a more general question.

IMPORTANT! Remember to respond to your peer's inquiries and copy this into your Peer Feedback Log before the next class session. Refer to "Peer Inquiries & Feedback" under assignments for details.

Simulation III Annotations are due Friday, 11/20/20.

Please submit a link to your annotated simulation video (VideoAnt) on Canvas.

Peer Feedback for Simulation III is due Sunday, 11/22/20.

Please also turn in your completed log for all three simulations at this time. (Details below.)

PEER INQUIRIES & FEEDBACK

Social workers are an integral component of many multidisciplinary teams. Social work practitioners often hold clinical expertise, similar to many related professions such as psychology or counseling; however, social work is distinct in that in addition to this clinical expertise, practitioners also concern themselves with a larger picture – and as such can identify barriers and innovate systems to mitigate issues. Social work practitioners also bring awareness of social justice issues and have diplomatic skills that allow them to facilitate communication amongst diverse stakeholders, maintaining an awareness of both the individual dynamics, team dynamics and the institutional dynamics, concurrently. This multi-level awareness is a vantage point that makes social work a unique profession. As such, providing clinical insight, systems expertise and pragmatic diplomacy are often a portion of many social work roles; this is especially true in health care settings. **The peer group experience this semester is designed with this in mind.**

Early in the semester, we will develop groups of 3-4 students for "Practice Skills Groups" which will occur regularly during live, synchronous class sessions. Each week during live practice sessions, you will meet with your Practice Group to engage in different clinical exercises and/or to process through the simulation experiences. Members of your practitioner group, much like a team of clinical practitioners, will be a valuable resource for feedback and support, as you work with your "client" throughout the simulations this semester.

Each of the three simulation videos you make and annotate will be shared with all members of your team for feedback and support. As described above, each simulation annotation has a “Peer Inquiry” component, where you will be posing questions and requesting feedback from your peers.

Similarly, you will be reviewing the simulation videos for your peers and responding to their peer inquiries. You will be responsible for providing a minimum of one comment per peer, per simulation. This means for each simulation you will also be posting to 3-4 comments in response to peer requests for feedback. (The exact number will depend on how many peers are in your group.)

Peer feedback is due following each simulation, before the next class meeting. We will be discussing feedback the following week in class during “team meetings.” **See due dates for providing peer feedback, for each of the simulations, below.**

Each dated and time-stamped comment will be copied from VideoAnt, and pasted in the “Peer Feedback” Log, which is a MS word document. (A blank log is located on Canvas under “Files” → under “Simulation Resources.” It will also be posted as an attachment within the assignment “Peer Inquiries & Feedback” as well.)

Below are the due dates for posting your peer feedback on VideoAnt for discussion the following class:

Post Peer Feedback for Simulation I by Sunday 10/11/2020

Post Peer Feedback for Simulation II by Sunday 11/1/2020

Post Peer Feedback for Simulation III – Sunday 11/22/2020

You will only be turning in your log after the third simulation. Your completed log will have between 9-12 total comments, depending on how many people are in your group.

Completed Peer Feedback Logs are due 11/22/20.

Please upload completed logs on Canvas (a blank MS template to log your comments can be found in Canvas, under “Files” → “Simulation Resources” → “Peer Feedback Log”)

e. Attendance and class participation

The University of Michigan provides a detailed policy on class attendance in the MSW Student Guide. This policy is linked here: [Policy on Class Attendance](#)

Predictability, reliability and consistency are core aspects of the client-practitioner relationship. “Being present” means both being prepared and attending fully during class time. Over the semester, we will be co-creating a productive and safe learning environment. It is imperative that everyone shows up on time, ready to engage, and remains fully present the entire class. **Attendance and participation are graded. The rubric below describes how grades for participation will be defined.**

<p>Exceptional Attendance & Participation</p> <p><i>10 points</i></p>	<ul style="list-style-type: none"> • Consistent attendance, on time & prepared • Excellent Zoom Etiquette (muted when not speaking; video on most of the time, or if needs to be off for longer than a couple minutes, discusses this with instructor and/or peer group as indicated) • Frequent engagement, demonstrating mastery of supportive • Completes assignments and readings on time, demonstrating high levels of dynamic reflection and analytic thought and effort • Exceeds participation expectations through exceptional analysis/creativity in assignments, stretching outside one’s comfort zone/sustaining dialogue on complex, heated, or difficult topics in a balanced, compassionate and appropriate way, consistent inclusive and respectful consideration of peers, sharing knowledge/experiences in class discussions, providing meaningful feedback to peers, and accepting/integrating feedback from peers, supporting and encouraging peers to contribute equally
<p>Strong Attendance & Participation</p> <p><i>8-9 points</i></p>	<ul style="list-style-type: none"> • Consistent attendance; rarely late • Good Zoom Etiquette (muted when not speaking; video is usually on or if needs to be off for longer than a couple minutes, discusses this with instructor and peer group as indicated) • Participates regularly and meaningfully in class discussions in a way that demonstrates engagement • Always completes readings and turns in all assignments on time • Participates in class activities, initiates/engages in group discussions on difficult topics in ways that demonstrate authentic engagement; regularly volunteers for in-class exercises • Demonstrates respect to peers

<p>Moderate-to-Marginal Attendance & Participation</p> <p>6-7 points</p>	<ul style="list-style-type: none"> • Attends most classes but has unexcused and/or multiple absences (<i>Any more than 2 absences, including excused absences, will impact attendance grade.</i>) • Sometimes late to class, or leaves class early • Marginal Zoom Etiquette (occasionally has video off for extended periods of time - there are instances where this may be reasonable, but please let me know ASAP) • Readings and assignments are timely; demonstrates understanding of basic content, but little effort to analyze or explore ideas (e.g. hastily completes assignments; minimal effort) • Participates occasionally in class discussions/exercises • Routinely appears to be “tuned out” or working on something non-class related, shopping, on social media, etc. • Sometimes engages in side-conversations; uses small group time to discuss un-related issues, etc.
<p>Disruptive, Distracted or Problematic Attendance & Participation</p> <p>0-5 points</p>	<ul style="list-style-type: none"> • Multiple absences (<i>Multiple absences may require the notification of the Dean of Educational Programs and/or Office of Student Services for assistance, support and/or coordination.</i>) • Shows up late and/or leaves early • Problematic Zoom Etiquette (video mostly off during class sessions; little to no indication of engagement in class activities) • Is generally not prepared for class – readings not completed, late assignments • Work is unacceptable (unacceptable = unable to read/understand due to significant lack of editing, or formatting interferes with readability; unfinished assignment ‘outlines’; unexcused late assignments, poorly/hastily completed assignments, etc.) • Routinely appears “checked out” during discussions • Participates in a way that interferes with other students learning (e.g. is disrespectful/inappropriate) or, alternatively, participation is minimal, or contributions are markedly off-topic • Routinely speaks over others, or engages in un-related side conversations

f. Grading

Each assignment is worth a percentage of your overall grade, in correspondence with the table below.

***CR/NC = Credit/No Credit**

Assignment	Points	Percent of Grade
Character Profile	20	20%
Simulation Annotations I	10 (CR/NC)	15%

Simulation Annotations II	10 (CR/NC)	15%
Simulation Annotations III	10 (CR/NC)	15%
Peer Inquiries & Feedback	10 (CR/NC)	15%
Attendance & Participation	20	20%

**Late assignments may impact both the late assignment and participation grade.*

Final Letter Grades are as follows:

A+	100 % *
A	100 – 95 %
A-	94 – 90 %
B+	89 – 88 %
B	87 – 85 %
B-	84 – 80 %
C+	79 – 75 %
C	74 – 72 %
C-	71 – 70 %
D-E	Below 69 %

***A+ grades are rare.** They indicate **both** a grade of A (100%) overall in the class **and** represent a special form of distinction. Not all students with 100% will receive an A+, as the “+” reflects an extraordinary level of effort and exceptionally high-quality work that is delivered consistently throughout the semester. Because so many assignments are graded on a credit/no credit basis, the “A+” distinction is specifically to call out the work of students that exceeds expectations on a consistent basis.

Here are links to the MSW Student Guide policies regarding [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#).

g. 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. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#)

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](#).

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.

Recording Class

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 in advance that a recording will occur and be provided with an option to opt-out. 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.

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*