

**SW 521/511 Interpersonal Practice with  
Individuals, Families and Small Groups**

*However much concerned I was at the problem of misery in the world, I never let myself get lost in broodings over it. I always held firmly to the thought that each one of us can do a little to bring some portion of it to an end.*

~Albert Schweitzer

Fall 2020  
Initial Syllabus

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(I try to respond within 48 hours – don't hesitate to re-write if I overlook responding)

Office Hours:

**Monday 1:00 – 1:45 (most Mondays)**

Enter the “waiting room” and I will let you in. If I am with another student it may take a while, which is why I suggest scheduling a Zoom office hours appointment.

**Others gladly by appointment – Please email me to schedule a time.**

**Required Text:**

Cooper, M.G and Lesser, J.G. (2015). *Clinical Social Work Practice*, 5th edition. Boston: Allyn and Bacon.

Other reading will be posted in Canvas

## Pandemic Statement:

This will be an unprecedented term. You are entering the MSW program during 2 major pandemics – Covid-19 and the long-standing pandemic, now undergoing a national reckoning, of racism and oppression. I hope we will strive to treat ourselves and each other with compassion and grace, while also encouraging our collective growth. There will be glitches along the way. The course outline is my best attempt to help you predict what the class holds in store for you.

## Course Description

**SW 521**: This course presents social work foundation knowledge and skills essential to interpersonal practice with individuals, families and small groups in social contexts. It integrates content on multiculturalism, diversity, and social justice issues, and it relies on the historical, contextual, and social science knowledge presented concurrently in the foundation SWPS and HBSE courses. The student's field experience and future practice methods courses will build upon the skills presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, socio-economic status, age, religion, and ability as these relate to interpersonal practice.

**SW 511**: This course offers students the opportunity to practice the assessment, engagement, intervention and evaluation skills essential to interpersonal practice with children, youth and their families while considering the community, organizational, and policy contexts in which social workers practice. The 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.

## Course Content

**SW 521**: This course builds a base from behavioral and social science theories to inform the practice concepts and skills taught in this course. Students learn how to perform various social work roles (i.e. counselor/clinical social worker, group facilitator, mediator, and advocate), recognizing that these roles must adhere to social work values and ethics. Students learn the importance of developing *relationships* with clients, colleagues, supervisors, other professionals, and many other constituencies. Students also learn how self-awareness and the conscious use of self, effect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, critical and creative thinking in practice. In this course, all phases of the IP treatment process (i.e. engagement, assessment, intervention and evaluation) are presented and applied to social work practice with individuals, families, and small groups. Students learn how to assess vulnerabilities and strengths in clients' lives that relate to attributes (e.g. ability, age, class, color, culture, ethnicity, family structure, gender {including gender identity and gender expression}, marital status, national origin, race, religion or spirituality, sex, and sexual orientation) as well as situational and environmental factors relevant to the client's social functioning. Students learn how to assess risks, and barriers, and to plan, implement and monitor

change strategies. Students learn how to apply various evaluation techniques in order to demonstrate effectiveness.

**SW 511:** 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 Cognitive Behavioral Therapy, Psychodynamic Psychotherapy and Child Play Therapy. 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.

## Course Objectives

**SW 521:** Upon completion of this course, students using a social work practice framework will be able to: 1. Describe and apply research-based knowledge and frameworks in interpersonal practice with individuals, families and small groups and critique the strengths and weaknesses of these various frameworks. (Practice Behaviors 3.1, 3.2, 6.2, 7.1, 10b.4) 2. Recognize the potential impact of race, gender, ethnicity, social class, sexual orientation, power and privilege on interpersonal practice. (Practice Behaviors 4.1, 4.3, 5.1) 3. Carry out the roles of counselor/clinical social worker, client services manager, group facilitator mediator, and advocate in a culturally responsive manner (by attending to social identities such as race, gender, ethnicity, social class, sexual orientation, and to power and privilege). (Practice Behaviors 1.1, 1.3, 4.1, 4.2, 4.4, 5.2, 5.3, 10c.2, 10c.3, 10c.4) 4. Demonstrate basic interpersonal practice skills including active listening, empathic responding, critical/creative thinking, case recording, and contracting. (Practice Behaviors 1.4, 3.1, 3.3, 10a.1, 10a.2, 10a.3) 5. Operationalize the NASW code of ethics and other ethical codes and recognize value dilemmas that emerge in interpersonal practice. (Practice Behaviors 2.2, 2.3)

**SW 511:** 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.

## Course Design

The 521 classes will be more aimed at teaching and learning theory, and our 511 lab classes will be utilized for practice and reflection, though we will still do some practice in 521. Though 521 and 511 are technically separate courses, we will run it as one course. So the assignments, reading, etc., will cover both the morning and afternoon sessions.

Learning happens best in a supportive, comfortable environment. To that end, we will use various methods such as individual exercises, class discussion, and small group work to examine the material presented. We will use PowerPoint, videos, movie clips and song clips to illustrate topics.

My hope is that you will glean basic techniques even within the classroom experience. I will try to highlight basic techniques of reflective listening, attunement and asking questions. Because we will be exploring topics that can raise strong feelings, it is important that you practice listening to and respecting others, especially when strong and/or opposing opinions are offered. Your contributions to a supportive learning environment will be much appreciated. All students will be expected to contribute visually (attending to others) and verbally (talking and listening).

**Two major themes will underlie most of our discussions, though they will not often be reflected in the readings. The first major theme will be: *what makes humans who we are?* Attachment theory will be presented to help us consider this question. The second major theme will be: *what helps people change?* Your preconceived ideas about both these arenas will impact how you perceive information in this class. Together, we will explore our ideas and thoughts about “what makes us tick.” *This course will be most useful to you if you are willing and able to reflect on your own thoughts, feelings and ideas.***

Finally, the role of body-based recovery from trauma and stress is gaining increasing scientific attention. So that you have techniques to teach clients, as well as ways to help with your self-regulation, I will begin each class with a “mindful self-regulation” technique in order to help settle our bodies/spirit. My hope is that you will practice these so that when you have evocative moments in the class, with clients or in your life more broadly, you have ways to mindfully attend to your present-moment experience. I will try to offer a variety in hopes that one “speaks” to you but knowing not every exercise is right for every person. You are free to participate or not, but please mute your mike so that others who want to can engage.

## RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- (1) *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. I will also be weaving in anti-racist, anti-oppressive practice.
- (2) *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.
- (3) *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.
- (4) *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, and I will seek to provide non-dominant methods of healing as well.

## RELATIONSHIP OF THE COURSE TO 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. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

NASW Code of Ethics: <https://www.socialworkers.org/pubs/code/code.asp>

## COURSE REQUIREMENTS

**I hope we will work together to create an atmosphere of grace and compassion. In years past, I have had a fairly strict attendance policy. In light of the pandemic, the burdens some of you are carrying from that, and the heavy emotional toll that racism takes on BIPOC, I will work with you to strike a balance between acceptance of what is possible while still expecting you and supporting you to strive to be a thoughtful, excellent social worker. I will record all classes so that if you have to miss, you can still gain the material. However, some material considered essential to the objectives of the course will be hard to glean without live participation:**

- The application of key concepts and student co-learning requires participation in class discussions and exercises.
- Predictability, reliability and consistency are core to any strong relationship... “being there” is incredibly important to clients, so it is important in this class
- **Attendance means participating and attending to others.** Using computers or mobile devices to text, shop, read Instagram, etc. will reduce your grade. Unless you have a family emergency, (and please speak to me about it ahead of time) please reduce distractions such as cell phone use, social media, etc. **We will connect best if most of us have our cameras on. For small group and break out work, that is my expectation. If you cannot have your camera on for some reason, I would appreciate knowing that ahead of time.**
- **Children needing a cuddle or a parent recharge, pets, doodling, family members wandering through, etc., are all welcome (just be aware that some of the content will be graphic and not suitable for children to see or hear).**
- 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.

Assignments:

**Weekly polls to check for clarity/understanding/application of course readings**

**Completion of a Character Development Paper**

**Completion of three Annotated Client Simulation Videos (only 2 graded) and a SOAP note for each "session."**

**Provide supportive feedback to one peer's annotation of each of the 3 simulations**

**Completion of a Bio-Psychosocial-Spiritual Assessment**

**Completion of two rounds of the SIMmersion– Introducing CBT to Tanesha (non-graded)**

**Completion of one round of SIMmersion - CBT – Functional Analysis with Roger (non-graded)**

## GRADING

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of key issues - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I help you deepen your understanding of something that is helpful for me to know too.

- The "set point" in the course is a B, which by UM grading definition means that you are mastering concepts. *That is all that is expected of you.* Unlike content that is more "factual", learning to be a social worker is complex...dealing with humans is complex! My definition of excelling (A or A-) would be that you are

already thinking and responding at a more complex, seasoned, nuanced level. I do not expect that of you but do acknowledge it when I see it.

## SW521/511 Course Assignments Fall 2020

### Developing your client character

Begin to review the Life Script/AAI document (in files) and the Gotham Character Development document to help you begin to think about developing a client. The Life Script/AAI is a document you can use to think about questions you would ask a client during assessment, but in this instance, you will be using it to help develop your simulated client's background story. Instructions regarding the paper are posted in Canvas.

Reading some of the case studies in C & L may help you think of the kind of client you want to portray. **You should NOT choose the hardest kind of client...we want to make this manageable for each of you as a therapist and getting an actively homicidal, suicidal, psychotic or excessively hostile client does not allow you to practice. At most, you can portray someone who had passive suicidal thoughts in the past but has no active current plan.** This will allow your therapist to practice assessment but without the gravity of active suicidal planning. Conversely, your client should have areas of oppression or lack of privilege so that it is more realistic of the types of clients you will see in practice.

### Annotation of 1<sup>st</sup> Session

#### Practice Focus: Assessment

#### *Clinical Focus: Empathic Responding*

- **Label First Annotation as Presenting Problem:** Give a one paragraph overview of the client's key information (age, identity, presenting problem in their words)
- **Identify a 5 – 10-minute** block of video that illustrates a positive portion of your work with the client
  - Put a comment at the start that says "High water mark begin"
    - Put a comment at the end that says "High water mark end" and discusses how that segment represents effective practice skills, especially highlighting listening and empathic responding skills (See Hepworth Chapter 5 and the Interviewing Skills Checklist in Files).
  - What strengths do you identify in this portion of the video? Mark specific points within the segment that you think demonstrate that skill.
- **Identify a 5-10-minute** block of video that illustrates a point of difficulty or less effective practice with the client



- Put a comment at the start that says “Low water mark begin”
- Put a comment at the end that says “Low water mark end” and discuss how you might have improved on that segment, i.e., upon reflection what could you have said or asked instead?
- **Add queries** for peer review – what do you want a peer to comment on?

*At the end of your first video annotation add annotations for the following:*

- **Label Annotation: SOAP** (see [How to write a SOAP Note](#))

**Subjective Complaint**

**Objective Observations**

**Assessment**

**Plan**

- **Label Annotation: 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 experiences?

Do you connect current feelings to previous expressions or accurately identify patterns?

Did you, and if so how, address issues of privilege, oppression or identity?

- **Label Annotation: Social Work Student (i.e., your learning) Goals**

Considering your strengths and areas for growth, what are *three skills* you want to practice during the next simulation? (NOTE: client goals should go in SOAP note as part of your plan). If you had to grade yourself, how many points out of 100 would you give yourself? (See rubric for what I consider in grading).

## **CBT with SIMMersion**

In SIMMersion, you will do three rounds of practice with CBT. Two rounds will be introducing CBT and one round will be doing a Functional Analysis. This is non-graded but required. Please have all rounds done by 10/25 so we can discuss it in class. I will be checking on your transcripts and number of attempts so that I know everyone has done the preparation.

## **Annotation of 2<sup>nd</sup> session**

## Practice Focus: Treatment Planning and Goal-setting

### *Clinical Focus: Collaboration and Partnership*

- **LABEL First Annotation: SOAP and fill in.**
- **Summarize the overall “gist” of the session** (i.e., client continued to explore the roots of his depression and all of the ways it presents in his daily life...) – i.e. remind me “who” your client is (I will be watching 20+ of these and won’t be able to keep all of your clients straight).
- **Identify a 5 to 10-minute** block of video that illustrates a positive portion of your work with the client
  - Label the start: “High water mark begin”
  - Label the end: “High water mark end” and discusses how that segment represents effective practice skills in the annotation.
  - Strengths (could be a listening skill, a helpful question, a re-frame that helps the client go deeper, seeking client wisdom, etc.)
  - Note where you have improved from the goals you set after the first session.
- **Identify a 5-10-minute block** of video that illustrates a point of difficulty or less effective practice with the client
  - Label the start: “Low water mark begin”
  - Label the end: “Low water mark end” and discuss how you might have improved on that segment.
  - Areas for improvement (could be in timing, pacing, style of intervention, misattunement, etc.)
- **Add queries** for peer review,
- **At the end of the annotation, add three annotations with the following labels:**
- Partnership and Collaborations- What client strengths did you acknowledge? Does the Client FEEL this acknowledgment from you? What “tells” you yes or no? What does their capacity or lack of capacity to accept your acknowledgment tell you clinically? How did issues of privilege or oppression, and identity impact your relationship?
- Key insights--What key things did you learn by comparing and contrasting the two interviews?
- Goals for next session--What goals do you have for *your* interviewing skills in the next session? (NOTE: client goals should go in SOAP note as part of your plan). If you had to grade yourself, how many points out of 100 would you give yourself? (See rubric for what I consider in grading).

## **Bio-Psychosocial-Spiritual Assessment**

In this component of the assignment, you will write up an assessment plan following your 2<sup>nd</sup> simulation.

**In typical social work practice, you generally cannot go over 4 single-spaced pages in writing a biopsychosocial assessment, so you would have to distill your ideas and write thoroughly yet concisely. For this assignment, as you are learning to distill what you have heard, you may write up to 5 single-spaced pages.**

### **Assessment Portion**

Your assessment needs to include the following headings and corresponding information (see Sample in C & L, 4<sup>th</sup> ed., Chap. 4; see also Konrad chapter for an assessment specific to children). If any area is unelaborated as yet, note why and the plan for gathering information:

Referral information/Identifying Information

Referral Source

Presenting Problem

Clinical Presentation - what did you observe about body language, voice tone, affect, eye contact, and range and expression of emotions?

History of the Problem - describe onset, duration, intensity, what has been tried in the past, i.e., glean as much detail as you can about the nature of the problem

Family Background - key family members and demographics, as appropriate, relationships, parental histories (could use a genogram to map out three generations)

Key Social Functioning - relationships, employment, emotional and concrete supports, finances, stresses, education, religion-spirituality, legal history, physical and psychological health and well-being, interests and hobbies

Mental Status Exam (See Cooper and Lesser and mental status questionnaire in files). This section is optional, but suggested for those of you who are seeking a CMH or hospital social work setting

Developmental History - Salient birth and early developmental history; any history of early loss or separation from parents; medical or educational concerns, any history of potentially traumatic events, history of exposure to violence, abuse or neglect, presence of emotionally invested people in client's life as a child, peer/social relationships

Socio-political Context - Identification of any effects of poverty, racism, discrimination, privilege, and oppression on your client's presenting concerns

Suicide/Homicide Assessment

Clinical Case Formulation Summary - Three to four paragraph summary

*This is where you summarize your understanding the client's their particular strengths and struggles. It is where you synthesize your thinking thus it should be clear and concise. (See guide to writing an assessment below)*

Three beginning goals with two objectives each (note that the objectives should assist in achieving goals)

What intervention techniques, models will you apply in the third session?

- Specify what model you chose and why you think it's appropriate for this client at this time.
- Give some detail about how you plan to implement the intervention in the session (but beware that you may have an agenda in mind that does not fit where your client is for that session, so don't feel wedded to your agenda)

### **Reflection and Integration Portion – In ADDITION to the 5 pages for the BPS Assessment**

In one to two single-spaced pages, and in narrative form, reflect on the experience. Some questions to guide you (but you are not limited by them):

- What skills did you use to form an alliance – what was the result?
- What experiential, cultural or spiritual values may have colored your perspective?
- What areas of transference or countertransference might you anticipate?
- What reactions did you have to the process, the client, the content and/or the assignment?
- What are your key take-aways or “aha's” from this assignment?

#### A Guide to Writing your Assessment:

Before beginning to write, it is important to reflect on what you have learned about your client:

- Examine risk and protective factors
- Explore connections among factors with awareness of which ones are obvious or based on facts and which are more speculative and hypothetical (i.e. A Logical Educated Guess (LEG) – do you have a LEG to stand on?)
- Write the case formulation in narrative/story form using the steps above
- Edit for clarity and objectivity
- In the clinical case formulation summary:
  - Avoid statements that might be offensive to the client and/or family
  - Emphasize strengths and vulnerabilities/challenges related to the presenting issues
  - Address the various domains noted (Biological, Psychological, Social, Relational, and Cultural/Spiritual)
  - *Stay descriptive vs. evaluative*
  - Make sure recommendations are clear, concise and practical
  - Be brief

## Annotation of 3<sup>rd</sup> Session

Practice Focus: Intervention

*Clinical Focus: Deepening Partnership*

Annotation of 3<sup>rd</sup> Session (ungraded - for peer review only)

Practice Focus: Intervention

Clinical Focus: Deepening Partnership

- At the start of the annotation, **create an annotation labeled: Intervention Plan**. Briefly describe the intervention plan you had for this session. Briefly describe what you actually did if it differed from the plan? Summarize the overall “gist” of the session (i.e., client continued to explore the roots of his depression and all of the ways it presents in his daily life...).
- **Identify a 5-minute block of video that illustrates a positive portion** of your work with the client. Label the start: “High water mark begin.” Label the end: “High water mark end” and discuss how that segment represents effective practice skills in the annotation. Comment on the intervention “technique” used e.g. open-ended question, disputing dysfunctional thoughts, a twinning or joining comment, an intersubjective observation, the miracle question.
- **Identify one area where you would like peer feedback...be specific with your question**

In all assignments, you will be assessed on (See rubrics also):

- **Meeting parameters of assignment**
- **Clarity of thought**
- **Effort/ability to self-reflect**
- **Demonstration of social work values related to empathy, strengths-based thinking, and client dignity**
- **Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate papers that earn extra points from others)**
- **Integration of reading materials into paper**
- **The ability to discern which aspects of use of self would be important in assessment or intervention**
- **Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong**

Additional School and University policies, information and resources:

<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