



Course title:	Interpersonal Practice with Individuals, Families, & Small Groups	
Course #/term:	SW 521, Section 005, Fall, 2020	
Time and place:	Monday, 9 AM-Noon, Online Zoom Link: https://umich.zoom.us/j/91828758662 Passcode: SW5212020	
Credit hours:	3	
Prerequisites:	None Required	
Instructor:	Cherish Fields, MSW, Ed.S	
Pronouns:	She, Her, Hers	
Contact info:	Email: cherisht@umich.edu	Phone: 586-805-6236 (call or text) <i>You may expect a response within 24-48 hours</i>
Office:	Online	
Office hours:	Mondays, Noon-1 PM and by appointment	
Required Text:	LCSW, Elizabeth C. Pomeroy, PhD, LCSW; Renée Bradford Garcia, M. Direct Practice Skills for Evidence-Based Social Work. Springer Publishing LLC, 2017. ISBN:9780826133625 <i>1st Chapter of the Book will be available on CANVAS. All other readings will be posted on CANVAS</i>	

1. Course Statement

The goal for this class is to make it interactive and engaging while teaching you the roles of social workers and ways to work with various groups of people effectively. This is essential as it will help you understand the difference you will experience in what you learn in theory and what is practiced in the field. This course is entirely online. We will be meeting via Zoom. There is a required text but other readings and assignments will be posted on Canvas.

By the end of this course, you will have some good foundational concepts for direct practice with the clients that work with you. Social work is such a versatile field, and there is so much to learn and do. This class will provide you with excellent skills you can build upon over your career.

a. Course description

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.

b. Course content

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-affect 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 2 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.

c. Course objectives and competencies

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)

d. Course design

This course employs a number of pedagogical strategies to promote skill development such as: gamed simulations, case analysis, interactive media simulations, exercises in vivo, practice within the classroom through role playing, didactic presentation of theory/models/procedures.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity

Multiculturalism & Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

Theme Relation to Social Justice

Social Justice and Social Change will be central to the topic of various roles assumed by social workers and the individuals they work with. 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 service agencies. These themes will be integrated into this course through the use of case examples and case scenarios selected by the instructor to exemplify practice skills.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes 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 & Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills, and assessment procedures. Planning, decision-making, and intervention procedures will be integrated from the behavioral and social sciences.

f. Relationship to social work ethics and values

Relationship to social work ethics and values Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity, competence, and humility.

NASW Code of Ethics:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

2. Class Requirements

a. Text and class materials

Required Textbook:

LCSW, Elizabeth C. Pomeroy, PhD, LCSW; Renée Bradford Garcia, M. Direct Practice Skills for Evidence-Based Social Work. Springer Publishing LLC, 2017.
ISBN:9780826133625

This textbook can be acquired in three ways:

1. Reserved online through the library: EAN: 9780826133632
Title: Direct Practice Skills for Evidence-Based Social Work: A Strengths-Based Text and Workbook
URL: <http://proxy.lib.umich.edu/login?url=https://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=5164324>
2. Rent-The textbook is available in kindle format to rent on Amazon.

https://www.amazon.com/Direct-Practice-Skills-Evidence-Based-Social-ebook/dp/B074QCBH2F/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1597456788&sr=8-1

3. Purchase online

a. www.springerpub.com provides a **40% DISCOUNT + FREE SHIPPING**

1. go to www.springerpub.com
2. use search feature to find the title. You can also use the ISBN.
3. Click “add to cart” button
4. In “discount codes” box put in “SDC40JF” and click “apply coupon”.
This will adjust your price with 40% off and include free shipping.



- Recommended readings and resources will be available on the Canvas site.
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and be prepared to have a conversation in class about them.
- Readings will be posted a week before class.

Course Structure

Zoom Meeting Details (recurring):

Day: Monday's

Time: 9:00 AM-10:30 AM

Join Zoom Meeting:

<https://umich.zoom.us/j/91828758662>

Passcode: SW5212020

We will meet at 9 AM for a mini-lecture each week and have discussions around reflection from readings and practice. Please be sure all asynchronous materials are reviewed and completed ahead of our live sessions together. The live sessions will be participation focused as my goal is to make this as engaging as possible.

b. Class schedule

Any changes will be addressed in class or on Canvas

Date/ Time	Proposed Agenda	Required Readings & Assignments
Week 1 8/31	Introductions & Social Work Roles <ul style="list-style-type: none">• Intro's/Getting Acquainted	1. Syllabus

9:00 A.M	<ul style="list-style-type: none"> • Review of Syllabus • Course Overview • TedTalk: Social Worker as Heroes • Social Work Mission, Roles & Functions 	<ol style="list-style-type: none"> 2. Pomeroy & Garcia-Chapter 1 3. NASW Code of Ethics Here
9/7	No Class-Labor Day!	No Readings
Week 2 9/14 9:00 A.M	Values & Ethical Foundations of Social Work Practice <ul style="list-style-type: none"> • Review NASW Code of Ethics • Ethical Problem Solving • Practice Implications • Discussion from assignment 	<ol style="list-style-type: none"> 1. Pomeroy & Garcia-Chapter 2 & 10 <p><u>Discussion Assignment Preview:</u> -Choose any three of the vignette examples on pg. 20 with referring to the NASW Code of Ethics, identify the specific standards that reflected in the examples you choose. We will discuss this in class.</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> • NASW Code of Ethics
Week 3 9/21 9:00 A.M	Engagement Process <ul style="list-style-type: none"> • Video on Empathy • Strengths-Based Direct Practice • Building Rapport • Considering Cultural Context 	<ol style="list-style-type: none"> 1. Read Pomeroy & Garcia Chapter 4 2. King, S., & Holosko, M. J. (2011). The Development and Initial Validation of the Empathy Scale for Social Workers. <i>Research on Social Work Practice</i>, 22(2), 174–185. https://doi.org/10.1177/1049731511417136 <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Anglin, D. M., Alberti, P. M., Link, B. G., & Phelan, J. C. (2008). Racial Differences in Beliefs About the Effectiveness and Necessity of Mental Health Treatment. <i>American Journal of Community Psychology</i>, 42(1–2), 17–24. https://doi.org/10.1007/s10464-008-9189-5

<p>Week 4 9/28 9:00 A.M</p>	<p>Assessment in Social Work Practice with Individuals & Families</p> <ul style="list-style-type: none"> • Explore assessment tools • Guidelines for Strengths-based Assessment • Intro to BioPsychoSocialSpiritual • Mental Status Exam • Suicide Risk & Safety Plans <p><u>Activity for Practice</u>: SIMMersion: Assessing Risk with Taya Banks</p>	<p>1. Read Pomeroy & Garcia Chapter 5</p> <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Bryan, C. J & Rudd, M.D. (2006). Advances in the assessment of suicide risk. Journal of Clinical Psychology. In Session, 62 (2), 185-200 • https://s3.wp.wsu.edu/uploads/sites/2/101/2019/12/ACE-Screening-and-Assessment-in-Child-Serving-Systems-July-2012.pdf
<p>Week 5 10/5 10:30AM</p>	<p>Before Class Please watch the following simulations:</p> <ul style="list-style-type: none"> • Assessment Interview with Lexie-Part I [30:28] • Assessment Interview with Lexie- Part II [32:26] • Assessment Interview Reflection [11:53] <p>We will walk through the biopsychosocial assignment and answer any questions you have.</p> <p style="text-align: center;">This is prep for your written biopsychosocial assessment DUE 10/26 <i>*See assignment overview for details</i></p>	
<p>Week 6 10/12 9:00 A.M</p>	<p>Planning: Treatment Plans & Establishing Goals</p> <ul style="list-style-type: none"> • Flow of Tx Plans • Proper writing • SMART Goals • Explain Tx Plan Assignment & Talk through it 	<p>1. Read Pomeroy & Garcia pg 102-104 2. Roberto's Assessment (on Canvas)</p> <p><i>See Treatment Plan Template in files under assignments folder on Canvas</i></p>
<p>Week 7 10/19 9:30 A.M</p>	<p>Intervention: Overview of Attachment Theory</p> <ul style="list-style-type: none"> • Attachment Styles • Attachment Quiz 	<p>Prior to class watch:</p> <ul style="list-style-type: none"> • Attachment Theory: How Childhood Attachment Affects Adult Relationships

	<ul style="list-style-type: none"> Attachment & Our Clients 	<ul style="list-style-type: none"> Complete attachment style quiz here <p>Readings:</p> <ol style="list-style-type: none"> Blakely, T. J., & Dziadosz, G. M. (2015). Application of Attachment Theory in Clinical Social Work. <i>Health & Social Work, 40</i>(4), 283–289. https://doi-org.proxy.lib.umich.edu/10.1093/hsw/hlv059 Lizardi, D., Grunebaum, M. F., Burke, A., Stanley, B., Mann, J. J., Harkavy, F. J., & Oquendo, M. (2011). The effect of social adjustment and attachment style on suicidal behaviour. <i>Acta Psychiatrica Scandinavica, 124</i>(4), 295–300. https://doi-org.proxy.lib.umich.edu/10.1111/j.1600-0447.2011.01724.x
<p>Week 8 10/26 9:00 A.M</p>	<p>Working with Children & Youth in Child Welfare</p> <ul style="list-style-type: none"> Discuss Video: Child of the State Mandated Reporting Process Working w/Court Ordered Clients Importance of Collaboration Advocacy in the courts Case Management 	<ol style="list-style-type: none"> Watch: Child of the State Read https://www.childwelfare.gov/pubPDFs/manda.pdf <p>Optional:</p> <ul style="list-style-type: none"> https://www.nbcnews.com/news/us-news/brief-life-cornelius-frederick-warning-signs-missed-teen-s-fatal-n1234660 Watch Video: Removed <p>Assignment DUE Today! Please Submit BioPsychoSocialSpiritual Assessment & Reflection to Canvas by 8PM</p>
<p>Week 9 11/2 9:00 A.M</p>	<p>Intervention: Interpersonal Practice Overview with Groups</p> <ul style="list-style-type: none"> Using Groups as Intervention Confidentiality 	<p>Readings:</p> <ol style="list-style-type: none"> Shainna Ali & Glenn W. Lambie (2019) Examining the Utility of Group Counseling for LGBTQ+ Young Adults

	<ul style="list-style-type: none"> • Types of Groups • Group Dynamics • Benefits • Group Practice Activity 	<p>in the Coming Out Process, <i>The Journal for Specialists in Group Work</i>, 44:1, 46-61, DOI: 10.1080/01933922.2018.1561775</p> <p>2. Marian S. Harris (2014) Group Therapy at a Prison for Women: A Therapist's Perspective, <i>Smith College Studies in Social Work</i>, 84:1, 40-54, DOI: 10.1080/00377317.2014.862114</p>
<p>Week 10 11/9 9:00 A.M</p>	<p>Intervention: CBT/TF-CBT</p> <ul style="list-style-type: none"> • What is Evidence-Based Practice? How do we know what intervention to use? • Rise of A Mental Health Crisis <p>-Guest Speaker Leah Chapman, LMSW</p>	<p>1. Read Pomeroy & Garcia-Chapter 6</p> <p>Recommended Readings</p> <ul style="list-style-type: none"> • https://www.newsobserver.com/news/local/crime/article245045220.html2 • Watson, A. C., & Fulambarker, A. J. (2012). The crisis intervention team model of police response to mental health crises: a primer for mental health practitioners. <i>Best Practices in Mental Health</i>, 8(2), 71+. Retrieved from https://link-gale-com.proxy.lib.umich.edu/apps/doc/A391597256/AONE?u=umuser&sid=AONE&xid=a63175c6
<p>Week 11 11/16 9:00 A.M</p>	<p>Challenging Practice Conditions</p> <ul style="list-style-type: none"> • Professional Boundaries • Working with various client groups • Home Based Services • Safety • Group Breakout Activity 	<p>1. Read Pomeroy & Garcia-Chapter 9</p>
<p>11/23</p>	<p>NO CLASS/READINGS/ASSIGNMENTS DUE Happy Thanksgiving Break! Be Safe & Enjoy...</p>	
<p>Week 12 11/30</p>	<p>Working with Trauma, Experience of Secondary Trauma & Self-Care Practice</p>	<p>Prior to class:</p> <ul style="list-style-type: none"> • Watch Intro to Adverse Childhood

<p>9:30A.M</p>	<ul style="list-style-type: none"> • Watch Nadine Burkes-Harris Talk • What is Trauma? Understanding how it effects practice • Review & Complete ACE’s assessment (will not share) • Secondary Trauma and how to recognize it in yourself. • Discuss Self-Care Assessment and Create Self-Care Plan 	<p>Events (ACE) - Mary Ruffolo, LMSW [6:51]</p> <ul style="list-style-type: none"> • Complete “self-care assessment” on CANVAS <p>Reading:</p> <ol style="list-style-type: none"> 1. Killian, K. D. (2008). Helping till it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. <i>Traumatology</i>, 14(2), 32–44. https://doi.org/10.1177/1534765608319083 2. Wheeler, N. J., Daire, A. P., Barden, S. M., & Carlson, R. G. (2018). Relationship distress as a mediator of adverse childhood experiences and health: Implications for clinical practice with economically vulnerable racial and ethnic minorities. <i>Family Process</i>. https://doi-org.proxy.lib.umich.edu/10.1111/famp.12392 <p style="text-align: center;">Assignment DUE today! Treatment Plan/Intervention Assignment Due by 8pm (Submit through Canvas)</p>
<p>Week 13 12/7 9:00 A.M</p>	<p>Evaluation: Evaluation & Termination Process</p> <ul style="list-style-type: none"> • How to know you have helped • Quantitative vs Qualitative • Reasons for Termination • How to Terminate Services • Unplanned Termination • Interventions for Termination 	<ol style="list-style-type: none"> 1. Read Pomeroy & Garcia Chapter 7 2. Read Case 7.2 pg. 174-177 <p>Class Reflections</p>

c. Assignments

Assignments are described in depth below, and on Canvas. All assignments (except participation) are submitted via Canvas. Details regarding submission requirements are included in the assignment descriptions below, and on Canvas. Timely submission of all assignments is expected. If there are extenuating circumstances please contact me as soon as possible. Communication is key throughout the semester if you have any needs that shall arise.

Assignment	Due date	Percent of overall grade
BiopsychosocialSpiritual Assessment & Reflection	10/26/20 Please submit on Canvas by 8PM	40%
Treatment Plan & Reflection	11/30/20 Please submit on Canvas by 8 PM	40%
Class Participation	Evaluated each class based on group discussions, bring relevant examples from experience, active engagement, giving thoughtful feedback and respectfully sharing ideas in class.	20%

Late Assignments are accepted in certain situations, alternative arrangements for submitting assignments at times other than the due dates may be made with the instructor. Communication is key. I'm always reachable at cherisht@umich.edu. In cases where assignments are late and alternatives arrangements have not been made, two points will be deducted for each day the assignment is late. Assignments more than 5 days late will not be accepted. For all assignments you will be graded on the following:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Good writing skills: clarity of thought, organization, and flow (see next section)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (empathy, strengths-based thinking, and client dignity)
- Insightfulness and clinical judgment
- Integration of reading materials

- Ability to discern which aspects of use of self would be important in assessment or intervention

Writing Skills:

Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and most of your classes, you will be asked to demonstrate proper grammar, spelling, and the rules of the American Psychological Association Publication Manual (6th Ed). You are not required to purchase the manual; however, I do encourage you to access it and other writing recourses online (e.g

[.http://guides.lib.umich.edu/c.php?g=282964&p=1885441](http://guides.lib.umich.edu/c.php?g=282964&p=1885441)). Please be aware that there will be a reduction of points for poor writing skills (including grammatical errors) and APA errors (when APA is requested).

Writing Assistance:

If you need any help with writing, there is help! Please reach out to Betsy Williams, SSW Writing Skills/Study Skills Coordinator. She is able meet over Zoom with individual students or small groups, to discuss their writing task at whatever point in the process is most helpful for them. Students can email Betsy at betsywil@umich.edu to request an appointment.

A website has been created for students; please check it out: ssw.umich.edu/writing-help

Overview of Assignments

Assignment Descriptions: Bio-psycho-social-spiritual Assessment & Reflection:

This assignment includes 2 components:

1. A complete bio-psycho-social assessment write-up
2. Reflection.

As a practitioner, students are assigned the task of completing a bio-psycho-social-spiritual assessment for their "client." This assignment is based on information students receive from Simulation I and Simulation II (when they act as "practitioner" with their assigned "client"). This will be completed in your SW 511 class. BPSSA forms will be provided by the instructor. Students will submit a typed BPSSA on Canvas for this portion of the assignment. Within the assessment form, there is a space for a clinical narrative. The clinical narrative is 1-2 paragraphs that summarize relevant client-focused information gathered in the initial meeting with their "client." The general elements of a clinical narrative will be reviewed in class.

BPSSA Reflection:

This reflection captures the practitioner's thoughts about the initial assessment/waiting room activity. This is an opportunity to explore the following questions:

1. How did the practitioner approach seeking balance between obtaining necessary

information and still developing rapport with the client?

2. Did anything work particularly well or pose any challenges as the practitioner moved through the process?
3. How did the practitioner work through any challenges that arose?

Practitioners are asked to discuss strengths and areas for improvement with regard to their role as a practitioner in the initial assessment simulation. In addition, practitioners are to address any systemic issues related to PODS made salient through the waiting room activity as well as through the assessment/documentation/initial paperwork process. Through a social-justice lens, practitioners are asked to reflect on the potential relevance of their client's and/or their own positionality and/or intersecting identities as practitioners in this context.

4. Does anything stand out?
5. What, if any, impact might potential identity/positionalities and/or other dynamics have on the helping relationship?
6. How, as a practitioner, did they approach treatment from a culturally competent/humble, social-justice oriented place?
7. Students are also asked to consider the setting of the waiting room they participated in as social work professionals.

From this perspective, discuss the following:

8. When they reviewed the initial paperwork before meeting their client, did anything stand out to them?
9. Did any issues arise for their client, such as access to childcare, transportation, income and/or food insecurity and/or insurance access and/or restrictions and/or any other systemic barriers to treatment?
10. When and how, as a practitioner, did they become aware of these issues?
11. What steps could they take to help their client mitigate barriers to treatment? Some examples include: referrals to community resources, and/or other specialists, or primary care.
12. Do practitioners think there are ways clinical practitioners can address systemic injustice within an interpersonal practice, and/or clinic/agency setting?
13. Would their client benefit from any structural/systemic/institutional changes?
14. Do any identified barriers impact their client's capacity to engage in and/or access treatment?
15. How might an interpersonal practitioner also be a social justice advocate in this context?
16. Discuss thoughts/ideas, including inquiring whether such strategies may have limitations, for example, is this advocacy possible/reasonable/ethical/helpful in this context? Why and/or why not?

Treatment Plan & Reflection:

Practitioners are asked to develop an objective, measurable, client-centered treatment plan based on their client's needs and goals from the Biopsychosocial assessment assignment. Please use the format discussed in class and template provided on CANVAS. Goals must be objective and measurable, and interventions explained.

A typed Treatment Plan should be included as the first page of the document submitted on CANVAS, followed by the Treatment Plan Reflection.

Treatment Plan and Reflection (2-3 pages, double spaced, Times New Roman)

In the Treatment Plan Reflection, practitioners are asked to address the following:

1. How goals were developed?
2. How they were matched to the client's change process?
3. How the practitioner is able to demonstrate effective collaboration in the goal setting session?
4. Challenges the practitioner faced in the goal setting session, as well as goals established for future improvement
5. Describe PODS issues, and, referencing the waiting room experience, how the client's funding source impacts treatment – and strategies for working within this construct; if their client's circumstances do not impact treatment, this needs to be discussed from a PODS perspective.

d. 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](#)

Students should plan to attend each class prepared to participate online. We will be using Zoom meetings as online method of "in-class" sessions. These sessions will be reduced to 1.5-2 hrs. in understanding that the other time will be used to catch up on readings and complete assignments. If students are unable to attend or participate in the scheduled session, communication to the instructor is requested as soon as possible. If more than two absences occur, the student will need to meet with the instructor and can result in a reduction of your grade.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner. As professionals, it is understood that students will remain engaged in the sessions.

e. Grading

A+=100	B+=87-89	C+=77-79	D=66-69
A=96-99	B=83-86	C=73-76	E=Less than 66
A-=90-95	B-=80-82	C-=70-72	

Accommodations for Students with Disabilities

If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities online, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make the request, we can work with the Office of Services for Students with Disabilities to help determine appropriate accommodations. Any information you provide is private and confidential. For more information and resources, please contact Services for Students with Disabilities Office at G664 Haven Hall, 734- 763-3000 or ssdoffice@umich.edu

f. 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.

g. 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](#).

h. 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 at cherisht@umich.edu 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.

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*