



Course Title:	Interpersonal Practice with Individuals, Families, and Small Groups
Course # Term:	SW 521 Fall 2020
Time and Place:	Tuesdays 9a – 12N Room B760 SSWB ➤ <i>This is a hybrid course for the Fall 2020 term. The course is primarily delivered in an online format and students are invited to participate in in-person sessions on designated dates (see page 5).</i>
Prerequisites:	None
Credit Hours:	3
Instructor:	Daphne Brydon, LMFT, LMSW
Pronouns:	She/Her/Hers
Email:	dmbrydon@umich.edu ➤ Please include “SW 521” in the subject line of emails ➤ Allow 24-48 hours for a response. Weekend correspondence will be returned on Mondays
Phone:	734-272-5634 (call/text)
Office Hours:	Weekly, after synchronous class session (via Zoom)
Office Location:	Room 2738 SSWB

1. Course Statement

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, as well as 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.

c. Course objectives and competencies

Upon completion of the course, students 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, etc.

e. Relationship to curricular themes

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. Critical consciousness about power imbalances between worker and client and between client and agency will also be explored.

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

Promotion, Prevention, Treatment & Rehabilitation will be 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.

Behavioral and Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

f. Intensive focus on privilege, oppression, diversity and social justice (PODS)

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

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, disadvantaged, oppression, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behaviorally focused interventions.

g. Relationship to social work ethics and values

In working with adults, social workers must encourage self-determination and empower adult clients to choose and pursue their own change goals. Ethical issues such as sexual relations between client and worker, involuntary treatment, primacy of client interests, and precipitous withdrawal of services will be considered as they impact individual clients. The NASW Code of Ethics can be found here:

www.socialworkers.org/pubs/code/code.asp

2. Class Requirements

a. **Text and class materials.** One textbook and one supplemental book are required for this course.

Required textbook. M. Ruffolo, B. Perron, & E. Harbeck Voshel (2016) *Direct Social Work Practice: Theories and Skills for Becoming an Evidence-Based Practitioner*. CA: Sage Publications.

Required supplemental book. Please select one book from the following list to read for the “Engagement and Integration” assignment. Most (if not all) the books on this list are available at your local bookstore or can be ordered online. Some of the books may also be available at your local library – or as an audiobook. The books are a range of styles (e.g., memoir, fiction, essays) and I have noted my very rough estimation of the key themes and/or intersections for each in case that is helpful as you make your personal selection. The purpose of this assignment is to engage a book that deepens your understanding or exploration of positionality and intersectionality so if you have an alternate book you’d like to engage toward that purpose, please communicate that with me directly (and as soon as possible).

- American Street by Ibi Zoboi [immigrant experience]
- Between the World and Me by Ta-Nehisi Coates [black in America]
- Black Man in a White Coat [race, SES, healthcare]
- Dear Martin by Nic Stone [race, police brutality, voice]
- Freshwater by Akwaeke Emezi [mental illness, faith, novel]
- The Hate you Give by Angie Thomas [black in America]
- I Can’t Date Jesus by Michael Arceneaux [faith, race, essays]
- Just Mercy by Bryan Stevenson [race, justice, incarceration]
- Mannish Tongues by Jayy Dodd [queer voice, poetry]
- No Ashes in the Fire by Darnell Moore [queer voice, memoir]
- Sing, Unburied, Sing by Jesmyn Ward [black family, novel]
- Undivided: A Muslim Daughter, Her Christian Mother, Their Path to Peace by Patricia and Alayna Raybon [faith, relationships]
- You Can’t Touch My Hair by Phoebe Robinson [black in America, essays]

Additional readings and course materials are housed on the University’s web-based course management platform, “Canvas.” Session materials will be available on Canvas at least one week in advance, organized in the “MODULES” tab by class date or available from a specified website. Auxiliary online content will be available from the SIMmersion website.

Canvas Log In: <https://canvas.umich.edu>

SIMmersion Log In: <https://training.simmersion.com/index.html>

NOTE: You are expected to engage all requisite course material prior to class. These materials can be found in the “Pre-Session Content” page in each week’s module. Engaging pre-session content is even more important to ensure your learning outcomes as this course is delivered (mostly) online.

b. Class schedule: Fall 2020 (May be revised by instructor to fit the needs of the course)

Class Session	Topic for Class Session	Requisite Preparation for Class Session
Week 1 9/1	Introductions & Course Overview <ul style="list-style-type: none"> • Role of Theory in Social Work Practice 	<ul style="list-style-type: none"> • Bring yourself and a ready attitude • Review syllabus & Canvas site • Complete W1 Pre-session Content
Week 2 9/8	Professional Ethics, Use of Self, & Self-Care <ul style="list-style-type: none"> • Practice: Ethics Application 	<ul style="list-style-type: none"> • SLO: One • SIMmersion: Registered & Logged in • Complete W2 Pre-session Content
Week 3 9/15 [LAB DAY]	Engagement & Relationship Building Skills <ul style="list-style-type: none"> • Understanding the Arc of Therapy • Practice: Asking Questions & Active Listening 	<ul style="list-style-type: none"> • SLO: Two • Complete W3 Pre-session Content
Week 4 9/22	Assessment Part One <ul style="list-style-type: none"> • Positionality, Intersectionality, and the Key Dynamics in Social Work Practice • Practice: "Book Club" 	<ul style="list-style-type: none"> • SLO: No submission this week • Complete W4 Pre-session Content • Engagement & Integration Assignment due at 9p
Week 5 9/29	Assessment Part Two <ul style="list-style-type: none"> • Domains of Assessment & the Role of Diagnostics • Practice: Assessment 	<ul style="list-style-type: none"> • SLO: Three • Complete W5 Pre-session Content
Week 6 10/6 [LAB DAY]	Introduction to Intervention & Case Conceptualization <ul style="list-style-type: none"> • Practice: Case Conceptualization 	<ul style="list-style-type: none"> • SLO: Four • Complete W6 Pre-session Content
Week 7 10/13	Intervention Part one <ul style="list-style-type: none"> • Understanding Motivation & Stages of Change • Treatment Planning & Setting Goals • Practice: Core Skills 	<ul style="list-style-type: none"> • SLO: No submission this week • Complete W7 Pre-session Content • Genogram Assignment due at 9p
Week 8 10/20	Intervention Part Two <ul style="list-style-type: none"> • Cognitive Behavioral & Mindfulness Approaches • Practice: Core Skills 	<ul style="list-style-type: none"> • SLO: Five • Complete W8 Pre-session Content
Week 9 10/27 [LAB DAY]	Intervention Part Three <ul style="list-style-type: none"> • Psychoeducation & Problem-Solving • Practice: Record BPSS, if needed 	<ul style="list-style-type: none"> • SLO: Six • Complete W9 Pre-session Content
Week 10 11/3	NO CLASS THIS WEEK due to Election Day	
Week 11 11/10	Intervention Part Four <ul style="list-style-type: none"> • Working with Families • Practice: Core Skills 	<ul style="list-style-type: none"> • SLO: No submission required • Complete W11 Pre-session Content • BPSS Assignment due at 9p
Week 12 11/17 [LAB DAY]	Intervention Part Five <ul style="list-style-type: none"> • Working with Groups • Practice: Core Skills 	<ul style="list-style-type: none"> • SLO: Seven • Complete W12 Pre-session Content
Week of 11/23	NO CLASS (or readings or SLOs or assignments) THIS WEEK due to the Thanksgiving Holiday	
Week 13 12/1	Evaluation & Monitoring Outcomes <ul style="list-style-type: none"> • The Role of Supervision in Social Work Practice • Practice: Evaluation 	<ul style="list-style-type: none"> • SLO: Eight • Complete W13 Pre-session Content
Week 14 12/8	Bringing it all Together <ul style="list-style-type: none"> • Termination & Saying Goodbye 	<ul style="list-style-type: none"> • SLO: No submission required • Final Exam due at 9p

Expectations for student time. This is a 3-credit graduate course offered (mostly) online during the Fall 2020 term. This means that, as a student, you are expected to spend a total of 112.5 hours on this course throughout the 13 instructional weeks (i.e., 8-9 hours per week), including synchronous and asynchronous class time. For more information, you can check out the UM Center for Academic Innovation at <https://ai.umich.edu/>.

c. Assignments

Assignment guidelines will be posted to Canvas, organized by assignment within the “ASSIGNMENTS” tab of the navigation toolbar. Assignments for this course and corresponding guidelines will be reviewed in full during class and the instructor will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding.

Your grade for this course will be based on:

Assignment	Due date	% of overall grade
Attendance and Participation - Student-Centered Learning Opportunities - SIMmersion Practice	Weekly Submit: Canvas	25%
Engagement & Integration Assignment	September 22 @ 9p Submit: Canvas	10%
Genogram and Reflection Assignment	October 13 @ 9p Submit: Canvas	20%
Biopsychosocial-spiritual Assessment - Completed with a partner, individual write-up	November 10 @ 9p Submit: Canvas	25%
Final Exam	December 8 @ 9p Submit: Canvas	20%

Student-centered Learning Opportunities (SLOs). SLOs are weekly assignments designed to provide opportunities to practice a technical skill related to clinical work, critically reflect on and integrate course material, and individually engage with instructor related to your learning. SLOs will be posted to Canvas under the “ASSIGNMENTS” tab. **SLOs are due on Sundays at 9p via Canvas unless otherwise specified.**

Engagement & Integration Assignment. Select one of the required supplemental texts (from pages 3-4) to read. Complete a brief written summary/reflection in preparation for in-class discussion on September 22. This assignment invites you to engage in material that deepens your understanding of positionality and intersectionality and gives you the opportunity to critically explore its relevance to your life experience and/or practice. *Assignment instructions will be reviewed with students during Session 2.*

Genogram and Reflection Assignment. This assignment provides an opportunity to create a visual depiction of your family and the nature of family relationships across three generations. Once complete, you are asked to write a reflection on the generational themes you observe, your own role and experiences within your family, your reactions to the assignment, and explore the relevance of this assignment to your social work practice. *Assignment instructions will be reviewed with students during Session 2.*

Biopsychosocial-spiritual Assessment. This is a partnered assignment. You will be partnered with a classmate (or two) to record a full biopsychosocial assessment, followed by a written assessment summary, and a written reflection on your experience and learning. *Assignment instructions will be reviewed with students during Session 2.*

Final Exam. Your final assignment for this course is an exam. The final exam is designed to demonstrate your application and integrative skills related to the course content.

d. Attendance and class participation

Attendance and participation reflect the basic elements of any social work relationship – to show up **and** remain present, even at a distance. Therefore, your attendance and active, focused participation is a requirement of this course.

The best practice (as we know it now) for teaching online is a combination of synchronous and asynchronous class time. **Synchronous** is when you engage course content during a formal meeting time. **Asynchronous** is when you engage instructional content from the course (e.g., pre-recorded lectures, discussions, videos) outside of the formal meeting time.

This course will have a synchronous meeting time each week on Tuesdays (10a – 12N EST). Each session will include one break of approximately 10 minutes.

“On camera” expectation for students. It is expected that you will keep your camera turned on during each synchronous session. It represents the “show up and remain present” element of social work practice and helps develop a sense of belonging and connection within our learning community. If this will be a challenge for you, please communicate your situation individually with me and exceptions to this expectation can be granted on a case-by-case basis.

Student Absences: If you need to miss a class, in part or in total, you are required to notify the instructor via email (dmbrydon@umich.edu) or phone/text (734-272-5634) **at least 12 hours in advance of our class meeting time**. Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of upcoming session) will result in an automatic deduction of (up to 2 points) toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction of (up to 2 points) toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence. **Exceptions to this policy** will only be granted on a case-by-case basis at the discretion of the instructor.

Participation. I recognize levels of participation may vary based on comfort, other life events, interest in topics of discussion, and considerations inherent to remote learning. The participation dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and take action, as appropriate.

I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

Evaluation of attendance and participation. Full credit is achieved by students who attend every synchronous class and arrive on time, are attentive and present, responsive to and inclusive of others, complete all SLOs (including SIMmersion practice) with satisfactory quality, and regularly contribute to discussion. I will use the following rubric/guide to determine this portion of your grade:

Attendance and Participation Grading Criteria		
25 points	Consistently & Regularly	No absences and arrive on time for class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students’ identities. Engage only in class activities while in the synchronous session. Complete all assigned student-centered learning opportunities (SLOs) on time. Quality of submissions is excellent.
20-24 points	Often & Generally	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students’ identities most times. Engage only in class activities while in the synchronous session most times. Complete most to all student-centered learning opportunities (SLOs) on time. Quality of submissions is good to excellent.
10-19 points	Occasionally & Sometimes	Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students’ identities. Engage in occasional activities not relevant to course requirements/content. Complete some to most assigned student-centered learning opportunities (SLOs). Quality of submissions is fair to good.
0-9 points	Rarely & Irregularly	Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in activities not relevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities (SLOs). Quality of submissions is poor to fair.

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade.

The total point to final grade is as follows:

A+ = 100	B+ = 89 – 91	C+ = 79 – 81	D = 66 - 71
A = 96 - 99	B = 86 – 88	C = 76 – 78	E = Less than 66
A- = 92 - 95	B- = 82 – 85	C- = 72 – 75	

***Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.*

For all assignments, you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing and presentation skills: clarity of thought, organization, and flow
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc.)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested or appropriate
- 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 class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (7th edition). You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

- <http://apastyle.apa.org/>
- <http://grammar.ccc.commnet.edu/grammar/>
- <https://owl.english.purdue.edu/owl/resource/560/01/>)

When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

Another helpful resource: <http://www.lib.umich.edu/academic-integrity/resources-students>. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

Plagiarism. Don’t do it. Representing someone else’s words, statements, ideas of works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

<http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1>

Incompletes. Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor.* The student must formally request an incomplete from the instructor prior to the final week of classes.

f. Class Recording

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 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.

3. Additional Course Information

Instructor notes on the classroom environment. Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity.** There will be a variety of ways you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create an online class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of participation and attendance – even at a distance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing.

We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field. This is an important and necessary part of the learning process; please ***honor the process – for yourself and for your colleagues.***

Instructor notes on feedback. I try to provide clear, thoughtful feedback (SLOs and assignments) designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. Know that my goal is to support your development as a practitioner I'd like to work alongside and/or refer to others. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** Likewise, if I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.

Use of names and pronouns. All students will be referred to by the names and pronouns they use (e.g., they, ze, she, he). If you have a name or pronouns that differs from the what appears on the roster, please let me know before the 2nd class session so we can use your correct name and/or pronouns. You can also designate your personal pronouns on the class roster via Wolverine Access (Student Business → Campus Personal Information → Gender Identity).

Learning needs and accommodations. If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:

Location: G664 Haven Hall

Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661

Email: ssdoffice@umich.edu

Health and wellness services. Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu) at 734-936-0961 regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit:

<http://umich.edu/~mhealth/>.

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*
- *Religious/Spiritual observances*
- *Military deployment*