



<b>Course Title:</b>	Interpersonal Practice Interventions in Integrated Health, Mental Health, and Substance Use with Adults
<b>Course #   Term:</b>	SW 602   Fall 2020
<b>Time and Place:</b>	Fridays   2p – 5p   Room B780 SSWB <ul style="list-style-type: none"><li><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></li></ul>
<b>Prerequisites:</b>	None
<b>Credit Hours:</b>	3
<b>Instructor:</b>	Daphne Brydon, LMFT, LMSW
<b>Pronouns:</b>	She/Her/Hers
<b>Email:</b>	<a href="mailto:dmbrydon@umich.edu">dmbrydon@umich.edu</a> <ul style="list-style-type: none"><li>➤ Please include “SW 602” in the subject line of emails</li><li>➤ Allow 24-48 hours for a response. Weekend correspondence will be returned on Mondays</li></ul>
<b>Phone:</b>	734-272-5634 (call/text)
<b>Office Hours:</b>	Weekly, after synchronous class session (via Zoom)
<b>Office Location:</b>	Room 2738 SSWB

## 1. Course Statement

### a. Course description

The course will build on intervention therapy and practice from the foundation semester and promote more advanced intervention skill level of engagement, contracting, use of evidence based, evidence informed interventions and termination/evaluation phases. Particular focus will be on advanced clinical competency development regarding: 1. Behavioral activation, 2. Cognitive restructuring, 3. Managing resistance, 4. Emotional Regulation, 5. Functional Analysis, 6. Problem solving Interventions and 7. Chronic Distress Tolerance.

This course focuses on skill building to provide a range of brief, evidence-based and/or evidence - informed interventions including prevention, treatment and recovery as well as longer-term treatment and support for clients as appropriate. Examples include: motivational interventions; brief treatments for mental health and substance use problems; adjustment to illness, crisis intervention, and chronic illness management.

## **b. Course content**

This is an adult-focused section. Core evidence-based/evidence-informed therapies will be the focus of this class including: 1. Motivational Interviewing (MI); 2. Cognitive-Behavioral Therapy (CBT); and 3. emerging acceptance based therapies—Dialectical Behavioral Therapy (DBT) and Acceptance and Commitment Therapy (ACT).

Attention will be given to application of interventions with clients across diverse populations and need with a focus on common health and mental health conditions such as depression/anxiety, substance use, chronic pain, etc. Attention will also be given to application of interventions in a variety of practice settings such as community mental health agencies, health care facilities and non-profit agencies. Intervention will be addressed in the context of trauma-informed, culturally responsive delivery.

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

Upon completion of the course, students will be able to:

- 1) Demonstrate engagement strategies that are relevant to the practice setting (*EPAS Competency 1, 6*)
- 2) Utilize evidence-informed assessment procedures to identify appropriate intervention strategies
- 3) Develop person-centered treatment goals, objectives, and interventions (*EPAS Competency 1, 7, 8*)
- 4) Implement evidence-based prevention and intervention strategies (e.g., cognitive behavioral interventions, parent management training) that are compatible with client's goals, needs, circumstances, culture, and values (*EPAS Competency 1, 2, 8*)
- 5) Develop trauma-informed intervention skills in working with clients that are grounded in practice and research-informed for effectiveness (*EPAS Competency 1, 2, 3, 4, 8*)
- 6) Monitor and evaluation interventions with regard to: effectiveness; sensitivity to diversity factors; impact of client's social identities on their experience of power and privilege; and appropriateness of the intervention to specific client needs resulting from conditions. (*EPAS Competency 1, 2, 8, 9*)

## **d. Course design**

This course supports a flipped classroom approach in which students complete pre-work (readings, viewing videos) and class time has minimal didactic lecture and is primarily spent practicing intervention techniques. Use of student generated standardized patients developed in the required assessment course may be used to practice intervention skills.

Active engagement in intervention practice, engaging in role plays, observation and critical analysis of various interventions, matching interventions to client needs, and mutual constructive feedback is critical to the skill development focus of this class.

**e. 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.

**f. 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](http://www.socialworkers.org/pubs/code/code.asp)

## 2. Class Requirements

---

a. **Text and class materials.** One of two textbooks are required for this course.

Yalom, I.D. (2017). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. HarperCollins Publishers: New York, NY.

OR

Treleaven, D. A. (2018). *Trauma-Sensitive Mindfulness: Practices for Safe and Transformative Healing*. WW Norton & Company: New York, NY.

The **following texts are also required** for the course and are available to you electronically (for no additional cost) through the UM Library. The requisite chapters selected from each of these texts will be noted in the Pre-Session Content page posted in Canvas for each week.

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford Press.

<https://search.lib.umich.edu/catalog/record/015648219> \*\* 3rd edition is expected Sept. 2020

Hayes, S., Strosahl, K., & Wilson, K. G. (2012). *Acceptance and commitment therapy the process and practice of mindful change*. New York: Guilford Press.

<https://search.lib.umich.edu/catalog/record/011163178>

Linehan, M.M. (2014). *DBT skills training manual* (2nd ed). New York, NY: The Guilford Press.  
<https://search.lib.umich.edu/catalog/record/015992969>

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: helping people change* (3<sup>rd</sup> ed). New York, NY: The Guilford Press. <https://search.lib.umich.edu/catalog/record/013592508>

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>

**Recommended texts.** For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:

Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program*. New Harbinger Publications.

Linehan, M.M. (2014). *DBT skills training handouts and worksheets* (2nd ed). New York, NY: The Guilford Press.

Naar-King, S., & Suarez, M. (2011). *Motivational interviewing with adolescents and young adults*. Guilford Press. <https://search.lib.umich.edu/catalog/record/013984637>

Rollnick, S.; Miller, W.R. and Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: The Guilford Press.  
<https://search.lib.umich.edu/catalog/record/013984561>

Teybor, E. & Holmes Teybor, F. (2017). *Interpersonal process in therapy: An integrative mode, 7<sup>th</sup> edition*. Boston, MA: Cengage Learning.

Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Pub.

**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 9/4	<b>Introductions &amp; Course Overview</b> <ul style="list-style-type: none"> <li>Theory, Ethics, &amp; Building Rapport</li> </ul>	<ul style="list-style-type: none"> <li>Bring yourself &amp; a ready attitude</li> <li>Review syllabus &amp; Canvas site</li> <li>Complete pre-session content</li> </ul>
Week 2 9/11	<b>The Arc of Therapy &amp; Case Conceptualization</b> <ul style="list-style-type: none"> <li>Assessment through Termination</li> <li>Assessment-Intervention-Implications</li> <li>Practice: Case Conceptualization</li> </ul>	<ul style="list-style-type: none"> <li>SLO: One</li> <li>SIMmersion: Register &amp; Log in</li> <li>Complete pre-session content</li> </ul>
Week 3 9/18 [LAB DAY]	<b>Screening and Assessment</b> <ul style="list-style-type: none"> <li>Substance Use &amp; Coping with Chronic Illness</li> <li>Practice: Getting started</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Two</li> <li>Complete pre-session content</li> </ul>
Week 4 9/25	<b>Moving from Assessment to Intervention</b> <ul style="list-style-type: none"> <li>Introduction to Intervention: Theory of Change</li> <li>Eliciting Strengths to Support Change</li> <li>Practice: "Book Club"</li> </ul>	<ul style="list-style-type: none"> <li>SLO: No submission this week</li> <li>Complete pre-session content</li> <li><b>Engagement &amp; Integration due</b></li> </ul>
Week 5 10/2	<b>Intervention</b> <ul style="list-style-type: none"> <li>Motivational Interviewing (MI)</li> <li>Practice: Motivational Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Three</li> <li>Complete pre-session content</li> </ul>
Week 6 10/9 [LAB DAY]	<b>Intervention</b> <ul style="list-style-type: none"> <li>Motivational Interviewing (MI)</li> <li>Practice: Recorded Assessment</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Four</li> <li>Complete pre-session content</li> <li><b>Role Play due 10/11 at 9p</b></li> </ul>
Week 7 10/16	<b>Intervention</b> <ul style="list-style-type: none"> <li>Cognitive Behavioral Therapy (CBT)</li> <li>Practice: CBT Clinical Skills</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Five</li> <li>Complete pre-session content</li> </ul>
Week 8 10/23	<b>Intervention</b> <ul style="list-style-type: none"> <li>Cognitive Behavioral Therapy (CBT)</li> <li>Practice: Case Consultation Day!</li> </ul>	<ul style="list-style-type: none"> <li>SLO: No submission this week</li> <li>Complete pre-session content</li> <li><b>Slides ready to present in-class</b></li> </ul>
Week 9 10/30 [LAB DAY]	<b>Intervention</b> <ul style="list-style-type: none"> <li>Dialectical Behavioral Therapy (DBT)</li> <li>Practice: Recorded session</li> </ul>	<ul style="list-style-type: none"> <li>SLO: No submission required</li> <li>Complete pre-session content</li> <li><b>Reflection &amp; Slides due at 9p</b></li> </ul>
Week 10 11/6	<b>Intervention</b> <ul style="list-style-type: none"> <li>Dialectical Behavioral Therapy (DBT)</li> <li>Practice: DBT Clinical Skills</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Six</li> <li>Complete pre-session content</li> <li><b>Role Play due 11/8 at 9p</b></li> </ul>
Week 11 11/13	<b>Intervention</b> <ul style="list-style-type: none"> <li>Acceptance &amp; Commitment-based Therapy (ACT)</li> <li>Practice: ACT Clinical Skills</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Seven</li> <li>Complete pre-session content</li> </ul>
Week 12 11/20 [LAB DAY]	<b>Intervention</b> <ul style="list-style-type: none"> <li>Acceptance &amp; Commitment-based Therapy (ACT)</li> <li>Practice: Recorded session</li> </ul>	<ul style="list-style-type: none"> <li>SLO: Eight</li> <li>Complete pre-session content</li> <li><b>Role Play due 11/22 at 9p</b></li> </ul>
Week of 11/27	NO CLASS (or readings or SLOs or assignments) THIS WEEK due to the Thanksgiving Holiday	
Week 13 12/4	<b>Bringing it all Together</b>	<ul style="list-style-type: none"> <li>SLO: No submission required</li> <li>Complete pre-session content</li> <li><b>Final Exam due 12/9 at 9p</b></li> </ul>

**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
<b>Attendance and Participation</b> - Student-Centered Learning Opportunities (SLOs) - SIMmersion Practice	Weekly  Submit: Canvas	25%
<b>Engagement &amp; Integration Assignment</b>	September 25 Submit: Canvas	10%
<b>Case Consultation - Presentation</b>  <b>Case Consultation – Reflection &amp; Slides</b>	October 23 In-Class Presentation  October 30 Submit: Canvas	15%
<b>Role Plays, Reflections, and Peer Evaluations</b> - Assessment (October 11 @ 9p) - Intervention 1 (November 8 @ 9p) - Intervention 2 (November 22 @ 9p)	Varies  Submit: Canvas	45%
<b>Final Exam</b>	December 9 Submit: Canvas	5%

**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 Wednesdays at 9p via Canvas unless otherwise specified.***

**Engagement & Integration Assignment.** Select one of the two required texts (from page 3) to read. Complete a brief written summary/reflection in preparation for in-class discussion on September 25. This assignment invites you to engage in clinically relevant content 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.*

**Role Plays, Reflections, and Peer Evaluations.** This is a partnered assignment block. You will work with a classmate (or 2) to practice full-length (50-minute) therapy sessions using vignette-based clients. A total of three (3) sessions will be recorded with a partner and submitted to the instructor for a grade via Canvas. You will be required to also submit responses to reflection questions alongside each role play you complete. *Assignment instructions will be reviewed with students during Session 2.*

**Clinical Case Consultation & Written Reflection.** Each student will present a case to a consultation team (approx. 4-5 students) during class on October 23 and submit a written summary/reflection the following week, October 30. *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 clinical 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 Fridays (2p – 4p 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](mailto: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:

<b>Attendance and Participation Grading Criteria</b>		
25 points	<b>Consistently &amp; Regularly</b>	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	<b>Often &amp; Generally</b>	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	<b>Occasionally &amp; Sometimes</b>	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	<b>Rarely &amp; Irregularly</b>	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 or 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 2<sup>nd</sup> 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](mailto: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](mailto:laurdavi@umich.edu)) or Nyshourn Price-Reed ([ndp@umich.edu](mailto: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](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](http://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*