



Course title:	Advanced Evidence-Informed Interpersonal Practice with Groups	
Course #/term:	SW605, Fall 2020	
Time and place:	Thursday, 2p-5p, B780 SSWB	
Credit hours:	3	
Prerequisites:		
Instructor:	Mari Pitcher, LMSW	
Pronouns:	She/Her/Hers	
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	You may expect a response within 24 hours	
Office:	Via Zoom at your request	
Office hours:	Please text or e-mail me a request to meet and I will set something up within 24 hours.	

1. Course Statement

a. Course description

This advanced practice course builds on content from previous foundational courses and focuses on the processes of group interventions with diverse client populations, across various client concerns and in a variety of practice settings such as healthcare, mental health, and other community-based settings. The focus of this course is on the development and utilization of group skills and interventions.

Particular attention will be given to the recruitment and composition of group members, leadership structure of groups, phases of group development, and group processes such as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and intervene with group problems

such as scapegoating, member resistance, low morale, over-active participation, etc. They will learn to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc.

Interventions consistent with the achievement of social justice through group work practice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

b. Course objectives and competencies

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

1. Develop and operationalize a working knowledge of the various types of groups (i.e. support, therapy, tasks, focus, prevention, rehabilitation, etc), the stages of the evolution/development and life cycle of groups and the impact of these factors on group dynamics and group functioning. (EPAS 6,7)
2. Develop and use knowledge of the types and stages of groups to identify group processes to determine and demonstrate appropriate, effective interventions. (EPAS 6, 7, 8)
3. Recognize multiple factors including, but not limited to, composition, screening, format, contraindications, interventions and process elements when considering the development and/or use of groups as a client/population intervention. (EPAS 2, 6, 7, 8)
4. Demonstrate knowledge of group roles, dynamics, norms and communication styles and patterns and identity/utilize appropriate interventions to promote effective group functioning and desired group outcomes. (EPAS 2, 4, 6, 7, 8, 9)
5. Analyze the impact of and apply various types of leadership styles in facilitating group processes . (EPAS 1, 7, 8)
6. Identify common problems that emerge in groups and utilize group conflict resolution interventions to address, utilize and resolve these problems. (EPAS 6, 7, 8)
7. Demonstrate ability to effectively and ethically consider, plan and carry out a range of evidence-based/evidence-informed structured activities and interventions across diverse populations, cultural backgrounds, and sociopolitical contexts to address client concerns/needs in a variety of practice settings. (EPAS 1, 2, 4, 6, 7, 8)
8. Demonstrate ability to form worker-group member alliances and collaborations, communicate empathically, and help enhance client-centered motivation for

change, cultivate hope, and address ambivalence and internal and external barriers to change. (EPAS 6,8)

9. Demonstrate sensitivity to interpersonal dynamics, voluntary or involuntary participation and social/cultural/contextual factors of both the group facilitator(s) and diverse group members which can both strengthen and potentially threaten therapeutic alliance and group functioning (EPAS 1,2,7)
10. Describe and effectively respond to the impact of key diversity dimensions for both the facilitator(s) and members of a group such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, and sexual orientation on the dynamics of group structure and group process. (EPAS 2,8)

Assess the effectiveness of various types of groups and various interventions utilizing specific evaluation measures that can be integrated into monitoring and evaluating group work. (EPAS 7,9)

c. Course design

This advanced practice course will focus on utilization of a flipped classroom approach in which students complete pre-work (readings, viewing videos, etc.) **with in-class time used for limited didactic lecture and a primary focus on students actively developing and practicing group intervention skills and techniques.**

Active engagement in a variety of group interventions, role plays, observation and critical analysis of various interventions, matching group interventions to various populations and client needs and mutual constructive feedback is critical to the skill development focus of this course.

d. Intensive focus on 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.

Group work is grounded in Social Work's historical involvement with various reform movements at the end of the 19th and beginning of the 20th century. This course will examine the contemporary relevance of social justice practice in group work practice and diverse ways this may be integrated into social work practice in a variety of settings. Key diversity dimensions have an impact on membership and composition, which in turn, influence various aspects of group dynamics. Attention will be given to considerations regarding diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, and sexual orientation on the dynamics of group structure and group process.

2. Class Requirements

a. Text and class materials:

Corey, M., Corey, G. & Corey, C.(10th Ed.) (2018). Groups: Process and Practice. Boston: Cengage Learning.

Readings as assigned/posted on Canvas

- 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.
- Assigned reading content will often be discussed in class and/or included in quiz material
- Readings will be posted on Canvas at least one week in advance

b. Class schedule

The class schedule below may be subject to change. Any changes will be sent out a week in advance, via Canvas announcements, and will be reviewed in class.

Date/Time	Agenda	Required Readings & Assignments
Week 1 Sept 3 in-person 2:10p-4:50p	Review of syllabus Getting to Know One Another Class norms and	READ: Corey & Corey, Chapter 1 Cohen, C.S. & Olshever, A. (2013). IASWG Standards for Social Work Practice with Groups: Development,

	<p>guidelines</p> <p>Community Building</p> <p>Introduction to groups Historical and theoretical development of groupwork</p> <p>Definition of Groups</p>	<p>application and evolution. Journal of Social Work with Groups, Special Issue: IASWG Standards for Social Work with Groups: Research, Teaching and Practice. 36 (2/3). 111-129.</p> <p>International Association of Social Work with Groups.(2015) Standards For Social Work Practice With Groups. Second Edition. www.iaswg.org.</p> <p>Papell, C. P. (2015). More than 60 years with social group work: Personal and professional history. Social Work with Groups, 38(3-4), 201-219.</p>
<p>Week 2 Sept 10 Zoom Class 3:30-5p</p> <p>Asynchronous work: see Canvas Module</p>	<p>Diversity and Social Justice in Groups</p> <p>Values, Ethical and Legal Considerations</p> <p>Informed Consent, Confidentiality</p>	<p>READ: Corey & Corey, Chapter 3</p> <p>Burnes, T. & Ross, K. (2010)Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. <i>The Journal for Specialists in Group Work</i>, 35 (2), 169-176.</p> <p>Breton, M. (2012) Small steps to social justice. Social Work with Groups.</p> <p>Singh, A. A., Merchant, N., Skudrzyk, B. & Ingene, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers. <i>The Journal for Specialists in Group Work</i>, 37(4), 312-325.</p>

		<p>Jackson, E., & Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. <i>Social Work, 56</i>(3), 235-245.</p> <p>Ratts, M.J., Anthony, L. Santos, K.N.T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. <i>The Journal for Specialists in Group Work, 35</i>(2). 160-168.</p> <p>Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. <i>Social Work with Groups, 30</i>(4), 29-39.</p> <p>Gumpert, J. & Black, P. (2006). Ethical Issues in group work: What are they? How are they managed? <i>Social Work in Groups, 29</i>(4), 61-74.</p> <p>Dolgoff, R. & Skolnik, L. (1992). Ethical decision making, the NASW Code of Ethics and group work practice: beginning explorations. <i>Social Work With Groups, 15</i>(4), 99-112.</p>
<p>Week 3 Sept 17</p> <p>Zoom Class 3:30-5p</p> <p>Asynchronous learning: see Canvas Module</p>	<p>Group Typology Treatment, Support and Mutual Aid, Task Groups</p> <p><i>Diversity & PODS Discussion</i></p>	<p>READ: Bergart, A. M. (2015). Introduction to part two: What is a group, and what is social work with groups? <i>Social Work with Groups, 38</i>(3-4), 234-237.</p> <p>Muscat, B., Greenblatt, A.,</p>

		<p>Gravin, C., Pelech, W., Cohen, C.S., Macgowan, M. and Roy, V. (2019). Group workers' experiences of mutual aid: Stories from the field. <i>Social Work with Groups</i>.</p> <p>ASSIGNMENT: Diversity & PODS Discussion Theta</p>
<p>Week 4 Sept 24</p> <p>In-person 2:10p-4:50p</p>	<p>Stages of Group Development Beginning Groups</p> <p>Assessment; Pre-planning and Preparation</p> <p>Selection, Composition, Setting Norms and Contracting</p> <p>Diversity & PODS Discussions</p>	<p>READ: Corey & Corey, Chapter 5</p> <p>Rose, S. & Chang, H. (2010). Motivating clients in treatment groups. <i>Social Work with Groups</i>, 33(2/3). 260-277.</p> <p>Young, T. L. (2013). Using motivational interviewing within the early stages of group development. <i>The Journal for Specialists in Group Work</i>, 38(2), 169-181.</p> <p>Kealy, D., Ogradniczuk, J. S., Piper, W. E., & Sierra-Hernandez, C. A. (2016). When it is not a good fit: Clinical errors in patient selection and group composition in group psychotherapy. <i>Psychotherapy</i>, 55(3), 308-313.</p> <p>ASSIGNMENT: Diversity & PODS Discussion Facilitation: Zeta</p>
<p>Week 5 Oct 1</p> <p>Zoom Class 3:30-5p</p> <p>Asynchronous</p>	<p>Group Dynamics and Group Process</p> <p>Roles within Groups Group Cohesion</p>	<p>READ: Corey & Corey, Chapter 6</p> <p>Masequesmay, G. (2003). Negotiating identity in a queer Vietnamese support</p>

<p>learning: see Canvas Module</p>	<p>Communication Patterns</p> <p>Diversity & PODS Discussion</p>	<p>group. Journal of Homosexuality, 45(2), 193-215.</p> <p>Lietz, C. (2007). Strengths-based group practice: Three case studies. Social Work with Groups, 30(2)2, 73-87.</p> <p>Sansfaçon, A. P., & Ward, D. (2017). Working with a diversity of languages: Francophone and Anglophone coparticipants in groups of parents of transgender children. Social Work with Groups, 40(1-2), 101-106.</p> <p>ASSIGNMENT: Diversity & PODS Discussion Facilitation Alpha</p>
<p>Week 6 Oct 8</p> <p>Zoom Class 3:00-5p</p> <p>Asynchronous learning: see Canvas Module</p>	<p>Group Leadership Roles, Functions and Guidelines</p> <p>Diversity and Leadership Styles</p> <p>Co-leadership Models</p> <p>Factors in Successful Groups; Leadership and Facilitation</p> <p>Responding to Individual Members and Roles</p> <p>Transference and Counter-Transference</p> <p>Quiz</p>	<p>READ: Corey & Corey, Chapter 2 & 7</p> <p>Bergel, Bourassa, D & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. Groupwork, 20(2). 7-23.</p> <p>Marbley, A. F.(2004). His eye is on the sparrow: A counselor of color's perception of facilitating groups with predominantly white members. Journal for Specialists in Group Work, 29, 3, 247-258.</p> <p>Kivlighan, D. M., London, K., & Miles, J. R. (2012). Are two heads better than one? The relationship between number of group leaders and group members, and group climate</p>

		<p>and group member benefit from therapy. <i>Group Dynamics: Theory, Research, and Practice</i>, 16(1), 1-13.</p> <p>Cole, P. (2013). In the shadow of the leader: Power, reflection, and dialogue in Gestalt group therapy. <i>Gestalt Review</i>, 17(2), 178-189.</p> <p>ASSIGNMENT: Quiz</p>
<p>Week 7 Oct 15</p> <p>In-person 2:10-4:50p</p>	<p>Group Simulation 1</p>	<p>READ:</p> <p>Turner, H. (2011). Concepts for effective facilitation of open groups. <i>Social Work with Groups</i>, 34: (3/4), 246-256.</p> <p>Birnbaum, M. & Cicchetti, A. (2000). The power of purposeful sessional endings in each group encounter. <i>Social Work with Groups</i>, 23 (4), 37-52.</p> <p>Doel, M. (2006). Difficult behaviour in groups. <i>Social work with groups</i>, 28(1), 3-22.</p> <p>Cornish, M. A., Wade, N. G., Tucker, J. R., & Post, B. C. (2014). When religion enters the counseling group: Multiculturalism, group processes, and social justice. <i>The Counseling Psychologist</i>, 42(5), 578-600.</p> <p>Luke, M., & Goodrich, K. M. (2013). Investigating the LGBTQ Responsive Model for supervision of group work. <i>The Journal for Specialists in Group Work</i>, 38(2), 121-145.</p>

		<p>Assignment: Group Simulation 1 Gamma, Zeta, Beta</p>
<p>Week 8 Oct 22</p> <p>Zoom Class 3:00-5p</p> <p>Asynchronous learning: see Canvas Module</p>	<p>Facilitation Skills</p> <p>Managing Conflict and Conflict Resolution</p> <p>Perspectives on Resistance and Avoidance</p> <p>Group Simulation 1</p>	<p>READ: Okech, J., Pimpleton-Gray, A., Vannatta, R., & Cahampe, J. (2016). Intercultural conflict in groups. The Journal for Specialist in Group Work, 41(4) 350-369.</p> <p>Bonebright, D. A. (2010). 40 years of storming: A historical review of Tuckman's model of small group development. Human Resources Development International, 13(1), 111-120.</p> <p>Doel, M. (2005). Difficult behavior in groups. Social Work with Groups, Vol. 28(1), pp. 3-21.</p> <p>Wayne, J. and Gitterman, A. (2003). Offensive Behavior in Groups. Social Work with Groups, Vol. 26(2) pp. 23-34.</p> <p>Marsiglia, F. (2003) Navigating in groups: Experiencing the cultural as political. Social Work with Groups, 25(102), 129-137.</p> <p>Northern, H. (2003). I hate conflict, but...Social Work with Groups, 25(1-2), 39-44.</p> <p>ASSIGNMENT: Group Simulation 1 Alpha & Theta</p>
<p>Week 9 Oct 29</p> <p>Zoom Class 3:30-5p</p>	<p>Middle Stages of Groups Group Transitions and Working Phase Theories & Techniques of Group Work</p>	<p>READ: Corey & Corey, Chapter 8 and 4</p> <p>Lindsay, J., Roy, V., Montminy, L. , Turcotte, D.</p>

<p>Asynchronous learning: see Canvas Module</p>	<p><i>Diversity & PODS Discussion</i></p>	<p>and Genest-Dufault, S. (2008). The emergence and the effects of therapeutic factors in groups, <i>Social Work with Groups</i>, 31(3), 255 -271.</p> <p>Meeussen, L., Delvaux, E., & Phalet, K. (2013). Becoming a group: Value convergence and emergent work group identities. <i>British Journal of Social Psychology</i>, 53, 235-248.</p> <p><i>ASSIGNMENT: Diversity & PODS Discussion Facilitation Gamma</i></p>
<p>Week 10 Nov 5</p> <p>In person 2:10p-4:50p</p>	<p>Organizational Groups Task Groups; Focus Groups</p> <p>Group Decision Making Problem Solving</p> <p><i>Group Simulation 2</i></p>	<p>READ: Corey & Corey, Chapter 4</p> <p>Redhead, D., Cheng, J., Driver, C. & Foulsham, T., & O'Gorman, R. (2019). On the dynamics of social hierarchy: A longitudinal investigation of the rise and fall of prestige, dominance, and social rank in naturalistic task groups. <i>Evolution and Human Behavior</i>, 40 (2). 222 - 234.</p> <p>Shane D. Soboroff, S., Kelley, C.& Lovaglia, M. (2020) group size, commitment, trust, and mutual awareness in task groups. <i>The Sociological Quarterly</i>, 61:2, 334-346.</p> <p><i>ASSIGNMENT: Group Simulation 2 Gamma, Zeta & Beta</i></p>
<p>Week 11 Nov 12</p> <p>Zoom Class 2:30-5p</p>	<p><i>Group Simulation 2</i></p>	<p>READ: Corey & Corey Chapter 10</p> <p>Malekoff, A. (2007) A flexible organizing</p>

		<p>framework for group work with adolescents. <i>Social Work with Groups</i>, 30(3). 85-102.</p> <p>Malekoff, A. (2009). Gatekeepers, gatecrashers, and gateways in group work with kids: A mystery story. <i>Social Work with Groups</i>, 32(3), 193-208.</p> <p>Bratton, S. C., Ceballos, P. L. and Ferebee, K. W. (2009). Integration of structured expressive activities within a humanistic group play therapy format for preadolescents, <i>The Journal for Specialists in Group Work</i>, 34: 3, 251 — 275</p> <p>Tucker, A. R.(2009). Adventure-Based group therapy to promote social skills in adolescents. <i>Social Work with Groups</i>, 32(4), 315 -329</p> <p>Sakhat, Z. (2017). Butterflies. <i>Social Work with Groups</i>, 40(4), 308-314.</p> <p>Marsiglia, F.F., Pena, V., Nieri, T. & Nagoshi, J.L. (2010). Real groups: The design and immediate effects of a prevention intervention for Latino children. <i>Social Work with Group</i>, 33(2/3). 103-121.</p> <p>ASSIGNMENT: Group Simulation 2 Alpha & Theta</p>
<p>Week 12 Nov 19</p>	<p>Specialized Groups and Techniques</p>	<p>READ: Corey & Corey, Chapter 11</p> <p>Dombo, E. A. & Ahearn, F. L.</p>

<p>Zoom Class 3:30-5p</p> <p>Asynchronous Learning: see Canvas module</p>	<p>Groups with Children</p> <p>Community Groups</p> <p>Specific Populations Specialized Groups and Techniques</p> <p>Diversity Considerations</p> <p><i>Diversity & PODS Discussion Facilitation</i></p>	<p>(2017). The aftermath of humanitarian crises: A model for addressing social work interventions with individuals, groups, and communities. <i>Illness, Crisis, and Loss</i>, 25(2), 107-126.</p> <p>Feigelman, B. & Feigelman, W. (2008). Surviving after suicide loss: The healing potential of suicide survivor support groups. <i>Illness, Crisis and Loss</i>, 16, .285-304.</p> <p>Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. <i>Social Work with Groups</i>, 30(2). 11-26.</p> <p>Berger, R. (2009). Encounter of a racially mixed group with stressful situations. <i>Groupwork</i>, 19(3), 57-76.</p> <p>Ross, L. E., Doctor, F., Dimito, A., Kuehl, D., & Armstrong, M. S. (2008). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. <i>Journal of Gay & Lesbian Social Services</i>, 19(1), 1-15.</p> <p>West-Olatunji, C., Henesy, R., & Varney, M. (2015). Group work during international disaster outreach projects: A model to advance cultural competence. <i>The Journal for Specialists in Group Work</i>, 40(1), 38-54.</p> <p>Waltman, S. H., Hetrick, H. & Tasker, T. E. (2012).</p>
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		<p>Designing, implementing, and evaluating a group therapy for underserved populations. Residential Treatment for Children & Youth, 29(4), 305-323.</p> <p>ASSIGNMENT: Diversity & PODS Discussion Facilitation Beta</p>
<p>Dec 3 Week 13 Zoom Class 3:00-5p</p>	<p>Ending Groups Preparation for Termination; Planned and Unplanned</p> <p>Termination and Group Member Feedback</p> <p>Evaluation of Groups</p>	<p>READ: Birnbaum, M.L., Mason, S.E. & Cicchetti, A. (2002). Impact of purposeful sessional endings on both the group and the practitioner. Social Work with Groups, 25(4). 3-19.</p> <p>Pudil, J. (2006). I'm gone when you're gone: How a group can survive when its leader takes a leave of absence. Social Work with Groups, 29(2/3). 217-233.</p> <p>Mangione, L., Forti, R. & Iacuzzi, C. (2007).</p> <p>Ethics and endings in group psychotherapy: Saying goodbye and saying it well. International Journal of Group Psychotherapy, 57 (1), 25-40.</p> <p>McGuire, L.E. (2003). Using qualitative methods to evaluate a group: Does the survival skills for women program increase self-sufficiency? Social Work with Groups, 26(4). 43-57.</p> <p>ASSIGNMENT: Discussion Posts</p>

c. Assignments: detailed rubrics will be available in Canvas three weeks prior to due date

Group Work: Diversity & PODS Discussion Facilitation: 20 points

This is an opportunity to select 3 peer reviewed professional group work journal articles in an area of interest while exploring diversity and PODS issues in the context of social work group practice. You will lead a small group discussion on group work with a focus on the impact of diverse clientele and PODS.

Class Competency Quizzes and Discussion Posts: 20 points

This is your opportunity to demonstrate reading and understanding of course concepts and your ability to apply them. The quizzes or discussion posts will cover concepts from the readings and class discussions and will focus on designated core course competencies.

Simulated Group Sessions: 60 points (2 simulations, each 25 pt; 2 Peer feedback, each 5 pt))

Students will work in small groups to plan and facilitate two group simulations, integrating group work rationale/goals/desired outcome for the chosen activity and your evaluation of lessons learned from the experience.

1. The core pedagogy for this class will be the development and implementation of simulated groups.
2. Class members will be simulated clients in groups we create in class
3. Facilitation teams will be comprised of four students, who will share the active facilitation of the group sessions.
4. The simulations will be done during our in-person and Zoom class sessions.

Assignment	Due date	Percent of overall grade
Group Simulation 1 and peer review	October 15: in person class Gamma, Zeta, Beta	25%
	October 22: Via Zoom Alpha, Theta	
	Peer feedback	5%
Group Simulation 2 and peer review	Nov 5: in person class Beta, Zeta, Gamma	25%

	Nov 12: Via Zoom Alpha & Theta Peer feedback	5%
Group Work: Diversity & PODS Discussion Facilitation	Per assigned date: Sept 17: Theta Sept 24: Zeta Oct 1: Alpha Oct 29: Gamma Nov 19: Beta	20%
Quizzes & Posts	Sept 17: Quiz Oct 8: Quiz Dec 3: Discussion Post	6% 7% 6%

d. Attendance and class participation:

The nature of this course makes it crucial for all of us to attend the synchronous and in-person sessions 'live,' whenever possible. Role play and practice are core learning strategies for this course. We will often feel uncomfortable when practicing/role playing in front of others. As such, I encourage each of us to embrace this 'uncomfortable feeling,' creating a safe environment in which we all can develop our skills through practice, mutual support and thoughtful feedback.

Due to the pandemic, you **do** have the option to participate remotely instead of attending in-person class sessions. **If you plan to participate remotely, please contact me via e-mail at least 72 hours in advance. This gives me time to plan appropriately. If more than one-third of the students decide to participate remotely, we will change our in-person class dates to virtual classes.**

Whether participating live or in-person, much of your learning and growth depends upon your active participation as a member of our class. **Developing and practicing group intervention skills and techniques requires active participation to be successful.**

If you are unable to attend class, please send me a text or e-mail a minimum of 12 hours in advance. If you miss more than two classes, it will be difficult for you to successfully fulfill the requirements of the course.

Class participation will be a factor in your grades, as everyone will receive feedback/peer review from classmates on simulations.

<https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance>

e. Grading

In an effort to encourage each of you to learn and grow in an environment that celebrates the uniqueness of each individual, I will be adopting a credit/no credit grading approach to each assignment. My focus will be on providing you with extensive feedback on your work that aids in your self-reflection, knowledge acquisition and skill development. Additionally, each of you bring a wealth of knowledge and experience into the classroom. To leverage that knowledge, peer review and feedback are key features of the course.

Simulation grades will not be based on your skill level as a group facilitator, but rather on your integration and use of core course concepts in the development and execution of your simulation.

Hence, if you complete all of your assignments, demonstrating scholarly effort at a graduate level and a desire to enhance your social work knowledge and skills, you will receive an A for the course. Incomplete, missing assignments, or lack of graduate level effort will result in a failing grade.

If you disagree with my evaluation of your work, please contact me within a week of receiving your evaluation and I will meet with you, via Zoom, to discuss your concerns. My goal is to assist you in assimilating the course content and practicing its application in a simulated environment.

<https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances>

<https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction>

<https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances>

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 [Required]

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.

If you believe that you may need an accommodation for any sort of disability or learning issue, please contact me so that we can discuss your needs. The Services for Students with Disabilities (SSD) office can help to determine appropriate academic accommodations:

Services for Students with Disabilities
G664 Haven Hall/ 505 South State St
734.763.3000/ssdoffice@umich.edu

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 (**check out the well-being button in Canvas**)*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances: **please review the course schedule at the beginning of the semester and send me an e-mail with the dates of any classes you will miss due to religious or spiritual observances. I will work with you to determine the best way for you to 'make up' the missed material.***
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*