



Course title:	Applied Assessment Skills in Integrated Health, Mental Health, and Substance Abuse	
Course #/term:	SW 601 Section 002 Winter 2021	
Time and place:	Tuesdays 9a – 12N <i>This course will be delivered remotely</i>	
Credit hours:	3	
Prerequisites:	Foundation Essentials required or permission of instructor	
Instructor:	Daphne M. Brydon, LMFT, LMSW	
Pronouns:	She/Her(s)	
Contact info:	Email: dmbrydon@umich.edu	Phone: 734-272-5634 (call/text)
	<ul style="list-style-type: none">• <i>Please include “SW 601” in the subject line of emails</i>• <i>Allow 24-48 hours for a response. Weekend correspondence will be returned on Mondays</i>	
Office:	Room 2738 SSWB	
Office hours:	Tuesdays (12N–12:30p) after synchronous class session (via Zoom) By appointment (via Zoom)	

1. Course Statement

a. Course description

This course focuses on further developing and deepening skills and competencies to conduct brief, evidence-based and evidence informed developmentally appropriate assessment and screening for common health, mental health, substance use and other behavioral health concerns which impact and/or compromise health. Examples include screening and assessment for risky, harmful or dependent use of substances; cognitive impairment; mental health problems; adjustment to illness, behaviors that compromise health; harm to self or others; and abuse, neglect, and domestic violence, etc.

b. Course objectives and competencies

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

- Understanding and application of a holistic approach to health in conducting bio psychosocial spiritual assessments including person in environment (PIE), strengths based client assets, nature of the client/family and social support system, cultural, spiritual and religious beliefs and other socio-economic resources that impact on health and delivery of care. (EPAS 2,3,7)

- Understanding of the signs, symptoms and treatments clients may receive for the most common health conditions, health crises, and comorbidity seen in a variety of practice settings and resulting impact on client well-being. (EPAS 7 ,8)
- Ability to utilize established classification criteria, recognize and identify, the most common mental health and substance use conditions seen in a variety of practice settings. (EPAS 7)
- Competency in conducting brief, evidence-based, and developmentally sensitive screens for risky, harmful, or dependent use of substances, including alcohol, illicit drugs, and prescription medications. (EPAS 4, 7)
- Competency in conducting brief, evidence-based, and developmentally appropriate screens for cognitive impairment. (EPAS 3, 7)
- Competency in conducting brief screens for risk related to self-harm, harm to others, impairments in functional self-care, and environmental safety. (EPAS 3,7)
- Ability to identify signs of abuse, neglect, domestic violence and other trauma in individuals across the lifespan and conduct brief, evidence-based screenings. (EPAS 1,2,3,7)

c. Course design

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on engaging in active clinical practice of assessment and screening using client vignettes and/or student-generated detailed client scenarios/role plays which represent diverse populations, health concerns/diagnoses, co-morbidities and lived experiences.

Active practicing of skills, engaging in role-playing, observation and critical analysis of assessment process and mutually constructive feedback is critical to the skill development focus of this class. Clinical scenarios will address a diverse variety of client populations, needs and practice settings. Video and/or audio taping and presenting of student screening and assessment practice for discussion and learning will be an integral part of skill building in this class.

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.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, disadvantage, gender, sexual orientation, sexual identity, class, immigration status, ability, family status, geographic location, ethnicity and culture interact with and impact health, mental health and behavioral health impact assessment and screening. Culturally responsive engagement in the assessment process will be a focus.

2. Class Requirements

a. Text and class materials

Required Texts

Jordan, C. & Franklin, C. (eds) (2021). *Clinical assessment for social workers: quantitative and qualitative methods* (5th ed). Oxford University Press.

This book is available digitally through the UM Library through the HathiTrust Emergency Temporary Access Service:

<https://search.lib.umich.edu/catalog/record/018297440>

National Association of Social Workers (NASW). (2017). [*NASW Code of Ethics*](#). National Association of Social Workers: Washington, D.C

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.

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

***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 online with a modified schedule.

b. Class schedule | Winter 2021 *(may change based on needs of the semester/course)*

Class Session	Topic for Class Session	Requisite Prep for Class Session (assignment dates are highlighted)
Week 1 1/19	Introductions & Course Overview <ul style="list-style-type: none"> Setting the Stage for Assessment 	<ul style="list-style-type: none"> Bring yourself and a ready attitude Review syllabus & Canvas site Complete W1 Pre-session Content
Week 2 1/26	Essential Skills for Assessment <ul style="list-style-type: none"> Use of Self & Establishing rapport 	<ul style="list-style-type: none"> SLO: One W2 Pre-session Content
Week 3 2/2	Assessment Process <ul style="list-style-type: none"> Qualitative + Quantitative Processes 	<ul style="list-style-type: none"> SLO: No submission Client Profile due Jan 31 @ 9p W3 Pre-session Content
Week 4 2/9	Consolidation & Demonstration of Skills <ul style="list-style-type: none"> No “Munch & Mingle” on this date Full class time (9a – 12N EST) dedicated to completion of BPSS assignment 	<ul style="list-style-type: none"> SLO: Two W4 Pre-session Content
Week 5 2/16	Assessment Integrate DSM Criteria <ul style="list-style-type: none"> Adults + Children Practice: M.I.N.I. 7.0 + M.I.N.I. Kid 7.02 	<ul style="list-style-type: none"> SLO: No submission W5 Pre-session Content
Week 6 2/23	Assessment Integrate DSM Criteria <ul style="list-style-type: none"> Adults Teach-out & Practice: GAD-7, PHQ-9, MDQ 	<ul style="list-style-type: none"> SLO: Three BPSS due Feb 21 @ 9p W6 Pre-session Content
Week 7 3/2	Assessment Integrate DSM Criteria <ul style="list-style-type: none"> Children / Youth Teach-out & Practice: SDQ, PSC-17 	<ul style="list-style-type: none"> SLO: No submission Peer Feedback due Feb 28 @ 9p W7 Pre-session Content
Week 8 3/9	Assessment Cognitive & Physical Functioning <ul style="list-style-type: none"> Teach-out & Practice: Rx Adherence, MoCA 	<ul style="list-style-type: none"> SLO: Four W8 Pre-session Content
Week 9 3/16	Assessment Trauma, Violence, Abuse & Neglect <ul style="list-style-type: none"> Teach-out & Practice: IPV, Trauma 	<ul style="list-style-type: none"> SLO: Five W9 Pre-session Content
3/23	NO CLASS THIS WEEK	
Week 10 3/30	Assessment Self-harm and Suicide <ul style="list-style-type: none"> Teach-out & Practice: Suicide (youth), Suicide (adult), Self-harm 	<ul style="list-style-type: none"> SLO: Six W10 Pre-session Content
Week 11 4/6	Assessment Substance Use <ul style="list-style-type: none"> Teach-out & Practice: AUDIT, DAST-10, CRAFFT 	<ul style="list-style-type: none"> SLO: Seven W11 Pre-session Content
Week 12 4/13	Consolidation & Demonstration of Skills <ul style="list-style-type: none"> 10a – 12N EST dedicated to completion of Final Demonstration of Skills 	<ul style="list-style-type: none"> SLO: Eight W12 Pre-session Content
Week 13 4/20	Bringing it all Together <ul style="list-style-type: none"> 10a – 11a EST dedicated to completion of Final Demonstration of Skills Saying Goodbye (11:15a – 12N) 	<ul style="list-style-type: none"> SLO: No submission Final Demonstration of Skills due April 25 @ 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 <ul style="list-style-type: none"> • Student-Centered Learning Opportunities (weekly) • Practice Team (in-class) 	Sundays @ 9p Submit: Canvas	30%
Client Profile <ul style="list-style-type: none"> • Profile + Facesheet 	January 31 @ 9p Submit: Canvas	5%
Biopsychosocial-spiritual (BPSS) Assessment <ul style="list-style-type: none"> • Recording (50 minutes) • Completed with partner, individual write-up 	February 21 @ 9p Submit: Canvas	25%
Peer Feedback on BPSS <ul style="list-style-type: none"> • Checklist + Written responses 	February 28 @ 9p Submit: Canvas	5%
Assessment Tool Teach-out <ul style="list-style-type: none"> • Teach screening tool to class • Demonstrate tool with partner 	Varied (2/23-4/6) Submit: In-class	10%
Final Demonstration of Skills <ul style="list-style-type: none"> • Recording (50 minutes) • Completed with partner, individual write-up • Peer feedback from “live” observation 	April 25 @ 9p Submit: Canvas	25%

Practice Teams. Students will be placed in a triad (groups of 3) by Session 2. These groups (aka: Practice Teams) will meet each week to practice the skills/tools from this course. The instructor will connect with Practice Teams each week during synchronous class sessions to provide ongoing observation, feedback, discussion, and consultation.

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.**

Client Profile. This assignment provides an opportunity to create a client/character profile that you will use for any/all of the role plays and practice opportunities in this course. You will submit a written profile, as well as an one-page facesheet (using a template). *Assignment instructions will be reviewed with students by Session 2.*

Assessment Tool Teach-out. Each student will be asked to sign up to teach the class about one of the assessment tools we engage in this course. Each “teach-out” will also include a demonstration of the tool with a partner from your Practice Team (or another colleague from class, as students prefer). Teach-outs are expected to be 15-20 minutes in duration. The tools and their dates are noted on the Class Schedule (p.4; see highlighted items in the Topic column). *Sign-ups will be available via Google sheet following W1.*

Biopsychosocial-spiritual Assessment. This is a partnered assignment. You will be partnered with a classmate to record a full biopsychosocial assessment, followed by a written assessment summary, and a written reflection on your experience and learning. Class time will be dedicated during W4 for completing the recording portion of this assignment. *Assignment instructions will be reviewed with students by Session 2.*

Peer Review & Feedback. Following your first BPSS Assessment, you will review the recording of one other classmate and provide written feedback. *The template for this assignment will be reviewed by Session 2.*

Final Demonstration of Skills. The Final Demonstration is designed for you to demonstrate your application and integrative skills related to the course content. Students will be assigned to a “new” triad for this assignment, which will include recorded assessment (50-minutes), observed “live” by a peer (for additional feedback), and will have a few different parameters than the first BPSS assignment that will highlight learning since the start of the course. *Assignment instructions will be reviewed and triad groups assigned by Session 11.*

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 REQUIRED synchronous meeting time each week on Tuesdays (10a – 12N EST). Each session will include one break of approximately 5-10 minutes. Synchronous sessions will be recorded and posted by the weekend following our class session in the “W# | Synchro Session Content” page in the MODULES section of our Canvas container. ****See exception for Week 4 (February 9)****

“Munch and Mingle.” Starting on week 2 (January 12), I am offering an OPTIONAL opportunity for us to connect each week ahead of our synchro class session from (9:30a – 10a EST). Feel free to bring your breakfast and/or morning beverage (e.g., coffee, tea, juice, water) and join me for an informal touchpoint before we jump into the formalities of our class time. ****We will not have a Munch & Mingle on Feb 9****

“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 ahead of class time 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 3) 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 3) points toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

Students will have access to synchronous session recordings for any missed class sessions, as appropriate, and will be welcome to complete any corresponding SLOs. However, the instructor will not offer any “make-up” opportunities for students who are absent from class.

Exceptions to this student absence 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. I will use the following rubric/guide to determine this portion of your grade, in accordance with the [Policy on Class Attendance](#) found in the MSW Student Guide:

Attendance and Participation Grading Criteria		
30 points	Consistently & Regularly	No absences and arrive on time for class. Consistently demonstrate you have read/engaged the assigned material. Engage only in class activities while in the synchronous session. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage yourself and others to think about material in new ways. Use inclusive language and respect other students’ identities. Complete all assigned student-centered learning opportunities (SLOs) on time. Quality of submissions is excellent.
25-29 points	Often & Generally	Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Engage only in class activities while in the synchronous session most times. 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. Complete most to all student-centered learning opportunities (SLOs) on time. Quality of submissions is good to excellent.
15-24 points	Occasionally & Sometimes	Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Engage in occasional activities not relevant to course requirements/content. Occasionally attentive to lectures/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. Complete some to most assigned student-centered learning opportunities (SLOs). Quality of submissions is fair to good.
0-14 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. Regularly engage in activities not relevant to course requirements/content. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Complete less than half of assigned student-centered learning opportunities (SLOs). Quality of submissions is poor to fair.

In sum, full credit for Attendance & Participation 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 with excellent quality
- Engage in practice that is critical, curious, reflective, collaborative, culturally responsive, and demonstrates social work values (e.g., PODS, em
- Regularly contribute to discussion and demonstrate depth of engagement with course material

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 citations 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, including timeliness
 - *We will review parameters for each assignment ahead of time*
- Quality of writing and presentation skills: clarity of thought, organization, and flow
- Quality of critical reflection and integration
 - *Effort/ability to self-reflect, think critically, & integrate learning*
 - *Demonstration of social work values*
 - *For example: PODS, empathy, strengths-based thinking*
- Ability to discern which aspects of use of self would be important in assessment

Writing skills. Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class you are asked to demonstrate proper grammar, spelling, and general rules of the *American Psychological Association Publication Manual* (7th edition). Note: Student papers are not required to have a cover/title page and/or running head for this course. 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 and Course Materials

Individual students' audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Taking screenshots during formal and informal synchronous class time is also prohibited. 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. **Of note, the instructor for this course will record some/all of each class session (see Section 2d of the syllabus, p.7).**

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).

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*