



Course title:	MaterTrack Skills Lab
Course #/term:	[SW 718], [Spring/Summer, 2021]
Course Website:	[https://umich.instructure.com/courses/456730]
Live Class Meeting:	[Tuesday], [6:00 PM – 8:00 PM] via Zoom in Canvas
Credit hours:	3
Prerequisites:	This laboratory course is designed and reserved for students who completed the School of Social Work MasterTrack Certificate and are enrolled in the MasterTrack MSW option.
Instructor:	[Justin Hodge, LMSW]
Pronouns:	[he, him, his]
Contact info:	Email: [hodjusti@umich.edu] Phone: [734-647-8891] You may expect a response within 48 hours
Office:	[3743 SSWB]
Office hours:	By appointment

1. Course Statement

This laboratory course is designed and reserved for students who completed the School of Social Work MasterTrack Certificate and are enrolled in the MasterTrack MSW option. The course focuses on tying together concepts learned in the MasterTrackCertificate, and developing knowledge, skills, tools, and techniques that are critical for successful social work practice. This course provides opportunities for hands-on experience and training, using tangible tools that are critical for success in interpersonal, mezzo, and macro practice. Special emphasis is placed on approaches that are evidence-based and strengthen socially just and culturally responsive practice.

Note: Course objectives are intentionally connected to School of Social Work/Council on Social Work Education Competencies and Practice Behaviors so that the School can measure/assess student outcomes at both the course and curriculum/program levels.]

a. Course Description

This course is designed to be interactive and seminar/discussion focused. Because of the hybrid nature of this course, students will be expected to structure their time to complete the course activities, largely outside of class. The course revolves around 2 several major assignments, with project groups meeting regularly through the semester. Discussions/seminars are used as consultation throughout the term. This course supplements the learning that occurred in the MasterTrack Certificate courses and focuses more on skill development and application.

b. Course Objectives and Competencies

Please note that these objectives are covered in the content provided in both the MasterTrack Certificate and SW 718. Evaluation in this course will be inclusive of all of the EPAS competencies noted in these objectives.

- Understand and apply a strengths-based practice approach (Essential 1; EPAS 7)
- Be able to assess at a micro-level (biopsychosocial-spiritual, suicide risk, depression, substance use, interpersonal violence, trauma, risk, and safety) (Essential 2; EPAS 7)
- Be able to assess at a mezzo- and macro-level (Essential 3; EPAS 7)
- Understand social determinants of health (Essential 5; EPAS 7)
- Understand historical context and its current applications within the profession and practice (Essential 6; EPAS 7)
- Use conflict and negotiation strategies (Essential 8; EPAS 6)
- Understand confidentiality and mandatory reporting (Essential 9; EPAS 1, 6)
- Plan and facilitate a meeting effectively (Essential 10; EPAS 6)
- Demonstrate empathy and cultural humility to effectively engage diverse clients and constituencies (Essential 11; EPAS 6)
- Demonstrate effective verbal, nonverbal, and written communication across contexts (Essential 12; EPAS 6)
- Demonstrate active listening (Essential 13; EPAS 6)
- Understand the methods of engagement, assessment, and intervention with diverse clients and constituencies to advance practice effectiveness (Essential 15; EPAS 2, 6, 7, 8)
- Understand how to facilitate effective transitions and endings that advance mutually agreed upon goals (Essential 16; EPAS 8)
- Know how to document services and interventions (Essential 17; EPAS 8)
- Know how to develop objectives, tasks, and timelines (Essential 18; EPAS 8)
- Understand basic budgets (Essential 19; EPAS 8)
- Know how to identify and refer to appropriate resources (Essential 20; EPAS 8)

- Critically evaluate and apply theory including theories of human behavior and the social environment to facilitate assessment, engagement, intervention, and evaluation (Essential 22; EPAS 6, 7, 8, 9)
- Utilize a variety of strategies to collect information to inform practice (e.g., focus 3 groups, key informant interviews, and surveys) (Essential 23; EPAS 4)
- Understand methods of identifying, analyzing, and implementing evidence informed interventions to achieve client and constituency goals (Essential 27; EPAS 4, 8)
- Understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy and adequate standard of living, healthcare, and education (Essential 32; EPAS 3)
- Understand the global interconnections of oppression and human right violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (Essential 33; EPAS 3)
- Engage in policy practice to effect change (Essential 35; EPAS 5)
- Understand and be able to define your own positionalities and the importance of their intersections (Essential 38; EPAS 1, 2, 6)

c. Course Design

This is completely online and will be open from 05/18 and to 08/20. Each week, you will be assigned to readings, live meetings, discussions, and/or individual assignments. Additionally, there will be four in-depth projects that will require you to synthesize your knowledge of social work practice. These tasks can be found in each weekly module. Make sure to read the announcements section thoroughly at the beginning of each week. This is where you will find a summary of each week's tasks, any supplemental reading or videos I suggest, and any additional information directed to the class

d. Intensive focus on PODS

This course will integrate PODS (privilege, oppression, diversity, and social justice) as the framework through which social work practice is viewed. Students will explore how these concepts manifest in social work practice. Students will provide a demonstration of a product or assignment and reflect on the relationship to 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.

2. Class Requirements

a. Text and Class Materials

You will select a book, either *Just Mercy* or *The Sun Does Shine*, to read throughout the duration of the course for a discussion in Week 10. Because you should read your selected book by Week 10, it is recommended that you read at least 30 pages per week to ensure completion by or before Week 10. Choose and purchase your book and begin reading from now until Week 10. You may choose to purchase a hard copy of your selected book or utilize other platforms, such as Audible or Kindle, for your reading. As you read your selected book, ensure that you maintain a record of personal notes and reflections during your reading. Either of the following books are required for this course:

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[Just Mercy](#): *A Story of Justice and Redemption* by Bryan Stevenson, ISBN-13: 978-0812984965 ISBN-10: 081298496X.

OR

[The Sun Does Shine](#): *How I Found Life and Freedom on Death Row* by Anthony Ray Hinton, ISBN-13: ISBN-13: 978-1250124715

I will place additional required readings in on Canvas, arranged by module. Students are expected to have completed all assigned readings prior to class.

b. Class schedule

Refer to the “Modules” section on Canvas for the class schedule. Readings, assignments, and other activities are organized by class session in that section.

Date/Time	Agenda	Required Readings & Assignments
Module 1	Lesson 1: Introduction to Social Work in Practice [Live Session Tuesdays/6:00 PM]	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read NASW Code of Ethics</p> <p>Read Levenson article</p> <p>Watch video on social determinants of health (<i>Epidemiology Counts</i>)</p> <p>Complete Discussion Board posting and responses by Monday 11:59 p.m. ET</p> <p>Complete SIMmersion 1: Brief Motivational Intervention with Gabe Turner</p> <p>Begin reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>
Module 2	Lesson 2: Culture and Practice	<p>Attend Zoom Session on Tuesday (optional)</p> <p>Read Falicov article in Perusall</p> <p>Complete Falicov Perusall annotations (3) by Friday 11:59 p.m. ET</p> <p>Comment and upvote peers' annotations by Monday 11:59 p.m. ET</p> <p>Complete SIMmersion 2: Cognitive Behavioral Therapy: Introducing CBT With Tanisha Mosley</p> <p><i>Continue reading</i> <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>

Module 3	Lesson 3: Race, Identity, and Practice	<p>Attend Zoom Session on Tuesday (optional) or view recording</p> <p>Read assigned article</p> <p>Complete Reflection Vlog posting by Friday 11:59 p.m. ET and responses by Monday 11:59 p.m. ET</p> <p>Submit Assignment 1: SIMmersions 1 and 2 by Monday 11:59 p.m. ET</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>
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<p>Module 4</p>	<p>Lesson 4: Clinical Practice Models</p>	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read assigned article in Perusall</p> <p>Complete Perusall Annotations (3) by Friday 11:39pm</p> <p>Comment and upvote peers' annotations by Monday 11:59 p.m. ET</p> <p>Complete SIMmersion 3: Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>
<p>Module 5</p>	<p>Lesson 5: Interprofessional Collaboration</p>	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read assigned article</p> <p>Complete Discussion Board posting by Friday 11:59 p.m. ET and responses by Monday 11:59 p.m. ET</p> <p>Complete SIMmersion 4: Coaching for Improved Performance with Brooke Lerner</p> <p>Submit Assignment 1: Simulations 3 and 4 by Monday 11:59 p.m. ET</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>

<p>Module 6</p>	<p>Lesson 6: Community Engagement</p>	<p>Attend Zoom Session on Tuesday</p> <p>Read chapter in Perusall</p> <p>Complete Netting et al. (2016) Perusall Annotations (3) by Friday 11:39pm</p> <p>Comment and upvote peers' annotations by Monday 11:59 p.m. ET</p> <p>Complete Reflection Vlog posting by Friday 11:59 p.m. ET and responses by Monday 11:59 p.m. ET</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>
<p>Module 7</p>	<p>Lesson 7: Organizational Change</p>	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read assigned article</p> <p>Submit Assignment 2: Biopsychospiritual Assessment by Monday 11:59 p.m. ET</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>

Module 8	Lesson 8: Critical Race Theory and Social Work	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read assigned article</p> <p>Complete Discussion Board posting by Friday 11:59 p.m. ET and responses by Monday 11:59 p.m. ET</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>
Module 9	Lesson 9: Racial Inequities and Policy Practice	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read assigned articles</p> <p>Complete Reflection Vlog posting by Friday 11:59 p.m. ET and responses by Monday 11:59 p.m. ET</p> <p>Continue reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p>
Module 10	Lesson 10: Book Discussion	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Complete reading <i>Just Mercy</i> <u>or</u> <i>The Sun Does Shine</i></p> <p>Begin Op-ed, due by Monday 11:59 p.m. ET Week 11</p>

Module 11	Lesson 11: Global Social Work Practice	<p>Attend Zoom Session on Tuesday</p> <p>Read assigned article in Perusall</p> <p>Complete Ornelias et al. (2018) Perusall Annotations (3) by Friday 11:59pm</p> <p>Comment and upvote peers' annotations by Monday 11:59 p.m. ET</p> <p>Submit Assignment 4: Op-ed-ed by Monday 11:59 p.m. ET</p>
Module 12	Lesson 12: The Grand Challenges	<p>Attend Zoom Session on Tuesday or view recording</p> <p>Read assigned article</p> <p>Complete Reflection Vlog posting by Friday 11:59 p.m. ET and responses by Monday 11:59 p.m. ET</p>
Module 13	Lesson 13: Final Presentations and Wrap-Up	<p>Attend Zoom Session on Tuesday for Assignment 4 Presentations</p> <p>Submit Assignment 4: Macro Assignment presentation by Tuesday 4:59pm</p> <p>Submit Assignment 4: Macro Assignment (Parts 1 - 3) by Monday 11:59 p.m. ET</p>

c. Assignments

In addition to participation in class and weekly online discussions, there are four major

assignments:

Assignment #1: SIMmersion Simulations (EPAS 6, 7, 8)

These simulations provide students a chance to practice social work skills in an online environment, with an online “client.” For this assignment, you will review the lessons within each simulation, and complete each simulation a minimum of four times each. As you complete each simulation, be conscious of issues of oppression and injustice that impact the client and respond appropriately

In this class, we will be practicing the following skills:

- SIMmersion 1: Motivational Interviewing (MI)
- SIMmersion 2: Introduction to Cognitive Behavioral Therapy (CBT)
- SIMmersion 3: Functional Analysis and Treatment Planning
- SIMmersion 4: Coaching/Supervision

Assignment #2: Biopsychosocial-Spiritual Assessment (EPAS 2, 7, 8, 9)

You will conduct an in-depth assessment with a class member and also serve as a client for a class member. Your assessment must attend to the client’s ecosystem and competently addresses issues of oppression and injustice that impact the client.

The assignment involves the completion and submission of four components:

- A 10-minute segment of a recorded interview
- A complete written Biopsychosocial-Spiritual Assessment (approximately 4–5 pages)
- A Clinical Intervention Plan (approximately 2–4 pages)
- A written reflection on your experience with this assignment (approximately 2–3 pages)

Assignment #3 Policy-focused Op-ed (EPAS 3, 4, 5)

This assignment has two components, the reading of a book, and the development of an op-ed based on the issues brought forth in the book. The book, *Just Mercy: A Story of Justice and Redemption* OR *The Sun Does Shine: How I Found Life and Freedom on Death Row* should be read by the date indicated on the syllabus, prior to the class discussion of contents.

You will then write an op-ed on an issue related to criminal justice reform. The goal of the op-ed is to provide background on a policy debate and to make policy

recommendations that are informed by social work values of promoting social justice, equity, and diversity. Be sure to review the Grand Challenges website for additional insight into how its key themes connect with your selected issue. This op-ed will allow you to:

- Explore a broad domain of social welfare policy
- Gain expertise on a single, specific, social welfare policy within that broader domain
- Understand how policy can be used as a vehicle for social change

Assignment #4: Macro Social Work Assignment (EPAS 4, 7, 8, 9)

This is a group assignment and has three parts: 1) identification of a community or organizational issue; 2) development of an intervention plan for the identified issue; and 3) presentation of the identified issue and proposed plan (solution) to a stakeholder group. In identifying and assessing the issue, attention should be given to how individuals experience it differently based on their holding of marginalized or privileged identities. Your intervention plan should describe how its enactment would advance social justice in the community or organization of focus.

While the assignment is not due until the end of the semester with the presentation, it is advised that groups work on this assignment throughout the semester as you learn about assessment and intervention strategies and consult with the instructors.

Assignment	Due date	Percent of overall grade
Live Class Participation	Tuesdays, 6:00 PM ET	N/A
Participation		30%
Perusall Annotations (x4)	Modules 2, 4, 6, 11	10%
Discussion Boards (x3)	Modules 1, 5, 8	10%
Vlog (x4)	Modules 3, 6, 9, 12	10%
Assignment #1: SIMmersion Simulations	SIMmersions 1 and 2: due Module 3 SIMmersions 3 and 4: due Module 5	10%

Assignment #2: Biopsychosocial-Spiritual Assessment	Rough Draft: due Module 7 Final Draft: due: Module 9	20%
Assignment #3 Policy- focused Op-ed	Due Module 11	15%
Assignment #4: Macro Social Work Assignment	Due Module 13	25%

d. Attendance and class participation

As a foundation practice course, it is important that you attend each live class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Your participation as a co-learner is essential to meet the learning goals for this requirement. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed.

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

Weekly Participation: You are expected to read assigned materials, submit assignments, and participate in live class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. Expect to spend 8–9 hours per module—this consists of a 2-hour live meeting and 6.5-hour asynchronous learning activities on a weekly basis.

Live Class Meeting Participation: You must attend 80% of the regularly scheduled live class sessions for the semester. Sign into the live class session before it begins and remain engaged for the duration of the session. Consider participating by video, if feasible, and using the webcam on their computer, tablet, or smartphone. Prepare for each live session by engaging the preassigned content and activities. In case of an emergency, you should contact me as soon as possible providing documentation

supporting the need for any absence. You might be asked to review the recorded class session and submit your reflection no later than three days after the session.

Discussion Participation: In an online discussion, you will apply the theory of what you have learned, relate that information to facts, and state a conclusion you've reached. Substantive posts should provide a reason for your beliefs. In other words, why do you feel the way you feel? Your opinion is acceptable, but you must have a solid rationale for it. You will need to respond critically and persuasively. Your post may also resolve a problem. To help with this, simply remember the acronym IDEA:

- Identify, interpret, or infer the principle being learned
- Define and dissect the principle being studied
- Explore and explain the principle being studied and how you think it applies to the Discussion Forum
- Analyze the concept being discussed, apply it to a fact pattern, and advocate a position or recommendation

The discussion is worth 100 points and is graded according to the [Discussion Board Assignment Rubric](#).

Students will be expected to complete the prompt(s) presented as well as to critically respond to two peers in a manner that pushes the discussion further.

Your attendance and participation also reflect the basic elements of any social work relationship—you show up and remain present. If, for any reason, we have concerns about your participation or attendance, we will discuss the concerns with you in a timely fashion. Additional information on class attendance can be found in the [Policy on Class Attendance](#).

***Instructor Communication**

Email is the best way to reach me. I try to respond to students within 24 hours or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment. In case of an emergency, you can text me at 734-325-9136.

****Technology Requirements**

You must have access to the Internet, preferably high-speed Internet, for the duration of this course. You must have consistent access to a professional word processor and a

presentation program such as Google Suite and Microsoft Office. For technological support, please contact the [U-M ITS Service Center](#).

e. Grading

Please review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

100+	A+	77-79	C+
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	E

- Assignments will receive a 10% deduction for each day that they are late through the third day (i.e. day 1 = 10% penalty, day 2 = 20% penalty, day 3 = 30%). Unless there are extenuating circumstances, assignments will not be accepted after the third day. Please ensure that you communicate such circumstances with the instructor at least 24 hours prior to the due date via email, along with necessary documentation (if applicable). Note that these will be handled on a case by case basis, and are at the instructor's professional discretion.
- Students can expect to receive grades and feedback on your assignments within two weeks of their due date.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced,

sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found in the [Recording and Privacy Concerns FAQ](#).

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.

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*