### 1. COURSE STATEMENT

**Course Description**
This course presents knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. Students learn how to perform various social work roles (i.e. counselor, group facilitator, mediator, broker, and advocate), recognizing that these roles must be based on the adherence to social work values and ethics. All phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Using an evidence informed approach, students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability and spirituality) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students also learn how self-awareness and the conscious use of self affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, problem-solving, critical and creative thinking in practice. Students learn how to apply various evidence-informed strategies in order to demonstrate the effectiveness of change efforts based on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

**Course Objectives and Competencies**
Upon completion of this course, students using a social work practice framework will be able to:

a) Apply inclusive engagement, assessment, and intervention strategies with diverse clients with empathy and cultural humility, based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings (Essential 11, 13, 14, 15; EPAS 2, 6, 7, 8).

b) Articulate social work values and ethics in all interpersonal practice strategies to address client issues. (Essential 9, 40, 44; EPAS 1, 5, 6)

c) Assess client needs using a biopsychosocial spiritual and ecological frameworks to effectively identify and address client and environmental change strategies including in high risk situations such as suicide, interpersonal violence, substance abuse and trauma. (Essential 2, 4, 7, 16; EPAS 4, 7, 8, 9)

d) Develop intervention plans that incorporate evidence informed practice with diverse clients based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings that can target environmental as well as intra and interpersonal levels of change. (Essential 18,
e) Practice engaging, assessing, intervening and evaluating with client systems using evidence informed strategies in each phase of intervention. (Essential 22, 23, 27; EPAS 4, 6, 7, 8, 9)

f) Demonstrate effective communication to document services and intervention and facilitate interprofessional collaborative practice. (Essential 12, 17; EPAS 6, 8)

g) Apply anti-racist frameworks to social work practice and utilize skills to intervene, disrupt, and undo racism. (Essential 1, 11, 14, 22, 44, 45; EPAS 2, 3, 6, 7, 8, 9)

Course Design
This course will incorporate mini-lectures, role plays, simulations, and applied case examples to demonstrate the core objectives. Using a flipped class approach, class sessions will emphasize skill development and applied learning activities related to all aspects of the change process when working with individuals, families, and small groups.

Relationship to Social Work Ethics and Values
Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics will be used to give students direction about these ethical issues. In particular, this course will focus on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, issues that arise when working with colleagues, such as referral, consultation, dispute resolution, and mediation will be addressed.

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 every aspect of professional interpersonal practice.

2. COURSE REQUIREMENTS

Text and Class Materials

*Please see UM-Library for access to the text.

All additional reading materials and other resources will be made available in the associated module within the Canvas site. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all assigned readings and engage with module activities prior to class each week. Required reading assignments will be integrated into class sessions in lectures and discussions. Additional resources and helpful tools will also be shared on the Canvas site throughout the semester.
**Class Schedule**

**Synchronous Content:** Our class will meet synchronously on Tuesdays from 9:00am-12:00pm. Class activities will include a combination of lecture, small group activities, and small-and-large-group discussions.

**Asynchronous Content:** The remaining scheduled hour of class from 12:00pm-1:00pm will be reserved for students to engage with asynchronous content. It is critical that students have reviewed the weekly asynchronous content prior to our synchronous meetings so that they can be prepared to actively engage in class activities.

**Ongoing Student Feedback:** Student feedback is highly encouraged and desired. Throughout the semester, multiple efforts will be made to gather student feedback on the course structure and quality of the instructor. Results of student feedback will be carefully reviewed and integrated whenever possible. Students are encouraged to contact me via email to discuss any ideas, concerns, or suggestions for improvement.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Reading &amp; Assignments</th>
</tr>
</thead>
</table>
| **Week 1:** 8/31/2021 | • Intro and Guiding Principles of SW Practice | **Watch:** Integrative Themes that Guide Social Work Practice [13:16]


**Recommended Reading:**


<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Due: Friday, 9/10 Character Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Watch: Daphne Brydon—Assessing for Safety (25:23)

**Recommended:**


**Week 6: 10/5/2021**

- **Clinical Practice Day: Engagement and Assessment**

  *In-class: Simulation #2 Exercise*


  Watch: Phil Luttrel’s SUD Lecture


**Recommended:**


**Week 7: 10/12/2021**

- **Social Workers as Agents for Change**

  Appio, L., Chambers, D.A., & Mao, S. (2012). Listening to the voices of the poor and disrupting the silence about class issues
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19/2021</td>
<td>NO CLASS</td>
<td>UNIVERSITY OF MICHIGAN FALL BREAK</td>
</tr>
<tr>
<td>10/26/2021</td>
<td></td>
<td>Watch: Understanding Stages of Change and Building on Solutions (15:33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Developing a Change Plan in Social Work Practice (10:35)</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Establishing Goals</td>
<td>TBD</td>
</tr>
<tr>
<td>11/2/2021</td>
<td>In-class: Simulation #3 Exercise</td>
<td>Ruffolo, Perron, &amp; Voshel (2015), Chapter 8, p. 149-178.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>In the Kim book, select any population that you would like to learn more about in Chapters 4-13. Come to class prepared to discuss what you learned.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>In the Kim book, select any population that you would like to learn more about in Chapters 4-13. Come to class prepared to discuss what you learned.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Motivational Interviewing/DBT—Mary Ruffolo (17:47)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Recommended:</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>

**Week 11:** 11/16/2021  
**Group Based Interventions**  
Watch: Groups –Part 1—Rich Tolman & Robert Ortega (25:33)  

**Week 12:** 11/23/2021  
**Family Based Interventions**  
Watch: Working with Families Overview—Scott Weissman (13:05)  
Watch: Family Systems & Substance Use Part 1 (31:55)  
Watch: Family Systems & Substance Use Part 2 (30:34)

**Week 13:** 11/30/2021  
**Development and Attachment**  
Watch: Attachment and Human Development with Julie Ribaudo (01:46:00)  
Watch: Trauma & Health Across the Lifespan—Dr. Nadine Burke Harris (15:50)
<table>
<thead>
<tr>
<th>Week 14: 12/7/2021</th>
<th>• Termination and Self Care</th>
</tr>
</thead>
</table>


**Course Assignments**

Assignments for the course are described briefly below. Further information about each assignment is included on the course Canvas site. All assignments (with the exception of participation) are submitted via Canvas. Details regarding the submission requirements are included in the assignment descriptions on the Canvas site.

SW 506 content is sequential. Timely submission of all assignments is required. Many of the assignments are graded on a credit/no credit basis, and many are “process-based,” meaning, the focal point of the work itself, is going through a reflective process. Some assignments involve peer-to-peer collaboration, similar to an actual practice setting. Late assignments impact both you and your peers who are depending on timely completion of assignments. (e.g. If your assignment is late, then your peers may not have adequate time to complete their portion of the assignment.) Late work may result in a reduction in your grade on the assignment and will also impact your participation grade.

Under some circumstances, late assignments may still be accepted without affecting your grade (such as emergency circumstances, serious illness, etc.) **Please notify me as early as possible so I can work with you to make arrangements and accommodate your needs.** All assignments, class activities, readings and group work correspond with the CSWE Core Practice Competencies.
### Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Character Development Paper</td>
<td>Friday, September 10th @ 11:59pm</td>
<td>5</td>
</tr>
<tr>
<td>Simulation #1: Active Listening/Engagement (Annotations &amp; 2-minute Video Clip)</td>
<td>Tuesday, September 21st @ 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td>Simulation #2: Bio-psycho-social-spiritual Assessment (Annotations &amp; Full Video Clip)</td>
<td>Friday, October 15th @ 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td>Bio-Psycho-Social-Spiritual Assessment</td>
<td>Tuesday, October 26th @ 11:59pm</td>
<td>25</td>
</tr>
<tr>
<td>Simulation #3: Goal-setting &amp; Treatment Planning (Annotations &amp; 5-minute Video Clip)</td>
<td>Tuesday, November 9th @ 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td>SIMmersion Exercise</td>
<td>All Due on Tuesdays (before class)</td>
<td></td>
</tr>
<tr>
<td>1. Taye (Suicide Prevention: Assessing Risk)</td>
<td>1. October 5th @ 9:00am</td>
<td>2.5</td>
</tr>
<tr>
<td>2. Jemma (Gender Affirmative Therapy)</td>
<td>2. October 12th @ 9:00am</td>
<td>points</td>
</tr>
<tr>
<td>3. Gabe (Brief Motivational Interviewing)</td>
<td>3. November 16th @ 9:00am</td>
<td>each;</td>
</tr>
<tr>
<td>4. Tanisha (CBT Intro)</td>
<td>4. November 23rd @ 9:00am</td>
<td>10 total</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>Tuesday, December 7th @ 11:59pm</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Brief Assignment Descriptions**

**Character Development Paper**
- Students will create a “character” that they will utilize in future role-play activities with their assigned simulation partners. Students will write a 1-2 page description of the client character that they create, including their name, identifying information, presenting problem, possible DSM-5 diagnosis, key social identities, important and relevant family information, and important and relevant life circumstances.
- Students will also be asked to detail and discuss the sources that they utilized to develop their character and the ways in which their character is impacted by privilege and oppression.
- The Character Development Paper will be submitted for feedback from the instructor prior to the simulation activities. Submission will occur on Canvas. Further information on the assignment will be discussed in class.

**Simulation 1: Active Listening/Engagement (Video & Annotations)**
- Students will meet in a group of three to practice therapeutic skills of active listening and engagement in class during Week 3. One partner will observe, one will act as their “character,” and one will act in the role of the therapist. Students will rotate roles throughout the activity so that each student has the opportunity to perform all aspects.
- Students will film their performance as the therapist. Students will also complete a document of annotations of their performance, in which they provide a time stamp and their reflections on their use of therapeutic skills, including skills that have been well demonstrated and skills that they would like to improve.
- Students will upload their video and annotations document onto Canvas. Further information on the assignment will be discussed in class.

**Simulation 2: Assessment (Video & Annotations)**
- Students will meet in a group of three to practice assessment skills in class during Week 6. One partner will observe, one will act as their “character,” and one will act in the role of the therapist. Students will rotate roles throughout the activity so that each student has the opportunity to perform all aspects.
- Students will film their performance as the therapist. Students will also complete a document of annotations of their performance, in which they provide a time stamp and their reflections on their use of therapeutic skills, including skills that have been well demonstrated and skills that they would like to improve.
- Students will upload their video and annotations document onto Canvas. Further information on the assignment will be discussed in class.
Simulation 3: Goal Setting & Treatment Planning (Video & Annotations)
• Students will meet in a group of three to practice goal setting and treatment planning skills in class during Week 9. One partner will observe, one will act as their “character,” and one will act in the role of the therapist. Students will rotate roles throughout the activity so that each student has the opportunity to perform all aspects.
• Students will film their performance as the therapist. Students will also complete a document of annotations of their performance, in which they provide a time stamp and their reflections on their use of therapeutic skills, including skills that have been well demonstrated and skills that they would like to improve.
• Students will upload their video and annotations document onto Canvas. Further information on the assignment will be discussed in class.

Biopsychosocial-Spiritual Assessment Write Up
• Students will utilize the information gathered about the client that they assessed in the simulation 1 & 2 activities to compose a Biopsychosocial-Spiritual Assessment and Intervention Plan.
• The assessment should be written in a professional style, attending to grammar, punctuation, and use paragraphs and complete sentences. The final document, including the intervention plan, will be 7-10 single-spaced pages.
• A guide with recommendations for content and formatting will be reviewed in class.
• Students will upload their completed Biopsychosocial-Spiritual Assessment Write Up onto Canvas.

SIMmersion
• In addition to practicing clinical intervention skills through in-class role-play, students also have the opportunity to practice step-by-step intervention skills using the SIMmersion platform, linked here: SIMmersion Login.
• For this course, students will complete four SIMmersion activities:
  1) Suicide Prevention: Assessing Risk with Taye Banks—Due 10/5
  2) Gender Affirmative Therapy: Intake with Jemma—Due 10/12
  3) Brief Motivational Intervention with Gabe Turner—Due 11/16
• The SIMmersion site will walk you through step-by-step how to engage in the simulation. You are encouraged to carefully read through the instructions and steps involved in each intervention, prior to engaging in the simulation.
• The system assigns a score at the end. This will not correspond to your grade on the assignment; you will be graded on a credit/no credit basis. That said, if you are not pleased with your score, you are encouraged to try the SIMmersion again until you reach a score that feels reasonable to you.
• At the end of the SIMmersion, you will be able to download a PDF of your transcript. This is what you will be submitting on Canvas to receive credit.

Final Reflection
• This final assignment is an opportunity for students to reflect upon their learning and growth within the class throughout the semester. Students will write a reflective paper, 1-2 pages in length, in which challenges, accomplishments, and directions for future growth and learning are explored. Further information will be provided on this assignment toward the end of the semester.

Attendance & Participation
As an advanced practice course, it is important that you attend each class session. The class sessions involve skill development experiences that go beyond course readings/learning tasks. Missing class sessions will lower your grade since 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.

Your attendance and participation also reflects the basic elements of any social work relationship – you show up
and remain present. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. Your grade will be negatively impacted if more than one class is missed as an unexcused absence. Please communicate any classes that you may miss to this Instructor via email (rowea@umich.edu) or phone/text (734-845-1442). Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day. Policy on Class Attendance found in the MSW Student Guide.

Each class encourages dialogue regarding the readings, lectures, and in-class skills demonstrations. Participation in this course will occur in small and large group discussions. It is essential to abide by the NASW Code of Ethics and maintain the highest level of respect for another as colleagues/peers, as well as for the clients/communities that we will be discussing in class. Please avoid the use of electronics during the course. If you need to take a phone call or respond to a text message or email, then please step out of the class and return when you are done. It is expected that your computer only be used to take notes during lectures. Levels of participation may vary based on comfort and interest in topics discussed. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty that you are experiencing related to course materials and discussions and I will do my best to help resolve the matter or identify appropriate support services if requested.

A Note on the Learning Environment:
The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

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 that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please 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; please honor this process.

A student is expected to be on time, prepared with questions from readings, DVDs and assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

Please note that late assignments may be marked down 5% for every day late.

Grading
My practice is to provide detailed feedback on your papers. As such, it may take me up to three weeks to return them. Papers are graded on:

Quality of clinical thinking: Papers that rate the highest will show strong analytic skills; evidence strong clinical insight; show strong understanding of human behavior; demonstrate a curiosity about what they hear or see; have a level of empathy for others and know when they are struggling to achieve that; and demonstrate an ability to think about what they heard, as well as what they did not hear.
Integration of materials: Papers that rate the highest will show superior skill in linking reading and lecture materials to their written work; pull from multiple sources; typically go above the requirements but not excessively so; go beyond “person on the street” thinking.

Level of Self-reflection: Papers that rate the highest will show a strong self-awareness or willingness to develop that capacity; they show a willingness to take risks with thinking or note areas where that is difficult; are able to address what is evoked in them response to the work and demonstrate an understanding of social work values and ethics (PODS, empathy, strengths-based thinking, etc).

Writing skills: Papers that rate the highest will have no typographical or grammatical errors. They will be well organized and written, comprehensive and coherent. They will be within the guidelines, neither excessively short nor excessively long. Any citations will be accurate and there will be effective use of quotations.

<table>
<thead>
<tr>
<th>Grading for this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ = 100%</td>
</tr>
<tr>
<td>A  = 97 – 99%</td>
</tr>
<tr>
<td>A- = 92 – 96%</td>
</tr>
<tr>
<td>B+ = 89 – 91%</td>
</tr>
<tr>
<td>B  = 85 – 88%</td>
</tr>
<tr>
<td>B- = 81 – 84%</td>
</tr>
<tr>
<td>C+ = 78 – 80%</td>
</tr>
<tr>
<td>C  = 74 – 77%</td>
</tr>
<tr>
<td>C- = 70 – 73%</td>
</tr>
</tbody>
</table>

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA); therefore you are expected to follow this referencing style. Publication Manual of the American Psychological Association (7th Edition) is accessible via internet.

You may also refer to: Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

Incompletes
Incompletes are given only when it can be demonstrated that it would be unfair to hold the student the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that and 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 course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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.

Students who fail to comply with remote-only participation will be de-enrolled from the class and will be reported as violating the Student Rights and Responsibilities COVID Addendum language which states:
1. Members of the Student community are expected to comply with health and safety laws, orders, ordinances, regulations or health and safety guidance adopted by the University as it relates to public health crises, including COVID-19, where failure to do so may result in public health risk. This guidance will evolve as the public health crisis evolves and may include, but is not limited to, social distancing, mandatory COVID-19 testing, de-densifying efforts, limitations on mass gatherings, wearing a face covering, contact tracing, and quarantine / isolation requirements.

2. Failure to comply with the public health guidance adopted by the U-M as it relates to face coverings, which is subject to change and which is currently located at: http://ehs.umich.edu/wpcontent/uploads/2020/07/U-M-Face-Covering-Policy-for-COVID-19.pdf

3. Failure to participate in and maintain isolation and/or quarantine, as instructed by a health care provider or public health officials, which may include U-M Environmental health and safety. Students seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity.

4. Hosting or attending a social gathering larger than the allowable limits set by any state or local law or University policy. This provision does not preclude constitutionally protected activity, such as protesting, or individuals who may be residing together in a single household.

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.

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. Recording and Privacy Concerns FAQ

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

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