



Course title:	MasterTrack Skills Lab
Course #/term:	SW 718, Section [801], [Spring/Summer 2022]
Live Class Meeting:	[Tuesdays, 6:00 PM - 8:00 PM], [Zoom]
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 D. Hodge]
Pronouns:	[he/him/his]
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Office:	[4688 SSWB]
Office hours:	[By appointment via Zoom]

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 MasterTrack Certificate, 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 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.

- Utilize essential organizational tools and principles to inform practice (Essential 1, 9, 15, 17, 18, 19, 20; EPAS 1, 2, 6, 7, 8).
- Employ effective communication skills in assessing and determining appropriate intervention strategies (Essential 8, 10, 11, 12, 13, 16, 23; EPAS 4, 6, 8).
- Apply a scientific approach to design appropriate interventions based on client and/or community needs (Essential 2, 3, 5, 22, 27; EPAS 4, 6, 7, 8, 9).
- Analyze the roles that social science, history, theory, and culture play in impacting local, national, and international practices and advocacy of social justice (Essential 6, 33, 38; EPAS 1, 2, 3, 6, 7).
- Advocate for current and relevant social justice issues incorporating various methods of engagement (Essential 32, 35; EPAS 3, 5).

c. Course Design

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

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

b. Class Schedule

The synchronous Live class will meet using Zoom from 6:00- 8:00 p.m. The 7 live synchronous class session dates include: May 17, May 24, June 7, June 21, July 12, July 26, and August 9

This course consists of learning modules that are organized into the following topic areas:

- Module 1: Introduction to Social Work in Practice (Live Zoom Session)
- Module 2: Culture and Practice (Live Zoom Session)
- Module 3: Race, Identity, and Practice
- Module 4: Clinical Practice Models (Live Zoom Session)
- Module 5: Interprofessional Collaboration
- Module 6: Community Engagement (Live Zoom Session)
- Module 7: Organizational Change
- Module 8: Critical Race Theory and Social Work
- Module 9: Racial Inequities and Policy Practice (Live Zoom Session)
- Module 10: The Grand Challenges
- Module 11: Global Social Work Practice (Live Zoom Session)
- Module 12: Final Project Prep Week
- Module 13: Final Presentations and Wrap-Up (Live Zoom Session)

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: Gender Affirmative Therapy: Intake with Jemma
- SIMmersion 2: Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
- SIMmersion 3: Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison
- SIMmersion 4: Cognitive Behavioral Therapy: Functional Analysis with Roger Ellison

OR

- SIMmersion 1: Gender Affirmative Therapy: Intake with Jemma
- SIMmersion 2: Suicide Prevention: Assessing Risk with Taye Banks
- SIMmersion 3: Cognitive Behavioral Therapy: Introducing CBT with Tanisha Mosley
- SIMmersion 4: Cognitive Behavioral Therapy: Creating a Change Plan with Melody Denison

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

You will conduct an in-depth assessment using one of the SIMmersion characters as your client. 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 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 Report Worksheet (EPAS 3, 4, 5)

This assignment consists of a policy worksheet. It is designed to help students identify a concise policy problem starting with a general interest area. The worksheet components are useful in developing the intellectual building blocks for writing other policy documents such as policy reports, policy memos, white papers, or policy briefs.

The worksheet requires thoughtful consideration of topics, narrowing your interest area, and library-based research in order to complete. Please use your time wisely throughout the semester to complete it.

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	6 Live Meetings	30%
Assignment #1: SIMmersion Simulations	Complete SIMmersions 1 & 2 and submit the complete certificate to Canvas by 11:59 PM Week 3 (May 31). Complete SIMmersions 3&4 and submit the complete	10%

	certificate to Canvas by 11:59 PM Week 5 (June 14).	
Assignment #2: Biopsychospiritual Assessment	Complete and submit Assignment #2 to Canvas by 11:59 PM Week 9 (July 12).	15%
Assignment #3 Policy Report Worksheet	Complete and submit Assignment #3 to Canvas by 11:59 PM b Week 12 (August 2).	20%
Assignment #4: Macro Intervention	Complete and submit Assignment #4 in Canvas by 11:59 PM by Week 13. Your group will present your project in Week 13 (August 9).	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.

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.

***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.

****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*