



Course title:	Interpersonal Practice Interventions in Integrated Health, Mental Health and Substance Use for Adults
Course #/term:	SW602, Section 001, Class #36548, Winter 2022
Course Website:	https://umich.instructure.com/courses/555638
Live Class Meeting:	Fridays, 2:00PM-5:00PM, UM SSW Room # TBD
Credit hours:	3
Prerequisites:	Foundation Essentials or permission of instructor
Instructor:	Meghan Thiel, LMSW
Pronouns:	[She, her, hers]
Contact info:	Email: thielmm@umich.edu You may expect a response within 48 hours. In the subject line, please write "SW602 FRIDAYS".
Office:	2740 SSWB
Office hours:	By appointment , Zoom preferred

Welcome!

Social workers, in comparison to other health professionals, are unique in their ability to companion their clients through times of change. This course will aim to demonstrate how social workers may use evidence-based practices to partner with clients in various settings through times of change.

My goal throughout this course is to illustrate the interventions you are learning about with literature, real-life examples and activities, in order to prepare you to utilize these practices in the field. This course will offer a deep understanding of the value social work brings to all levels and environments of care in this very unprecedented time.

I look forward to working with you this semester.
Meghan M. Thiel, LMSW

1. Course Statement

a. Course Description

The course will build on intervention therapy and practice from the foundation semester and promote more advanced intervention skill level of engagement, goal setting, use of evidence based and informed interventions, and the termination and evaluation phases of treatment. Particular focus will be on advanced clinical competency development regarding: 1. Engagement and rapport building, 2. Goal setting and problem solving, 3. Identifying and implementing appropriate intervention approaches, and 4. Termination and evaluation of treatment.

This course focuses on skill building to provide a range of brief, evidence-based and/or evidence -informed interventions including prevention, treatment and recovery as well as longer-term treatment and support for clients as appropriate. Examples include: 1. Case conceptualization, 2. Behavioral activation, 3. Cognitive restructuring, 4. Exposure, 5. Managing ambivalence and resistance, 6. Emotion regulation and distress tolerance, and 7. Trauma-sensitive mindfulness.

Core evidence-based/evidence-informed therapies will be the focus of this class including: 1. Motivational interviewing, 2. Cognitive behavioral therapy (CBT) and 3. emerging acceptance-based therapies such as Dialectical Behavioral therapy (DBT), Acceptance and Commitment Therapy (ACT), and Mindfulness-Based Cognitive Therapy (MBCT).

Attention will be given to application of interventions with clients across diverse populations and needs, with a focus on common health and mental health conditions such as depression/anxiety, substance use, chronic pain, etc. Attention will also be given to application of interventions in a variety of integrated health, mental health, and substance abuse practice settings such as community mental health agencies, health care facilities and non-profit agencies.

b. Course Objectives and Competencies

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

1. Identify and assess evidence-based interventions and best social work practices for application in a variety of health settings including integrated health, mental health, behavioral health, and hospital, outpatient, and community care settings (EPAS 2, 4, 8)
2. Identify and apply longer-term models of treatment and support for clients with persistent illnesses/conditions that require follow-up over time (EPAS 6, 8)
3. Explain information, education, guidance, and support to family members about health conditions, prevention, available treatments, illness and self-management, peer support, and recovery (EPAS 2, 6, 8)
4. Analyze clinical, evidence-based/evidence-informed rationale for use of a specific intervention to match client needs, preferences, and response (EPAS 2, 4, 8)
5. Demonstrate brief supportive interventions addressing holistic consequences of physical, mental illness, and injury (EPAS 6, 8)
6. Demonstrate brief, trauma-informed interventions for mental health conditions, risky or harmful substance use conditions, adjustment to illness, and chronic disease management (EPAS 2, 4, 8)
7. Apply focused interventions to engage clients in change processes to improve health and to adhere to patient-centered treatment and care plans (e.g., motivational interviewing) (EPAS 4, 6, 8)
8. Monitor and evaluate outcomes of interventions and modify, adjust interventions accordingly

(EPAS 7, 9)

c. Course Design

In-person/Residential

The course format will include brief lectures, discussion, individual and group projects, in-class application activities, and written assignments.

Each week, you will be assigned to readings, view lecture materials, watch treatment videos, engage in clinical practice and discussions within the live class time, and complete individual assignments.

All 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.

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 interventions using client vignettes which represent diverse populations, health concerns/diagnoses, comorbidities, and lived experiences.

Active practicing of skills, engaging in role-play, observation and critical analysis of assessment process, and mutual constructive feedback is critical to the skill development focus of 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, gender, sexual orientation, sexual identity, socioeconomic status and class, immigration status, ability, family status, geographic location, and ethnicity and culture interact with and impact health, mental health, and behaviorally focused interventions.

Instructor Communication

Email is the best way to reach me. I try to respond to students within 48 hours. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment.

2. Class Requirements

Technology

Internet access will be needed for engagement with the course content. Access will also be needed to a professional word processor and a presentation program such as Google Suite or Microsoft Office to complete assignments. For technological support, please contact the [U-M ITS Service Center](#).

Text and class materials (all available via U of M Library)

Required Books for Course:

1. Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/018266379>]
2. Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/013592508>]

Other assigned and suggested readings, video or podcast links, etc. will be listed in the syllabus and available via the course 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 required readings prior to class. Students will be expected to engage in a discussion of readings in class each week.

Recommended Books if interested in learning more (*not required for course*):

1. Rollnick, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/013984561>]
2. Linehan, M. M. (2015). *DBT skills training manual* (2nd ed). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/015992969>] Knaus, W. J. (2012). *The cognitive behavioral workbook for depression: A step-by-step program (A new Harbinger self-help workbook)*. New Harbinger Publications.
3. Wright, J. H., Brown, G. K., Thase, M. E., & Basco, M. R. (2017). *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Pub.
4. Linehan, M. M. (2015). *DBT skills training: Handouts and worksheets* (2nd ed.). The Guilford Press.
5. Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. W.W. Norton & Company.
6. Hayes, S., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.). The Guilford Press. [Available for all students electronically: <https://search.lib.umich.edu/catalog/record/011163178>]

Class Schedule*

Weekly activities may include:

- Case studies
- Discussion of required readings, videos, podcasts
- Discussion of related current events
- Guest speakers
- Lectures
- Small group discussions/work

*Subject to change at the discretion of the professor

Date/Time	Agenda	Required Readings, Videos, Podcasts & PreWork	Assignments Due
Week 1 09/02/2022 2:00-5:00P	Course introduction; Ethics, Culture, and Intersectionality: Core Intervention Skills in Integrated Health, Mental Health, and Substance Use	Review the Syllabus Explore Canvas Site Readings: <ol style="list-style-type: none"> 1. Edwards, J. B. (2016). Cultural intelligence for clinical Social work practice. <i>Clinical Social Work Journal</i>, 44(3), 211–220. doi:10.1007/s10615-015-0543-4 2. National Association of Social. (n.d.) <i>Read the code of ethics</i>. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English 3. Reamer, F. G. (2018). Ethical issues in integrated health care: Implications for social workers. <i>Health & Social Work</i>, 43(2), 118–124. doi: 10.1093/hsw/hly005 4. Santiago, C. D., Kaltman, S., & Miranda, J. (2013). Poverty and mental health: How do low-income adults and children fare in psychotherapy? <i>Journal of Clinical Psychology</i>, 69(2), 115–126. doi: 10.1002/jclp.21951 	Complete the Incoming Student Survey: https://forms.gle/B4T4iHfXR9MuL3k98

Week 2 09/09/2022 2:00-5:00P	Motivational Interviewing (MI): Overview and the Engaging Process	Readings: 1. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 3 2. Hook, J. N., Farrell, J. E., Davis, D. E., DeBlaere, C., Van Tongeren, D. R., & Utsey, S. O. (2016). Cultural humility and racial microaggressions in counseling. <i>Journal of Counseling Psychology, 63</i> (3), 269–277. doi: 10.1037/cou0000114 3. Nienhuis, J. B., Owen, J., Valentine, J. C., Winkeljohn Black, S., Halford, T. C., Parazak, S. E., & Hilsenroth, M. (2016, July 7). Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. <i>Psychotherapy Research, 28</i> (4), 593–605. doi: 10.1080/10503307.2016.1204023	
Week 3 09/16/2022 2:00-5:00P	Motivational Interviewing (MI): The Focusing Process and Application for Substance Abuse and Smoking	Readings: 1. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 10 2. Codern-Bové, N., Pujol-Ribera, E., Pla, M., González-Bonilla, J., Granollers, S., Ballvé, J. L., ... & ISTAPS Study Group. (2014, November 26). Motivational interviewing interactions and the primary health care challenges presented by smokers with low motivation to stop smoking: A conversation analysis. <i>BMC Public Health, 14</i> (1), 1–12. doi: 10.1186/1471-2458-14-1225 3. Kennedy, D. P., Osilla, K. C., Hunter, S. B., Golinelli, D., Hernandez, E. M., & Tucker, J. S. (2018, December 13). A pilot test of a motivational interviewing social network intervention to reduce substance use among housing first residents. <i>Journal of Substance Abuse Treatment, 86</i> , 36–44. doi: 10.1016/j.jsat.2017.12.005	
Week 4 09/23/2022 2:00-5:00P	Motivational Interviewing (MI): The Evoking Process and Application for Substance Use Disorders	Readings: 1. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). The Guilford Press. Read Ch 12, 14 2. Bertholet, N., Faouzi, M., Gmel, G., Gaume, J., & Daepfen, J. B. (2010, September 15). Change talk sequence during brief motivational intervention, towards or away from drinking. <i>Addiction, 105</i> (12), 2106–2112. doi: 10.1111/j.1360-0443.2010.03081.x 3. Lundahl, B., Droubay, B. A., Burke, B., Butters, R. P., Nelford, K., Hardy, C., & Bowles, M. (2019). Motivational interviewing adherence tools: A scoping review investigating content validity. <i>Patient Education and Counseling, 102</i> (12), 2145–2155. doi: 10.1016/j.pec.2019.07.003	<i>MI Role Play video due to peer for review.</i>
Week 5 09/30/2022	Motivational Interviewing (MI): The Planning Process, Resistance, and Application	Readings: 1. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people</i>	<i>MI Peer Review due back to role player.</i>

2:00-5:00P	<i>in Integrated Health, Mental Health, and Substance Use</i>	<p>change (3rd ed.). The Guilford Press. Read Ch 21</p> <ol style="list-style-type: none"> Rollnick, S., Miller, W. R., & Butler, C. (2008). How Motivational Interviewing fits in Health Care: Chapter in <i>Motivational interviewing in health care: helping patients change behavior.</i> Guilford Press. Ch 2 Britton, P. C., Bryan, C. J., & Valenstein, M. (2016). Motivational interviewing for means restriction counseling with patients at risk for suicide. <i>Cognitive and Behavioral Practice</i>, 23(1), 51–61. doi:10.1016/j.cbpra.2014.09.004 	
Week 6 10/07/2022 2:00-5:00P	Cognitive Behavioral Therapy (CBT): Overview, Cognitive Conceptualization, and Case Formulation	<p>Readings:</p> <ol style="list-style-type: none"> Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond.</i> The Guilford Press. [third edition is expected Sep. 2020] Read Ch 3 Pachankis, J.E., Hatzenbuehler, M.L., Rendina, H.J., Safren, S.A., & Parsons, J.T. (2015). LGB-affirming cognitive-behavioral therapy for young adult gay and bisexual men: A randomized controlled trial of a transdiagnostic minority stress approach. <i>Journal of Counseling and Clinical Psychology</i>, 83(5), 875-889. doi: 10.1037/ccp0000037 	<p>MI Role play, reflection, and peer-evaluation assignment Due by 1:59 PM EST, including:</p> <ul style="list-style-type: none"> • Vignette • 2 min video role play recording • SOAP note • 1 page reflection • Peer evaluation
Week 7 10/14/2022 NO CLASS			<p>you may use class time to:</p> <ul style="list-style-type: none"> - Complete the Mid-Semester Participation Self-Assessment Due by 11:59 PM EST - Complete SIMmersion with Roger due by 11:59 PM EST
Week 8 10/21/2022 2:00-5:00P	Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Depression	<p>Readings:</p> <ol style="list-style-type: none"> Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond.</i> Guilford Press. [third edition is expected Sep. 2020] Read Ch 15 González-Prendes, A. A., & Brisebois, K. (2012). Cognitive-behavioral therapy and social work values: A critical analysis. <i>Journal of Social Work Values and Ethics</i>, 9(2), 21-33. 	<i>CBT/DBT Role Play video due to peer for review.</i>
Week 9 10/28/2022 2:00-5:00P	Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Anxiety	<p>Readings:</p> <ol style="list-style-type: none"> Kaczurkin, A. N., & Foa, E. B. (2015). Cognitive-behavioral therapy for anxiety disorders: an update on the empirical evidence. <i>Dialogues in Clinical Neuroscience</i>, 17(3), 337 - 346. doi: 10.31887/DCNS.2015.17.3/akaczurkin Craske, M. G., Rose, R. D., Lang, A., Welch, S. S., Campbell-Sills, L., Sullivan, G., ... & Roy-Byrne, P. P. (2009). Computer-assisted delivery of cognitive behavioral therapy for anxiety disorders in primary-care settings. <i>Depression and Anxiety</i>, 26(3), 235-242. doi: 10.1002/da.20542 Steele, J. M. (2020). A CBT Approach to Internalized Racism among African Americans. <i>International Journal for the Advancement of Counselling</i>, 42(3), 217–233. doi: 10.1007/s10447-020-09402-0 	<p>SIMmersion with Melody due by 1:59 PM EST</p> <p><i>CBT/DBT Peer Review due back to role player.</i></p>

<p>Week 10</p> <p>11/04/2022</p> <p>2:00-5:00P</p>	<p>Cognitive Behavioral Therapy (CBT): Application of Skills in the Treatment of Obsessive Compulsive Disorder</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Beck, J. S. (2011). <i>Cognitive behavior therapy: Basics and beyond</i>. Guilford Press. [third edition is expected Sep. 2020] Read Ch 19 2. Bornheimer, L. A. (2015). Exposure and response prevention as an evidence-based treatment for obsessive-compulsive disorder: Considerations for social work practice. <i>Clinical Social Work Journal</i>, 43(1), 38-49. doi: 10.1007/s10615-014-0483-4 3. Leeuwerik, T., Cavanagh, K., & Strauss, C. (2019). Patient adherence to cognitive behavioural therapy for obsessive-compulsive disorder: A systematic review and meta-analysis. <i>Journal of Anxiety Disorders</i>, 68(2019), 1 - 30. doi: 10.1016/j.janxdis.2019.102135 	<p>CBT or DBT Role play, reflection, and peer-evaluation assignment Due by 1:59 PM EST</p>
<p>Week 11</p> <p>11/11/2022</p> <p>2:00-5:00P</p>	<p>Dialectical Behavior Therapy (DBT): Overview and Application for Personality Disorders</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Linehan, M.M. (2014). <i>DBT skills training manual</i> (2nd ed). New York, NY: The Guilford Press. Read Ch 5 2. Ramaiya, M. K., Fiorillo, D., Regmi, U., Robins, C. J., & Kohrt, B. A. (2017). A cultural adaptation of dialectical behavior therapy in Nepal. <i>Cognitive and Behavioral Practice</i>, 24(4), 428-444. doi: 10.1016/j.cbpra.2016.12.005 	
<p>Week 12</p> <p>11/018/2022</p> <p>2:00-5:00P</p>	<p>Acceptance and Commitment Therapy (ACT): Overview and Application for Chronic Illness and Pain</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Hayes, S. C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of behavioral and cognitive therapies. <i>Behavior Therapy</i>, 35(4), 639-665. doi:10.1016/S0005-7894(04)80013-3 	<p><i>First draft of Integrative Analysis and Case Application Paper due to peer for review.</i></p> <p><i>30 minutes of class time will be devoted to peer review of paper.</i></p>
<p>Week 13</p> <p>11/25/2022</p>	<p>No Class - Thanksgiving Break</p>		
<p>Week 14</p> <p>12/02/2022</p> <p>2:00-5:00P</p>	<p>Trauma Sensitive Mindfulness: Overview and Application with Trauma in Integrated Health, Mental Health, and Substance Use</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. West, J., Liang, B., & Spinazzola, J. (2017). Trauma sensitive yoga as a complementary treatment for posttraumatic stress disorder: A qualitative descriptive analysis. <i>International Journal of Stress Management</i>, 24(2), 173 - 195. doi: 10.1037/str0000040 2. Hicks, L. M., Dayton, C. J., & Victor, B. G. (2018). Depressive and trauma symptoms in expectant, risk-exposed, mothers and fathers: Is mindfulness a buffer? <i>Journal of Affective Disorders</i>, 238(1), 179-186. doi: 10.1016/j.jad.2018.05.044 	<p>Final Integrative Analysis and Case Application Paper Due by 1:59 PM EST</p>
<p>Week 15</p> <p>12/09/2022</p> <p>2:00-5:00P</p>	<p>Wrap up: Termination and Evaluation of Interventions in Integrated Health, Mental Health, and Substance Use Treatment</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points 	<p>Final Semester Participation Self-Assessment Due by 1:59 PM EST</p>

		<p>for supervisory guidance. <i>Clinical Social Work Journal</i>, 35(2), 79-90. doi: 10.1007%2Fs10615-007-0076-6</p> <p>2. Bischoff, T., Krenicki, L., & Tambling, R. (2020). Therapist reported reasons for client termination: A content analysis of termination reports. <i>The American Journal of Family Therapy</i>, 48(1), 36-52. doi: 10.1080/01926187.2019.1684216</p>	<p>15 minutes of class time will be devoted to completing course evaluations</p>
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Assignments

Written communication skills are essential to effective social work practice. Written work should incorporate critical thinking and graduate level writing.

Graduate level writing and communication skills are required in this course, including grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing Assistance Career Services (734) 763-6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic:

<https://lsa.umich.edu/sweetland/graduates/writing-workshop.html> and

English Language Institute Graduate Writing Clinic

<https://lsa.umich.edu/eli/language-clinics/graduate-writing-clinic-for-internationalstudents.html>

APA format is a definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Referencing internet sources:

<http://www.apastyle.org/electref.html>

Students are responsible for reading the assignment instructions and grading rubrics and to self-monitor due dates. You are encouraged to initiate asking questions regarding assignments and grading prior to completion and submission.

All assignments are to be typed and submitted via Canvas by 1:59PM on the day of our in-session classes, so that you are prepared to participate in discussions and activities. **Please note that WORD, pdf or text documents are preferred as Canvas does not accept “.pages files”.**

Late Assignments: **Late assignments will not be accepted unless there is an agreed upon discussion and plan with the professor prior to the due date.** The due date and times are listed in Canvas and on this Syllabus. Please plan accordingly. Assignments received after the due date and time listed will receive a 0. There are no make up assignments or extra credit assignments. **If you have an event that will prevent you from turning in your assignment on time, you are responsible for making arrangements for an extension prior to the due date.**

Assignment	Due date	Percent of grade
Participation: Includes in-class discussion and participation, attendance, timeliness; virtual participation and conduct; completion of self-assessments	Ongoing throughout semester	20%
	Mid-semester self assessment: submit to Canvas by 10/14/2022 Final-semester self assessments: submit to Canvas by 12/09/2022	20 points

SIMmersion virtual client (CBT Functional Analysis with Roger)	Complete and submit screenshot to Canvas by 11:59 p.m. ET on 10/14/2022	5% 5 points
SIMmersion virtual client (CBT Functional Analysis with Melody)	Complete and submit screenshot to Canvas by 1:59 p.m. ET on 10/28/2022	5% 5 points
Motivational Interviewing Role Play, Reflection, and Peer-Evaluation	Complete and submit to Canvas by 1:59 p.m. ET on 10/07/2022	20% 20 points
CBT/DBT Role Play, Reflection, and Peer-Evaluation	Complete and submit to Canvas by 1:59 p.m. ET on 11/11/2022	20% 20 points
Final Integrative Analysis and Case Application Paper (vignette-based)	Complete and submit assignment to Canvas by 1:59 p.m. ET on 12/02/2022	30% 30 points

Academic conduct and honesty

UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Any form of cheating is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work and will result in a failing grade for the relevant assignment and is grounds for expulsion.

Examples of cheating include: copying/use of someone else's work, obtaining or sharing tests from previous semesters, re-use of assignments from other classes, plagiarism (verbatim copy of another's material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one's own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty.

You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master's in Social Work Degree Program or see <http://www.lib.umich.edu/academicintegrity/resources-students> and <https://guides.lib.umich.edu/swintegrity> for further information.

e. Attendance and Class Participation

Student Time Expectation: You are expected to read assigned materials, submit assignments, and participate in live (synchronous) class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. This is a 3-credit course and is offered online. This means that, as a student, you are expected to spend a total of 112.5 hours throughout the 13 weeks (i.e., **8.5 hours per week**), including **synchronous and asynchronous** classroom time. For more details, please go to the [UM Center for Academic Innovation website](#).

Attendance and Class Participation Evaluation: Attendance is a requirement and expectation- please note the additional guidance below specific to health related absences. **Students are able to miss two classes for any reason** (e.g., personal, sick, religious holidays). There is no need to disclose the reason for missing the class(es); you should email the instructor that you will be missing class ahead of time if at all possible. **Students who miss three classes will receive a full letter grade reduction. Four or more missed classes will result in a non-passing grade.** Extenuating circumstances that should be considered need to be discussed with the professor as soon as possible. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor before the second class to avoid a grade penalization. Please note that the student is responsible for all of the content missed during your absences, and all assignments will be due on time despite absences. Policy on Class Attendance found in the [MSW Student Guide](#).

Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. **Each of us participates differently,**

and I will strive to honor that diversity among us. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

I will use this matrix to determine the participation and attendance grade. Late is defined as arriving 15min or more after class begins. If more than half of a scheduled class is missed, it will be counted as an absence.

<p>Poor Participation (0-5)</p>	<ul style="list-style-type: none"> ● Does not attend in-person class sessions ● No effort, disruptive, and disrespectful ● Uses harmful language in class and does not respect other students' identities ● Did not complete self-assessments
<p>Marginal Participation (5-10)</p>	<ul style="list-style-type: none"> ● Late most/all in-person class sessions (>4) ● More than two class absences ● Little effort, texting or web surfing (irrelevant to course) ● Demonstrates infrequent involvement in class or class discussions ● Uses harmful language at times in class and sometimes does not respect other students' identities ● Did not complete self-assessments
<p>Moderate Participation (10-14)</p>	<ul style="list-style-type: none"> ● Late to multiple in-person class sessions (3-4) ● Moderate effort, texting or web surfing on occasion (irrelevant to course) ● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them ● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on ● May seem occasionally distracted or uninterested ● Uses inclusive language at times and respects other students' identities to an extent ● Completed one of the mid-semester and final-semester self-assessments
<p>Strong Participation (15-17)</p>	<ul style="list-style-type: none"> ● Rarely late (1-2) and no in-person class absences ● Engaged in classroom activities only while in the class ● Has clearly read and asks pertinent questions about course material ● Offers interpretations or analysis of course material (more than just facts) to class ● Contributes well to discussion in an ongoing way ● Responds to other students' points, thinks through own points, questions others in a constructive way ● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement ● Uses inclusive language in class and respects other students' identities ● Completed both mid-semester and final-semester self-assessments.
<p>Excellent Participation (18-20)</p>	<ul style="list-style-type: none"> ● Consistently on time and no absences ● Engaged in classroom activities only while in the class ● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) ● Participates actively and equally during in class discussions, and group activities ● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue building

	<ul style="list-style-type: none"> • Demonstrates ongoing active involvement and active visual and/or verbal engagement • Always uses inclusive language in class and respects other students' identities • Completed both mid-semester and final-semester self-assessments.
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If we need to revert to virtual classes:

When possible, it is expected that the students keep their cameras turned on during the synchronous session. This requirement is important to create a collegial environment of learning as well as a sense of belonging to the course community. Please communicate with the instructor individually with reasons why this may be a challenge for you and an exception to this expectation will be granted on a case-by-case basis.

Sign in to the live class session before it begins and remain engaged for the duration of the session. Prepare for each live session by engaging the preassigned content and activities. I highly encourage you to attend all Zoom classes and to actively participate in class. Should something prevent you from attending the Zoom class (i.e., illness, a conference, a religious observance, personal emergency, internet, or other access issues), please let me know (when possible at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency). Note: If you are absent from the synchronous live class, you are still responsible for any assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

***Exceptions** to the above-mentioned student absences policy will only be granted on a case-by-case basis at the discretion of the instructor.

f. Grading

Instructor feedback will be provided to help you deepen awareness of: 1) the process of working with clients; 2) who you are in your work (strengths/challenges); 3) themes that arise in interpersonal practice; and, 4) writing and communication skills. Both content and format will be considered in assignment grades. Failure to follow APA (7th ed.) style including references will result in a lower grade. [Rubrics](#) for each assignment that is a written submission (i.e., papers) will be posted in CANVAS along with the assignment descriptions.

Letter grades ranging from “A” to “F” are earned, with “+” or “-” distinguishing the degree of performance. Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

Course Grading Scale (Total Points Available: 100)

A Grades	A	95-100 points	95%-100%	Superior Mastery
	A-	90-94 points	90%-94.9%	
B Grades	B+	87-89 points	87%-89.9%	Adequate Mastery
	B	84-86 points	84%-86.9%	
	B-	80-83 points	80%-83.9%	
C Grades	C+	77-79 points	77%-79.9%	Limited Mastery
	C	74-76 points	74%-76.9%	
	C-	70-73 points	70%-73.9%	
D Grades	No Credit	61-70 points	Below 70%	Deficient Mastery
E Grades	No Credit	60 or fewer points	Below 60%	

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A grade of C– is the lowest which carries credit. D indicates deficiency and carries no credit. A grade of F indicates failure and carries no credit.

If you do not feel that your grade on any assignment is representative of the quality of work you have done, please send me an email within 7 days of the receipt of your graded assignment detailing the specific concerns you have. I will contact you to set up a time to review your concerns in a virtual meeting.

Incompletes: 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 must formally request an incomplete from the instructor prior to the final week of classes.

Additional information can be found in the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

g. 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.

h. 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 distance 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](#).

i. 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