



Course title:	Advance Evidence-Informed Interpersonal Practice With Families
Course #/term:	SW604 /802, Winter 2023
Course Website:	
Live Class Meeting:	Wednesday, 8:00-10:00pm via Zoom in Canvas
Credit hours:	3
Prerequisites:	Foundation Essentials Required or permission of instructor
Instructor:	Erin Martinez, LMSW, CST
Pronouns:	She/Her
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1. Course Statement

a. Course description

This advanced practice course builds on content from the previous foundational course(s) and focuses on family functioning within diverse client populations. The focus of this course is on the development and utilization of family-focused skills and interventions with diverse families in the context of a variety of practice settings such as healthcare, mental health, and other community-based settings. To inform practice interventions, this course will be grounded in the integration of various current family theories (i.e. attachment theory, general systems theory, communication theory, social construction theory, and developmental theory, etc) as well as an overarching neurological perspective. Broad definitions of "family" will be used, including extended families, unmarried couples, single-parent families, couples across gender identity and sexual orientation spectrums, adult siblings, "fictive kin," and other inclusive definitions.

The development of clinical skills for engaging, assessing, and intervening with families will be the primary focus of this course.

Focused attention on primary models of family theory and practice will inform intervention techniques and skills taught in the course (i.e. Bowen Family Systems Theory, Satir Transformational Systemic Therapy, and addition approach(s) informed by identified theories). This course will address stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including a range of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, immigration status, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, and sexual orientation. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations.

b. Course objectives and competencies

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

1. Apply family assessment frameworks in a way that is ecological, family-centered, and takes into account individual and family needs, problems and experiences within the family, and resources, opportunities, and oppressive forces of the social environment.
2. Model appropriate clinical engagement with family resources, strength, challenges and risks across diverse populations including those based on a range of diversity dimensions such as ethnicity, race, sexual orientation, gender identity and class.
3. Apply principles of NASW code of ethics to relationships and service delivery with family members across a range of diversity dimensions.
4. Develop intervention plans based on models and techniques that are appropriate to specific assessment materials (e.g. IPV, SUD, etc.).
5. Engage in clinical decision-making that considers families who are experiencing mental health diagnoses from the DSM-5.
6. Demonstrate relevant models of prevention and intervention and utilize them to address common challenges faced by families.
7. Evaluate the impact of one's own experience and values on the use of self in the clinical process with families and ensure continuous improvement of service.

8. Evaluate the effects of family-centered interventions using appropriate outcome measures.

c. Course design

This advanced practice course will focus on utilization of a flipped-classroom approach in which students complete pre-work (assigned theoretical and practice reading, exposure to the actual experiences of families through media as case materials, videotapes, etc.) with in-class time used for limited didactic lecture and discussions with special emphasis placed on students actively developing and practicing intervention skills and techniques for use with families.

Active engagement in a variety of in-class activities, role plays, observation and critical analysis of various interventions, matching interventions to various populations and client needs, and constructive peer feedback is critical to the skill development focus of this course.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practices, 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 in 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.

Attention will be given to acknowledgment and assessment of the unique characteristics of families of various diversity dimensions (e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression, marital status, national origin, immigration status, race, religion or spirituality, and sexual orientation), and by tailoring engagement, assessment, goal setting, planning, and intervention to these characteristics. Assessment procedures will focus on strengths rather than deficits in family functioning. Ethical dilemmas unique to family work will be presented, such as balancing individual and family goals, contracts regarding confidentiality and record-keeping, and addressing oppressive family structures. Addressing value conflicts that exist toward families in society will be explored to raise the students' awareness of personal and professional values.

2. Class Requirements

a. Text and class materials

Gehart, D. R. (2017). *Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation*, 3rd Edition. Cengage Learning.
 ISBN#.ISBN-13: 978-1305943278
 ISBN-10: 1305943279

The Gehart textbook is available for rent and sale. You may locate the book on the [Cengage](#) platform, [Amazon](#), and other textbook sites. Please make sure you order the 3rd edition of this textbook; using the ISBN numbers is most helpful in confirming that you have identified the correct version.

For all other required and recommended readings: All articles may be found on Canvas. All required readings will be available at the start of the semester. Recommended readings may be added, without a requirement of completion by a class session.

b. Class schedule

*Other than the textbook (which you need to purchase), all other required readings and materials will be posted in the Canvas course.

Date/Time	Agenda	Required Readings & Assignments*
Module 1 1/11/23 8pm	Anti-Oppressive Family Frameworks	<ul style="list-style-type: none"> • Harris, S. M. (2020). Black lives matter to systemic family therapists. <i>Journal of Marital and Family Therapy</i>, 46(3), 383–384. • Giammattei, S. V. (2015). Beyond the binary: Trans-negotiations in couple and family therapy. <i>Family Process</i>, 54(3), 418–434. • McDowell, T. (2015). Chapter 1: Practicing critical decolonizing family therapy. In: <i>Applying critical social theories to family therapy practice</i>. Springer, Cham. • McGoldrick, M., & Hardy, K. V. (2019). Chapter 25 No Single-Issue Lives: Identity Transitions and Transformations Across the Life Cycle. In <i>Re-visioning family therapy</i> (3rd ed.). Guilford Publications. • Eiler, A., & Tan, J. (2021, September). <i>Anti-oppressive family frameworks</i> [Video]. University of Michigan Canvas.

<p>Module 2 1/18/23 8pm</p>	<p>Case Conceptualization and Assessment</p>	<ul style="list-style-type: none"> • Sperry, L. (2007). Case conceptualization: A strategy for incorporating individual, couple, and family dynamics in the treatment process. <i>The American Journal of Family Therapy</i>, 33(3), 189–194. • Mancini, M. A. (2021). Person-Centered Treatment Planning. In <i>Integrated behavioral health practice</i>. Springer International Publishing. • Gehart, D. R. (2012, November 8). <i>Case conceptualization part I, mastering competencies in family therapy</i> [Video]. YouTube. https://youtu.be/h517m5QH_qE • Eiler, A. (2021, September). Ethics [Video]. University of Michigan Canvas.
<p>Module 3 1/25/23 8pm</p>	<p>Strategic Family Therapy</p>	<ul style="list-style-type: none"> • Textbook: Chapter 4 Systemic and Strategic Therapies • Szapocznik, J., Hervis, O., & Schwartz, S. J. (2003). <i>Brief strategic family therapy for adolescent drug abuse</i>. U.S. Dept. of Health and Human Services, National Institutes of Health, National Institute on Drug Abuse. • Gehart, D. R. (2015, January 20). <i>MRI and Milan: Systemic family therapies part I</i> [Video]. YouTube. https://youtu.be/QRBjvCxeBeg • Tullos, J. M. (Director). (2020). <i>Brief strategic family therapy in practice</i> [Video/DVD]. Division of Digital Learning and Media Design; American Psychological Association. https://video.alexanderstreet.com/watch/brief-strategic-family-therapy-in-practice
<p>Module 4 2/1/23 8pm</p>	<p>Functional Family Therapy</p>	<ul style="list-style-type: none"> • Sexton, T. (2011). From conflict to alliance: A road map for family interventions. <i>Psychotherapy Networker Magazine</i>. https://www.psychotherapynetworker.org/magazine/article/336/case-study • Hardy, K. V., & Qureshi, M. E. (2012). Devaluation, loss, and rage: A postscript to urban African American youth with substance abuse. <i>Alcoholism Treatment Quarterly</i>, 30(3), 326–342. • Gehart, D. R. (2015, February 1). <i>Functional family therapy</i> [Video]. YouTube. https://youtu.be/U7q8caTSy0w • UCD Psychology. (2013, April 23). <i>Prof. Tom Sexton on functional family therapy</i> [Video]. YouTube.

		https://youtu.be/a7Ohnv8SRqk
Module 5 2/8/23 8pm	Emotion Focused Family Therapy	<ul style="list-style-type: none"> • Textbook: Chapter 6 Experiential Family Therapies • Parra-Cardona, J. R., Córdova, D., Holtrop, K., Escobar-Chew, A. R., & Horsford, S. (2009). Chapter 17: Culturally Informed Emotionally Focused Therapy with Latino/a Immigrant Couples. In Rastogi, M., & Thomas, V. (Eds.), <i>Multicultural couple therapy</i> (pp. 345–368). SAGE Publications, Inc. • Gehart, D. R. (2015, January 20). <i>Emotionally focused therapy</i> [Video]. YouTube. https://youtu.be/5tSEbFqkaTQ
Module 6 2/15/23 8pm	Satir Family Model	<ul style="list-style-type: none"> • Lau, W. K.-W., Leung, P. P.-Y., & Chung, C. L.-P. (2018). Effects of the Satir model on mental health: A randomized controlled trial. <i>Research on Social Work Practice, 29</i>(7), 775–785. • Romney, J. S., Hawkins, L. G., & Soloski, K. L. (2020). Gender conformity and suicide: A case study integrating structural family therapy and Satir experiential therapy. <i>Clinical Case Studies, 19</i>(4), 282–300. • Gehart, D. R. (2015, March 13). <i>Satir family therapy</i> [Video]. YouTube. https://youtu.be/ql3mPOcX7kY • Psychotherapy.net. (2004). <i>Of rocks and flowers</i> [Video]. Kanopy. https://umich.kanopy.com/video/rocks-and-flowers-dealing-abuse-children
Module 7 2/22/23 8pm	Intergenerational Family Therapy Models	<ul style="list-style-type: none"> • Textbook: Chapter 7 Intergenerational and Psychoanalytic Family Therapies • DiBlasio, F. A. (2002). The use of a decision-based forgiveness intervention within intergenerational family therapy. <i>Journal of Family Therapy, 20</i>(1), 77–96. • Gehart, D. R. (2015, February 1). <i>Bowen</i> YouTube [Video]. YouTube. https://youtu.be/tLQOWoom2d0 • Psychotherapy.net. LLC (2017). <i>Assessment and Engagement in Family Therapy Pt 1 & Pt 2</i> [Video]. Kanopy.
Module 8 3/8/23 8pm	Cognitive Behavioral Family Therapies	<ul style="list-style-type: none"> • Textbook: Chapter 8 Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies • Compitus, K. (2020, October 20). <i>What is a functional analysis of behavior in CBT?</i>. PositivePsychology.com. https://positivepsychology.com/functional-analysis-

		<p>cbt/</p> <ul style="list-style-type: none"> • Gehart, D. R. (2016, October 15). <i>Cognitive behavioral couple and family therapy</i> [Video]. YouTube. https://youtu.be/p6rXJiBXzM4
Module 9 3/15/23 8pm	Solution Focused Family Therapy	<ul style="list-style-type: none"> • Textbook: Chapter 9 Solution-Based Therapies • Zatloukal, L., Žákovský, D., & Tkadlíčková, L. (2020). 'Kids' Skills' and 'Mission Possible' Innovations: Solution-Focused Brief Therapy Models for Working with Children and Adolescents Revised and Expanded. <i>Australian and New Zealand Journal of Family Therapy</i>, 41(1), 29-41. • Bond, C., Woods, K., Humphrey, N., Symes, W., & Green, L. (2013). Practitioner Review: The effectiveness of solution focused brief therapy with children and families: a systematic and critical evaluation of the literature from 1990-2010. <i>Journal of Child Psychology and Psychiatry</i>, 54(7), 707-723. • Gehart, D. R. (2016, September 30). <i>Solution focused therapy lecture 2016</i> [Video]. YouTube. https://youtu.be/WYxRBGaB1mM
Module 10 3/22/23 8pm	Narrative Family Therapy	<ul style="list-style-type: none"> • Textbook: Chapter 10 Narrative and Collaborative Therapies • Suddeath, E. G., Kerwin, A. K., & Dugger, S. M. (2017). Narrative family therapy: Practical techniques for more effective work with couples and families. <i>Journal of Mental Health Counseling</i>, 39(2), 116-131. • Williams-Reade, J., Freitas, C., & Lawson, L. (2014). Narrative-informed medical family therapy: Using narrative therapy practices in brief medical encounters. <i>Families, Systems, & Health</i>, 32(4), 416-425. • Gehart, D. R. (2017, September 7). <i>Narrative lecture 2017</i> [Video]. YouTube. https://youtu.be/dOzvUNESBjs
Module 11 3/29/23 8pm	Collaborative Family Therapy	<ul style="list-style-type: none"> • Textbook: Chapter 10 Collaborative Therapy & Reflecting Teams • Monk, G., & Gehart, D. R. (2003). Sociopolitical activist or conversational partner? Distinguishing the position of the therapist in narrative and collaborative therapies. <i>Family Process</i>, 42(1), 19-30. • <i>Family Therapy Review: Contrasting Contemporary Models</i>, edited by Anne Rambo, et al., Taylor & Francis Group, 2012. <i>ProQuest Ebook Central</i>.

		<ul style="list-style-type: none"> • Chapter 40: Collaborative Therapy (pp. 171-175) • Chapter 41: A Sea of Ideas on The Reflecting Process (pp. 176-180) • Chapter 42: Practitioner's Perspective (pp. 181-183) • Gehart, D. R. (2016, September 8). Collaborative therapy 2016 [Video]. YouTube. https://youtu.be/mTgl3YEJW6g • Collaborative helping videos. (2018, June 7). Family-Centered Services Project. https://collaborativehelping.org/collaborative-helping-videos/
Module 12 4/5/23 8pm	Multisystemic Therapy	<ul style="list-style-type: none"> • Textbook: Chapter 4 Systemic and Strategic Therapies • Tan, J. X., & Fajardo, M. L. R. (2017). Efficacy of multisystemic therapy in youths aged 10–17 with severe antisocial behaviour and emotional disorders: systematic review. <i>London journal of primary care</i>, 9(6), 95-103. • Huey Jr, S. J., Henggeler, S. W., Rowland, M. D., Halliday-Boykins, C. A., Cunningham, P. B., Pickrel, S. G., & Edwards, J. (2004). Multisystemic therapy effects on attempted suicide by youths presenting psychiatric emergencies. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 43(2), 183-190. • Boyd-Franklin, N., & Bry, B. H. (2019). <i>Adolescents at risk: Home-based family therapy and school-based intervention</i>. Guilford Publications. <ul style="list-style-type: none"> • Chapter 8: Multisystems Model Case Example (pp. 161-189) • Johnides, B. D., Borduin, C. M., Wagner, D. V., & Dopp, A. R. (2017). Effects of multisystemic therapy on caregivers of serious juvenile offenders: A 20-year follow-up to a randomized clinical trial. <i>Journal of Consulting and Clinical Psychology</i>, vol. 85, no. 4, United States: American Psychological Association, pp. 323–34, doi:10.1037/ccp0000199. • Eiler, A., & Tan, J. (2021). Multisystemic Family Therapy: A home-based intervention to improve adolescent outcomes. [Video]. University of Michigan Canvas.
Module 13 4/12/23 8pm	Termination and Celebration in Family Therapy	<ul style="list-style-type: none"> • Textbook: Chapter 14 Evaluation Progress in Therapy • Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2018). <i>Essential skills in</i>

		<p><i>family therapy: From the first interview to termination.</i> (3rd ed.). Guilford Publications.</p> <ul style="list-style-type: none"> • Chapter 12: Termination (pp. 262-274) • Barker, P., & Chang, J. (2013). <i>Basic family therapy.</i> (6th ed.). John Wiley & Sons. <ul style="list-style-type: none"> • Chapter 15: Terminating Treatment and Dealing with Treatment Interruptions (pp. 236-247) • Eiler, A. (2021). Termination and Celebration. [Video]. University of Michigan Canvas.
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c. Assignments

Assignment	Due date	Percent of overall grade
Live Zoom Sessions	10 points per module (1-13). This assignment is due on the day of the live meeting in Modules 1-13 (1/11/23 thru 4/12/23)	20%
Discussion Board	5 points per module (1-13). <ul style="list-style-type: none"> • Original Post: This assignment is due one day before the live meeting in Modules 3 (1/25/23), Module 7 (2/22/23), Module 10 (3/22/23) and Module 12 (4/5/23) • Minimum 2 Responses to Peers 	5%
Individual Assignments	<ol style="list-style-type: none"> 1. Personal experience: 10 points (1/11/23) 2. Character development: 15 points (1/18/23) 3. Framework with PODS: 25 points (3/8/23) 4. Termination: 10 points (4/12/23) 	5%
Group Projects	<p>Individual preparation for group therapy simulations (10 points total):</p> <ol style="list-style-type: none"> 1. Personal philosophy statement (individual): 6 points Personal Philosophy posted to Discussion by 1/16/23. 2. Personal philosophy statement peer reviews (individual): 4 points. 2 peer reviews posted by 1/17/23 <p>First Group Therapy Simulation (60 points):</p> <ol style="list-style-type: none"> 1. Case Conceptualization Form (group): 30 points & Reflection (individual): 5 points This assignment is due on the day of the live meeting in Module 4 (2/1/23) 2. Theory and Intervention Plan (group): 15 points (2/8/23) 3. Session Rating Scale (individual): 10 points (2/15/23) 	25%

	<p>4. Reflection (individual): 5 points (2/22/23)</p> <p>Second Group Therapy Simulation (60 points):</p> <p>1. Case Conceptualization Form (group): 30 points & Reflection (individual): 5 points [This assignment is due on the day of the live meeting in Module 9. (3/15/23)</p> <p>2. Theory and Intervention Plan (group): 15 points (3/29/23)</p> <p>3. Session Rating Scale (individual): 10 points (4/5/23)</p> <p>4. Reflection (individual): 5 points (4/12/23)</p>	
	5.	45%

Attendance / Live Zoom Sessions (10 points per module; 20%)

Due Date: Modules 1-13

The live zoom sessions allow you to engage in dialogue with your peers, work with your group members, and dive deeper into the course topics with the instructor. Students are not only expected to join the zoom sessions via the link provided by the instructor on time, but also to actively participate in the class. Students shall expect to achieve the course learning objectives (CLO 1, 2, 3, 4, 5, 6, 7,8) and PODS capacities (A, B, C, D, E) by joining the live sessions. Please see the CANVAS site for more information and assignment details.

Discussion Board (5 points per module; 5%)

Due Dates:

- **Original Post: Modules 3, 7, 10, 12; This assignment is due two days before the live meetings.**
- **Minimum Two Responses to Peers: Modules 3, 7, 10, 12. This assignment is due one day before the live meeting.** The discussions board posts are designed to help you reflect, apply, and incorporate a concept or a theory to family therapy practice. Post your original post to share your key takeaways, and then post 2 responses to peers in the correct threaded discussion of the modules. This assignment will help you advance several course learning objectives (CLO 1, 2, 3, 4, 5, 6, 7,8) and PODS capacities (A, B, C, D, E). Please see the CANVAS site for more information and assignment details.

Individual Assignments (25%)

There are **four individual assignments** for this course that are not associated with your two group simulations. Please visit the course CANVAS site for details related to each assignment. These assignments will help you achieve the course learning

objectives and support your reflective practice and knowledge regarding privilege, oppression, diversity and social justice (PODS) capacities.

1. Personal experience: 10 points

Due Date: Module 1, 1/11/23

You are required to complete a 1 to 2 page single-spaced essay describing your view and perspective on how the context of environments influences the appearance and existence of oppression and racism. The task includes course objectives (CLO 1, 7) and PODS capacities (C, D).

2. Character development: 15 points

Due Date: Module 2, 1/18/23

The purpose of this character development is to prepare you to become a simulated patient to be used in class for therapy simulations with a classmate. Your character development will NOT be based on your personal experiences with mental health disorders. Your classmate will not be simulating conducting therapy with you, but rather with your character. The task includes course objectives (CLO 1, 5) and PODS capacities (C, D, E).

3. Framework with PODS: 25 points

Due Date: Module 8, 3/8/23

From Modules 3 through 7, you will learn several theory frameworks in family therapy. While learning these frameworks, you should pay attention to how each framework can be applied to help the character you developed in the previous assignment. You will select the most appropriate framework to develop a family therapy treatment plan and interventions for the character you developed. The task includes course objectives (CLO 1, 2, 3, 4, 5, 6, 7, 8) and PODS capacities (A, B, C, D, E).

4. Termination: 10 points

Due Date: Module 13, 4/12/23

For this task, you will prepare: (1) a treatment summary for one of the families you provided clinical services to from Modules 3 through 12 and (2) a brief 1–2 single-spaced pages reflection paper on your experiences of terminating with one of the families. The task includes course objectives (CLO 1, 2, 3, 4, 5, 6, 7, 8) and PODS capacities (A, B, C, D, E).

Group Project (45%)

1. Personal philosophy statement (individual submission): 5 points

Due Date: Module 2; 1/16/23 post statement

You will complete and submit a brief 200-word statement of personal philosophy related to equality and discrimination. Please refer to CANVAS for questions to consider when writing your statement. The task includes course objectives (CLO 3, 6, 7) and PODS capacities (A, B, C, D, E).

2. Personal philosophy statement peer reviews (individual): 4 points

Due Date: Module 2, 1/17/23 Please review all other family members' philosophy statements and share your thoughts. Refer to CANVAS for questions to consider when reviewing other statements. The task includes course objectives (CLO 3, 7) and PODS capacities (A, B, C, D, E).

3. First group therapy simulation:

You will work with a small group to complete therapy simulations and deliverables. This assignment will help you advance several course learning objectives (CLO 1, 2, 3, 4, 5, 6, 7,8) and PODS capacities (A, B, C, D, E). Please see the CANVAS site for more information and assignment details.

a. Case Conceptualization Form (group): 30 points & Reflection (individual): 5 points

Due Date: Module 4, 2/1/23

Based on a family created for the class simulation, your group will complete a case conceptualization based on the elements included in the form.

The **submission for this assignment will include two submissions**: (1) the Group Case Conceptualization Form (group submission); and (2) a 1-page single-spaced individual reflection of your experience developing the mock family system and any lingering questions that you will consider as you navigate through the family intervention assignments.

Also, prepare a goal based on the case conceptualization and a theory chosen. There is no need to submit this goal. You will use it to work on an intervention plan with your group in the live session using the [Treatment Plan Form](#).

b. Theory and Intervention Plan (group): 15 points

Due Date: Module 5; 2/8/23

Download and read the [Treatment Plan Form](#) (you need to register to locate and download this form). Collaborate with your group to complete an intervention plan using the downloaded template. Your group shall also prepare a mini-presentation (10–15 minutes) to share in class. Please see CANVAS for details related to the in-class family case presentation requirements.

c. Session Rating Scale (individual): 10 points

Due Date: Module 6, 2/15/23

Download the session rating scale: [Session Rating Scale](#) – page 283 (page 285 if for a child). You will evaluate the effectiveness of the chosen modality with a PODS perspective using this Session Rating Scale. Considering how you felt as the consumer/client when responding to the session rating scale inquiries, include a brief explanation or example for each rating too. You can mark the scale and add annotations using any tool you have access to.

d. Reflection (individual): 5 points

Due Date: Module 7, 2/22/23

Based on the first round of simulation, following a review of the session, you will complete a reflection paper answering 6 questions outlined in the assignment details, which can be found on the CANVAS site.

Second group therapy simulation

The same process and requirements as explained in the 1st round. (CLO 1, 2, 3, 4, 5, 6, 7,8) and PODS capacities (A, B, C, D, E). Please see the CANVAS site for more information and assignment details.

- a. Case Conceptualization Form (group): 30 points & Reflection (individual): 5 points
Due Date: Module 9; 3/15/23
- b. Theory and Intervention Plan (group): 15 points
Due Date: Module 10; 3/22/23
- c. Session Rating Scale (individual): 10 points
Due Date: Module 11; 3/29/23
- d. Reflection (individual): 5 points
Due Date: Module 12; 4/5/23

d. Attendance Policy

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.

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. Any failure to communicate an absence to this Instructor will result in a two-point deduction for that day.

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 change agents 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 community action and social action 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.

e. Live class participation

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.

During these live sessions, please keep the following in mind:

- **Log in** at least 10 minutes before the start of the session.
- Use the session to gather as much information as needed to complete assignments. Therefore, please come to each session **prepared** with questions or points of clarification.
- **Respect:** Everyone has the right to their opinion and to be heard. While you may not agree with a peer's responses, it is important to remain respectful of their right to express themselves.
- **Professionalism:** As a social worker, professionalism and integrity are woven into your field; these core values should be attended to in the same manner during Zoom sessions.
- **Camera:** Although it is not required to turn on your camera, doing so will provide a more personable experience during the online exchange. Consider using a virtual background if you choose.
- **Muting:** When possible, ensure that your microphone is muted (unless you are engaging in the session's dialogue) to avoid unwanted noise and distraction.

f. Grading

Letter grades will range from “A” to “F” and are based on points accumulated throughout the class. Specific requirements for each quiz, assignment, and discussion are provided within the course. Letter grades will not be provided for individual assignments. Each assignment will be assigned points and each assignment is weighted. See the table in the Assignments section for exact weights. Overall, points will be tabulated to the corresponding final letter grades as follows.

A+ = 100%	B+ = 87-90%	C+ = 77-80%	D+ = 67-70%
A = 94-99%	B = 84-86%	C = 74-76%	D = 64-66%
A- = 91-93%	B- = 81-83%	C- = 71-73%	D- = 60-63%

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. 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*