



Course title:	Mental Health and Mental Disorders in Children and Youth	
Course #/term:	SW 612/001 Winter 2023	
Time and place:	Monday, 9:00am-12:00pm In-Person, Location SW1636	
Credit hours:	3	
Prerequisites:		
Instructor:	Erin Martinez	
Pronouns:	She, Her, Hers	
Contact info:	Email: ebschnie@umich.edu	Phone: 313-550-4742
	You may expect a response within 24 hours	
Office:	3733 and Remote by Zoom	
Office hours:	Monday, 8:00am-8:45pm or by appointment	

1. Course Statement

a. Course Description

This course will present the state-of-the-art knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Biopsychosocial theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental disorders will be examined. Classification systems of child and youth functioning and disorders will be presented such as the Diagnostic and Statistical Manual of Mental Disorders, DC:0-3 Diagnostic System of the National Center for Infants, Toddlers, and Families, and the Individuals with Disability Education Act. The impact of labeling and stigma will be explored in order to develop critical thinking about how mental disorders of children and youth are conceptualized.

b. Course content

This course will examine psychological, behavioral, and developmental disorders of childhood and adolescence. The particular disorders will be considered in broader psychosocial and ecological contexts which promote mental health or create and maintain symptomatic functioning. These broader contexts will be presented through an overview of theory and research on the following issues: 1) a transactional and developmental perspective on the etiology of mental disorders; 2) parent-infant attachment and family dynamics; 3) risk and protective factors (including individual, familial, and socio-cultural factors) and resiliency; and 4) stress and trauma theory, including the impact of maltreatment and loss. The following conditions will be reviewed in terms of presentation, etiology, prevalence, incidence, and assessment at different developmental stages and gender distributions: 1) relationship disorders; 2) stress-response syndromes, including post-traumatic stress disorder and acute stress reactions; 3) depression, bipolar disorder, and other mood problems; 4) anxiety disorders; 5) developmental disorders; 6) disruptive behavior disorders including ADHD and conduct disorder; 7) communication and learning disorders; 8) eating disorders; 9) substance use disorders; and 10) childhood schizophrenia and other psychotic disorders. Attention will be given to the analysis and assessment of strengths and adaptive functions that may coexist with disorders, as well as to issues in defining mental health and mental disorders in cultural terms. Evidence-based interventions of a psychosocial and pharmacological nature will be reviewed across each of the mental health problems identified above.

c. Course Objectives and Competencies

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

1. Identify factors influencing the development, natural history, expression, and outcomes of mental health and mental disorders of children and youth at the individual, familial, cultural/ethnic, and social levels. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)
2. Describe the transactional processes among the above factors which influence the etiology and maintenance of mental disorders. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
3. Describe and critique classification systems of mental disorders of children and adolescents, particularly the Diagnostic and Statistical Manual of Mental Disorders (DSM) and Individuals with Disability Education Act (IDEA). (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
4. Identify and differentiate a number of disorders of children and adolescents and apply them to the evaluation of clients. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

5. Demonstrate knowledge of comprehensive and systemic assessments and evaluations of children and youth. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)
6. Demonstrate empathic appreciation of the client's experience of disorders from the perspective of the client's inner world. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
7. Demonstrate an understanding of the impact of the child's or adolescent's difficulties on parents and other family members. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)
8. Discuss common value and ethical concerns related to mental health and mental disorders of children and youth. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
9. Demonstrate knowledge of important developmental, structural, and contextual theories, research findings, and core concepts related to normative development of children and youth and the development of mental health problems. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

d. Course Design & Format

The objectives of the course will be pursued through readings, lectures, discussions, demonstrations, case studies and presentations, videos, and guest lectures. There will be a variety of opportunities to participate in small and large group discussions. Examinations will allow for the application of DSM-5 diagnosis to case vignettes and the written assignment will allow for reflection and exploration of the meaning and impact of diagnosis on children and families.

e. Curricular Themes

Theme Relation to Multiculturalism & Diversity

Multiculturalism and Diversity will be addressed through discussion of incidence and prevalence of child and adolescent mental disorders, as related to persons differing in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, health status, and SES.

Theme Relation to Social Justice

Social Justice and Social Change will be addressed through discussion of the misapplication of mental health diagnoses based on race, class, and gender bias, and the potential impact of poverty, discrimination, and disenfranchisement on the development of mental disorders and disorders of parenting.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of protective factors which promote resiliency and positive adaptation.

Theme Relation to Behavioral and Social Science Research

Behavioral and Social Science Research will inform the entire content of this course, which will draw especially on current research in the following areas: developmental psychopathology, attachment, risk, resiliency and coping, trauma and maltreatment, and studies of particular disorders.

f. Relationship to Social Work Ethics and Values

Ethical and value issues related to all course topics will be identified and discussed. Examples of these include: how views of the rights of children affect our understanding of child mental health, how societal values regarding child development affect judgments we make about the mental health of children, how the use social workers make of DSM-IV can bias judgments of child mental health, what the value issues are in paying attention to the child's inner world, and how cultural and gender biases also affect professional views of child mental health. Issues related to person-centered mental health practice, client self-determination, confidentiality, dignity, HIPPA, duty to warn, and associated legal, ethical, and value concerns will also be addressed, particularly as they pertain to client services and intervention with youth with mental health problems.

g. 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 social 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

• **REQUIRED TEXT:** American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Washington, DC, American Psychiatric Association.

• Here is a link to the DSM-5 online:

<http://dsm.psychiatryonline.org/book.aspx?bookid=556>

• DSM-5 online supplemental information can be found at

<http://www.psychiatry.org/dsm5>

• The SSW library also has a subscription to the DSM-5 through Mirlyn Catalog. You can access it on-line through the University of Michigan Website <https://www.umich.edu/> and under quick links selecting Library CatAlog. Log in and search for Diagnostic and Statistical Manual of Mental Disorders: DSM-5. Select and scroll down to Electronic Resources and click Available Online

<https://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>

• The DSM-5-TR Casebook can also be found at

<http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9781585624836>

Additional required and recommended readings will be on electronic reserve in Canvas for this class section.

b. Class schedule

Class 1: 1/9/23 Social Work Practice, Organization & Use of the DSM 5

- DSM-5-TR Section 1, Introduction (5-20), Use of the Manual (21-28)
- Copeland, WE, et al. (2013). Diagnostic transitions from childhood to adolescence to early adulthood. *Journal of Child Psychology and Psychiatry*, 54, 791-799.
- Fripp, J.A. & Carlson, R.G. (2017). Exploring the influence of Attitude and Stigma on Participation of African American and Latino Populations in Mental Health Services. *Journal of Multicultural Counseling and Development*, 45(2), 80-94.

MLK Day 1/16/23 No Class

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Class 2: 1/23/23 Mental Health Stigma and Social Justice Issues in Diagnosis and Treatment

- Mills, C. (2015). The psychiatrization of poverty: Rethinking the mental health-poverty nexus. *Social and Personality Psychology Compass*, 9(5), 213-222.

- Moses, T. (2010). Being treated differently: stigma experiences with family, peers, and school staff among adolescents with mental health disorders. *Social Science & Medicine*, 70, 985-993.
- DNA Is Not Destiny. *The Raising of America: Early Childhood and the Future of our Nation* (2015). video

Class 3: 1/31/23 Anxiety Disorders (Separation Anxiety Disorder, Generalized Anxiety Disorder, Social Phobia, Panic Disorder)

***Interview/Self-Reflection Paper Due**

- DSM-5-TR Anxiety Disorders Section (215-261)
- Gordon-Hollingsworth, et. al. (2015). *Child Psychiatry and Human Development: Anxiety Disorders in caucasian and African American children.*
- Raver, C.C., Roy, A.L., Pressler, E., Ursache, A.M., & Charles McCoy, D. (2016). Poverty-related adversity and emotion regulation predict internalizing behavior problems among low-income children ages 8-11. *Behavioral Sciences*, 7(1), 2.
- Williams, D.R. (2018). Stress and mental health of populations of color: advancing our understanding of race-related stressors. *Journal of Health and Social Behavior*, 59(4), 466-485.

Class 4: 2/6/23 Obsessive-Compulsive Disorder

- DSM-5-TR Obsessive-Compulsive and Related Disorders Section (263-271)
- Geller, DA & March, JA. (2012). Practice parameter for the assessment and treatment of children and adolescents with obsessive-compulsive disorder. *Journal of the American of Child & Adolescent Psychiatry*, 51, 98-113.

Class 5: 2/13/23 Neurodevelopmental Disorders: Tic Disorder and Attention Deficit Hyperactivity Disorder

- DSM-5-TR (pp. 68-75 and 93-98)
- Capriotti, M., Himle, M., Woods, D. (2014). Behavioral Treatments for Tourette Syndrome. *Journal of Obsessive-Compulsive and Related Disorders*, 3, 415-420.
- Fairman, K.A., Peckham, A.M. & Sclar, D.A. (2017). Diagnosis and Treatment of ADHD in the United States: Update by Gender and Race. *Journal of Attention Disorders*, 1087054716688534.

- Leckman, J. F., King, R. A., & Bloch, M. H. (2014). Clinical features of Tourette syndrome and tic disorders. *Journal of Obsessive-Compulsive and Related Disorders*, 3(4), 372–379.
- Thomas, R., Sanders, S., Doust, J., Beller, E. & Glasziou, P. (2015). Prevalence of attention-deficit/hyperactivity disorder: a systematic review and meta-analysis. *Pediatrics*, 135(4), e994-e1001.
- Zuckerman, K.E. & Pachter, L.M. (2019). Race, Ethnicity, Socioeconomic Factors, and Attention-Deficit Hyperactivity Disorder. *Journal of Developmental & Behavioral Pediatrics*, 40(2), 150-151.
- TEDX Talks. (2015, December 18). *ADHD sucks, but not really* | Salif Mahamane | TEDxUSU [Video]. YouTube. <https://www.youtube.com/watch?v=fWCocjh5aK0>

Class 6: 2/20/23 Childhood Trauma

Exam 1 Distributed (Due 2/21/23 by 12:00pm)

- D’Andrea, W., Ford, J., Stolbach, B., Spinazzola, J. & Van der Kolk, B.A. (2012). Understanding interpersonal trauma in children: why we need a developmental appropriate trauma diagnosis. *American Journal of Orthopsychiatry*, 82, 187-200.
- Greeson, JKP, Briggs, ED, Layne, CM, Belcher, HME, Ostrowski, SA, Kim, S., Lee, RC, Vivrette, RL, Pyoos, RS & Fairbank, JA (2013). Traumatic childhood experiences in the 21st century: broadening and building on the ACE studies with data from the national childhood stress network, *Journal of Interpersonal Violence*, 1-21.
- Martinez, JI, Gudino, OG & Lau, AS. (2013). Problem-specific racial/ethnic disparities in pathways from maltreatment exposure to specialty mental health service use for youth in child welfare. *Child Maltreatment*, 1-10.
- Smith, P., Dalgleish, T., & Meiser-Stedman, R. (2019). Practitioner review: Posttraumatic stress disorder and its treatment in children. *Journal of Child Psychology and Psychiatry*, 60(5), 500–515. <https://doi-org.proxy.lib.umich.edu/10.1111/jcpp.12983>

2/27/23 No Class Spring Break

Class 7: 3/6/23 Post Traumatic Stress Disorder and Stress-Related Disorders and Disruptive, Impulsive-Control, and Conduct Disorders

- DSM-5 -TR Trauma and Stressor-Related Disorders (301-319) and (521-537)
- Ballentine, K. L. (2019, June 6). Understanding racial differences in diagnosing ODD versus ADHD using critical race theory. *Families in Society: The Journal of*

Contemporary Social Services, 100(3), 282–292.

<https://doi.org/10.1177/1044389419842765>

- Ollendick, T. H., Booker, J. A., Ryan, S., & Greene, R. W. (2018). Testing multiple conceptualizations of oppositional defiant disorder in youth. *Journal of Clinical Child & Adolescent Psychology*, 47(4), 1–14.
- Wounded Places: Confronting Childhood PTSD in America's Shell-Shocked Cities. The Raising of America (*documentary*)

Class 8: 3/13/23 Feeding and Eating Disorders (Anorexia Nervosa and Bulimia) and Substance-Related and Addictive Disorders

- DSM-5-TR (371, 381-392) and (543-553)
- Gray, K. M., & Squeglia, L. M. (2018). Research review: What have we learned about adolescent substance use? *Journal of Child Psychology and Psychiatry*, 59(6), 618–627.
- Kass, A., Kolko, R. & Wilfley, D. (2013). Psychological treatments for eating disorders. *Current Opinions Psychiatry*. 26: 549-555.
- Kraff-Tanofsky, M. (2012). Psychosocial preventive interventions for obesity and eating disorder in youth. *International Review of Psychiatry*, 24(3): 262-270.
- Wilksch, S. M., O'Shea, A., Ho, P., Byrne, S., & Wade, T. D. (2019, December 3). The relationship between social media use and disordered eating in young adolescents. *International Journal of Eating Disorders*, 53(1), 96–106.
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Class 9: 3/20/23 Autism Spectrum Disorder, Learning Disorders and School Supports

Exam 2 Distributed (Due 3/21/23 by 12:00pm)

- DSM-5-TR (56-68) and (76-84)
- Donohue, M.R., Childs, A.W., Richards, M. & Robins, D.L. (2019). Race influences parent report of concerns about symptoms of autism spectrum disorder. *Autism*, 23(1), 100-111.
- Durkin, M.S., Maenner, M.J., Baio, J., Christensen, D., Daniels, J., Fitzgerald, R., . . . & Wingate, M.S. (2017). Autism Spectrum Disorder Among US Children (2002-2010): Socioeconomic, Racial and Ethnic Disparities. *American Journal of Public Health*, 107(11), 1818-1826.
- Larson, S., Spetz, J., Brindis, C. D., & Chapman, S. (2017). Characteristic differences between school-based health centers with and without mental health providers: A review of national trends. *Journal of Pediatric Health Care*, 31(4), 484–492.

Class 10: 3/27/22 Bipolar and Related Disorders and Psychosis

- DSM-5-TR Bipolar and Related Disorders (139-159) and (108-111)
- Miller, S., Chang, K.D., & Ketter, T.A. (2013). Bipolar disorder and attention deficit hyperactivity disorder comorbidity in children and adolescents: evidence-based approach to diagnosis and treatment. *Journal of Clinical Psychiatry*, 74, 628-629.
- Zeanah, C.H., Jr. & Lieberman, A.F., (2019). Relationship-Specific Disorder of Early Childhood. in C.H. Zeanah, Jr. (Ed.). *Handbook of Infant Mental Health* (4th ed., pp. 1 - 10). Guilford.

Class 11: 4/3/23 Depressive Disorders

- DSM-5-TR Depressive Disorders (177-214)
- Berona, J., Horwitz, A. G., Czyz, E. K., & King, C. A. (2019, December 13). Predicting suicidal behavior among lesbian, gay, bisexual, and transgender youth receiving psychiatric emergency services. *Journal of psychiatric research*, 122, 64–69.
- Bufferd, S. J., Dougherty, L. R., Olino, T. M., Dyson, M. W., Laptook, R. S., Carlson, G. A., & Klein, D. N. (2015, November 1). Predictors of onset in depression of young children: a multi-method, multi-informant longitudinal study from ages 3 to 6. *Journal of Child Psychology & Psychiatry*, 55(11), 1–9. <https://doi-org.proxy.lib.umich.edu/10.1111/jcpp.12252>
- DeHart, G. (2019). *One last hug* [Video]. Vimeo. <https://vimeo.com/332558788> (view)
- NBC News. (2018, March 22). *Study shows suicide rate of black children twice that of white children | NBC Nightly News* [Video]. YouTube. <https://www.youtube.com/watch?v=UR7m2ncJB5> (view)

Class 12: 4/10/23 Infant Mental Health and Treatment Considerations

- Rosenblum, K. L., Muzik, M., Jester, J. M., Huth-Bocks, A., Erickson, N., Ludtke, M., Waddell, R., et. al. (2020). Community-delivered infant–parent psychotherapy improves maternal sensitive caregiving: Evaluation of the Michigan model of infant mental health home visiting. *Infant Mental Health Journal*, 41(2), 178-190.

Class 13: 4/17/23 Closure and Reflection

Exam 3 Distributed (Due 4/19/23 by 12:00pm)

c. Assignments

Take-Home Examinations: The examinations will be based on a review of clinical case vignettes. Using the vignettes, students will be asked to answer a 3-part question for each vignette as follows:

- Make a DSM-5 Diagnosis
- List criteria for diagnosis and identify information from the vignette that meets the criteria
- Discuss best practice intervention options as described in class and in readings

Examinations are not cumulative. You will have 24 hours to complete the exam

Exam #1 (Due 2/21/23 12pm) will cover the following disorders: separation anxiety disorder, generalized anxiety disorder, social phobia panic disorder, obsessive compulsive disorder, tic disorder, attention deficit hyperactivity disorder

Exam #2 (Due 3/21/23 12pm) will cover the following disorders: posttraumatic stress disorder, oppositional defiant disorder, conduct disorder, substance use disorder, anorexia nervosa, bulimia

Exam #3 (Due 4/19/23 12pm) will cover the following disorders: autism spectrum disorder, major depressive disorder, bipolar disorder

Parent Interview / Self-Reflection Paper (Due 1/31/23)

You will select an individual from any domain of your life. This may be an individual that you have a close relationship with or someone that is new to your life and less familiar. The identity of the individual should remain anonymous however demographic information will be provided. The only qualification in selecting an individual to interview is that they have raised or are currently raising a child. They should be given permission to take part in a series of question regarding parenting and their reactions/opinions to working with mental health professionals and diagnosis. It is not necessary that they have had any interaction with social work or mental health services in their child's life. They should also be informed that their identity will remain anonymous and the answers to their questions will be shared with the instructor of a graduate university course.

This interview and self-reflection will provide an opportunity to consider the experience of diagnosis and treatment from the perspective of parents/caregivers. Consideration of resistance to treatment or diagnosis, underlying emotions experienced by parents/caregivers in the process of assessment and diagnosis of children, and considerations for joining and collaboration.

d. Attendance and class participation

Attendance is a requirement. Points will be deducted if you miss more than one class. Communication with the instructor of any absence is expected. Excessive absences (3 or more) will result in an overall failing grade for the course.

Each of us participates differently, and I will strive to honor that diversity among us. As developing social workers, it is imperative that we connect and reflect through the learning tools available to us to grow and understand the material of the course.

Reading Facilitation:

Reading Reflections

Due Date: TBA Based on group schedule

Total Points: 30

You will act as the facilitator for your reading group for 1 week of the semester. Your responsibilities include a paragraph summary of each reading to be shared with your group. Please distribute this in electronic or hardcopy for your group. You should also develop 2 discussion questions based on the topic or a specific reading. The discussion questions should connect the readings specifically to the social work code of ethics.

b. Grading

Interview / Self-Reflection Paper	100 points
In-Class Examination #1	100 points
In-Class Examination #2	100 points
In-Class Examination #3	100 points
Attendance/Participation	50 points
Reading Facilitation	40 points

Assignments are expected to be handed in on their due dates in the format designated on the syllabus. Assignments will be marked down 5% for every day late. If you are experiencing difficulty with course assignments, it is your responsibility to contact the instructor. If you are unable to turn an assignment in by the due date, an email should be sent to the instructor before the due date outlining your difficulty and proposing a solution. It is the discretion of the instructor to determine if accommodation can/will be applied to allow for completion of an assignment past the due date. The criteria for each grade follows:

A+ = 100
A = 96-99
A- = 92-95
B+ = 89-91
B = 85-88
B- = 81-84
C+ = 78-80
C = 74-77
C- = 70-73
D = 65-69
E = less than 65

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.

Students in Need of Accommodations

If you have a documented disability or a condition that may interfere with your participation in this course, please schedule an appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

Additional School and University policies, information and resources are available here:

Safety and emergency preparedness:

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation

sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ada.compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)
- *Mental health and well-being*

Mental health and well being:

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

d. Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor as soon as possible so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access](#): Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

e. Accommodations for students with disabilities:

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities

G-664 Haven Hall

505 South State St.

Phone: (734) 763-3000

Email: ssdoffice@umich.edu

f. Religious/spiritual observances:

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious

obligations conflict with academic requirements. [Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.](#)

g. Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

h. Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. 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 (Room 1696)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

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