<table>
<thead>
<tr>
<th>Course title:</th>
<th>Advanced Evidence-Informed Interpersonal Practice with Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #/term:</td>
<td>SW604 Section 802, Spring/Summer 2023</td>
</tr>
<tr>
<td>Live Class Meeting:</td>
<td>Class meets ONLINE on Wednesdays from <strong>8:00pm to 10:00pm</strong> via Zoom in Canvas [Sign in with your UM account: Passcode is 604]</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>SW 521 or permission of instructor</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Aliyah Masudi, LMSW/MPH</td>
</tr>
<tr>
<td>Pronouns:</td>
<td>She/Her/Hers</td>
</tr>
<tr>
<td>Contact info:</td>
<td><strong>Email:</strong> <a href="mailto:amasudi@umich.edu">amasudi@umich.edu</a></td>
</tr>
</tbody>
</table>

**Cell phone:** provided in Canvas

You may expect a response within 24-48 hours. To expedite a response, use “SW 604” in the subject line of the external email.

<table>
<thead>
<tr>
<th>Office:</th>
<th>Via Zoom or phone per your request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office hours:</td>
<td>By appointment</td>
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</tbody>
</table>

### 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 considered 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 considers 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


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.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
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</tbody>
</table>
| Module 8 | 6/28/23 at 8:00pm | Cognitive Behavioral Family Therapies | Textbook: Chapter 8 Cognitive-Behavioral and Mindfulness-Based Couple and Family Therapies
|---|---|---|---|
| Module 9 | 7/5/23 at 8:00pm | Solution Focused Family Therapy | Textbook: Chapter 9 Solution-Based Therapies
| Module 10 | 7/12/23 at 8:00pm | Narrative Family Therapy | Textbook: Chapter 10 Narrative and Collaborative Therapies
| Module 11 | 7/19/23 at 8:00pm | Collaborative Family Therapy | Textbook: Chapter 10 Collaborative Therapy & Reflecting Teams
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)
| Module 12 | 7/26/23 at 8:00pm | Multisystemic Therapy | Textbook: Chapter 4 Systemic and Strategic Therapies
Chapter 8: Multisystem Model Case Example (pp. 161-189)
| Module 13 | 8/2/23 at 8:00pm | Termination and Celebration in Family Therapy | Textbook: Chapter 14 Evaluation Progress in Therapy |
c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Zoom Sessions</td>
<td>10 points per module (Modules 1-13)</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>5 points per module (Modules 1-13)</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>• Original Post</td>
<td></td>
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<tr>
<td></td>
<td>• Minimum 2 Responses to Peers</td>
<td></td>
</tr>
<tr>
<td>Pre-Class Quizzes</td>
<td>3 points per module (Modules 1-12)</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>1. Personal experience: 10 points</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>2. Character development: 15 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Framework with PODS: 25 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Termination: 10 points</td>
<td></td>
</tr>
<tr>
<td>Group Projects</td>
<td>Individual preparation for group therapy simulations (10 points total):</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>1. Personal philosophy statement (individual): 6 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Personal philosophy statement peer reviews (individual): 4 points</td>
<td></td>
</tr>
<tr>
<td>First Group Therapy Simulation (60 points):</td>
<td>1. Case Conceptualization Form (group): 30 points &amp; Reflection (individual): 5 points</td>
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<tr>
<td></td>
<td>2. Theory and Intervention Plan (group): 15 points</td>
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<tr>
<td></td>
<td>3. Session Rating Scale (individual): 10 points</td>
<td></td>
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<tr>
<td></td>
<td>4. Reflection (individual): 5 points</td>
<td></td>
</tr>
<tr>
<td>Second Group Therapy Simulation (60 points):</td>
<td>1. Case Conceptualization Form (group): 30 points &amp; Reflection (individual): 5 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Theory and Intervention Plan (group): 15 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Session Rating Scale (individual): 10 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Reflection (individual): 5 points</td>
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</tbody>
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**Attendance / Live Zoom Sessions**

Full participation with cameras on is expected in each live meeting for Modules 1-13 from 8:00pm to 10pm via Zoom each Wednesday starting 05/10/23 to 08/2/23. Deadline for attendance points to be considered will be August 2, 2023, by 11:59pm. 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 and have their cameras on. Participation is expected in small groups, large group discussions which includes but not limited to verbal participation, using the chat, and other class exercises. 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**
The submission deadline for each post (original and response to peers) is every Wednesday before the live class begins from May 05/10/23 to 08/2/23 by 8:00pm EST for Modules 1-13. The discussion 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.

**Pre-Class Quizzes**
The submission deadline for each quiz is every Wednesday before the live class begins from May 05/10/23 to 08/2/23 by 8:00pm EST for Modules 1-12. Students are expected to complete a weekly 3-question quiz that reviews key concepts and points covered in the pre-work of the module. The quiz supports core model concept recall and can be previewed before answering the questions. Read and answer the questions directly in the quiz section of the modules in Canvas. Complete them before the live class sessions. Quiz questions include 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**
These assignments are due before the live meeting in Modules 1, 2, 8, and 13 at 8:00pm on the following dates respectively: 05/10/23, 05/17/23, 06/28/23, and 08/2/23 except for the Personal Experience assignment which is due in Module 1 on 05/10/23 at 11:59pm EST.

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.

**Personal experience**
The submission deadline is 05/10/23 at 11:59pm EST (Module 1). You are required to complete a 1~2-page double-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).

**Character development**
The submission deadline is 05/17/23 at 8:00pm EST before the live session (Module 2). The purpose of this character development is to prepare you to become a simulated patient to be used in class for therapy simulations your classmates. 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).

**Framework with PODS**
The submission deadline is 06/28/23 at 8:00pm EST before the live session (Module 8). 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).

**Termination**
The submission deadline is 08/2/23 at 8:00pm EST before the live session (Module 13). For this task, you will prepare: (1) a treatment summary template form for one of the families you provided clinical services to from Modules 3 through 12 and (2) a brief 1–2 double-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).

**Personal philosophy statement (individual submission)**
The submission deadline is 05/17/23 at 8:00pm EST before the live session (Module 2). 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).

**Personal philosophy statement peer reviews (individual submission)**
The submission deadline is 05/17/23 at 8:00pm EST before the live session (Module 2). 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).

**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.

**Case Conceptualization Form (group) 30 points & Reflection (individual): 5 points**
The submission deadline is 05/31/23 at 8:00pm EST before the live session (Module 4). 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 double-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.
**Theory and Intervention Plan (group): 15 points**
The submission deadline is 06/7/23 at 8:00pm EST before the live session (Module 5).
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 during the live session. Please see CANVAS for details related to the in-class family case presentation requirements.

**Session Rating Scale (individual): 10 points**
The submission deadline is 06/14/23 at 8:00pm EST before the live session (Module 6).
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.

Reflection (individual): 5 points
The submission deadline is 06/21/23 at 8:00pm EST before the live session (Module 7).
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.

**Case Conceptualization Form (group): 30 points & Reflection (individual): 5 points**
The submission deadline is 07/5/23 at 8:00pm EST before the live session (Module 9).

**Theory and Intervention Plan (group): 15 points**
The submission deadline is 07/12/23 at 8:00pm EST before the live session (Module 10) along with the group mini-presentation during the live session.

**Session Rating Scale (individual): 10 points**
The submission deadline is 07/19/23 at 8:00pm EST before the live session (Module 11).

**Reflection (individual): 5 points**
The submission deadline is 07/26/23 at 8:00pm EST before the live session (Module 12).

d. **Attendance Policy**
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. In case of an emergency, you should contact me as soon as possible providing documentation supporting the need for any absence.
as appropriate [Refer to Section h. “Health-Related Class Absences” listed below]. You might be asked to submit your reflection on the readings to be discussed for that class session no later than three days after the session depending on the total number of absences.

Your attendance and participation also reflect 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. Any absence will result in 10 points being reduced for that day. Please communicate any classes that you may miss to this Instructor via email. In addition, ensure that absences are communicated to your assigned “family group” and navigate how to meet group contributions accordingly.

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 environments 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.

**Extracurricular Activities:** Students who represent the University of Michigan nationally or internationally due to commitments to the arts, science, athletics or other endeavors must do the following:
- The student must provide me with an individualized written excuse explaining
obligations which may result in possible missed classes and assignments
If obligations outside of class far exceed the ability to complete academic material and meet course requirements, then the student will be encouraged to consider if taking this course at this time is appropriate
• The student must notify the instructor at the beginning of the semester and no later than the third week of the course
• The student is required to complete all work and course obligations and complete alternative arrangements as needed.

e. Live class participation
Students are expected to attend all the live, synchronous class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts.

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: Ensure your camera is turned on as 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 and will NOT be rounded up.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
</tr>
<tr>
<td>C+</td>
<td>77-80%</td>
</tr>
<tr>
<td>D+</td>
<td>67-70%</td>
</tr>
<tr>
<td>A</td>
<td>94-99%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>A-</td>
<td>91-93%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
</tr>
<tr>
<td>C-</td>
<td>71-73%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
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</tbody>
</table>
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