1. Course Statement

a. Course description

This course presents knowledge and skills essential to interpersonal practice while considering the community, organizational, and policy contexts in which social workers practice. Students learn how to perform various social work roles (i.e. counselor, group facilitator, mediator, broker, and advocate), recognizing that these roles must be based on the adherence to social work values and ethics. All phases of the IP treatment and prevention process (i.e. engagement, assessment, planning, intervention, evaluation, and termination) will be presented with attention to how they are applied to work with individuals, families, and small groups. Using an evidence informed approach, students will learn to assess problems in clients' lives that relate to attributes of the client (e.g. age, race, ethnicity, gender, sexual orientation, ability, and spirituality) as well as situational and environmental factors relevant to the client's social functioning. Students will understand patterns of functioning, to assess strengths and limitations, and to plan, implement and monitor change strategies. Students also learn how self-awareness and the conscious use of self-affect the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, problem-solving, critical, and creative thinking in practice. Students learn how to apply various evidence-informed strategies in order to demonstrate the effectiveness of change efforts based on whether their implementation enhances the client's capacity for self-determination and the system's capacity for justice.

b. Course objectives and competencies

Apply inclusive engagement, assessment, and intervention strategies with diverse clients with empathy and cultural humility, based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings (Essential 11, 13, 14, 15; EPAS 2, 6, 7, 8).

Articulate social work values and ethics in all interpersonal practice strategies to address client issues.
Assess client needs using a biopsychosocial spiritual and ecological frameworks to effectively identify and address client and environmental change strategies including in high risk situations such as suicide, interpersonal violence, substance abuse and trauma. (Essential 2, 4, 7, 16; EPAS 4, 7, 8, 9)

Develop intervention plans that incorporate evidence informed practice with diverse clients based on an intersectional analysis of systems of power, privilege, and oppression in interpersonal practice settings that can target environmental as well as intra and interpersonal levels of change. (Essential 18, 20, 21, 27; EPAS 4, 7, 8)

Practice engaging, assessing, intervening and evaluating with client systems using evidence informed strategies in each phase of intervention (Essential 22, 23, 27; EPAS 4, 6, 7, 8, 9).

Demonstrate effective communication to document services and intervention and facilitate interprofessional collaborative practice (Essential 12, 17; EPAS 6, 8).

Apply anti-racist frameworks to social work practice and utilize skills to intervene, disrupt, and undo racism (Essential 1, 11, 14, 22, 44, 45; EPAS 2, 3, 6, 7, 8, 9).

c. Course design

This course will incorporate mini-lectures, role plays, simulations, and applied case examples to demonstrate the core objectives. Using a flipped class approach, class sessions will emphasize skill development and applied learning activities related to all aspects of the change process when working with individuals, families and small groups.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate every aspect of professional interpersonal practice.

2. Class Requirements

a. Text and class materials

There is no required textbook. All required pre-work (readings, lectures and course materials) are posted on Canvas. Please ensure you complete required pre-work before class each week.

Flipped Course Structure

This is a flipped course. A portion of the content of this course will be completed online (pre-work) prior to our in person meetings, which will be focused on applying concepts from the pre-work, in practice.
Required Pre-Work

Each week there is approximately 1-2 hours of pre-work (lectures and readings) to complete prior to class. **Pre-work is required and timely completion of the pre-work will comprise a portion of your grade for this class.** The core concepts we will engage through activities and assignments are introduced in the pre-recorded lectures and readings. It is imperative that all students review pre-recorded lectures and readings before class each week so that you will be able to engage in our class activities and participate meaningfully. If you feel you are behind in the pre-work, please reach out and we can make a plan to help you get back on track.

Zoom Sessions

There are two simulations in which you will be meeting with your partners on Zoom, and these weeks we will not meet in person. **Please review the course schedule carefully for these dates. There will also be 4 Zoom classes spread out throughout the semester where we will meet for class online.**

24/7 Anonymous Feedback Link

Students are encouraged to be active co-creators of their learning experience in this course by providing regular professional, constructive feedback. There is a standing link on the Canvas Homepage, titled “Ongoing Student Feedback.” This URL will redirect students to a Qualtrics survey where they may provide anonymous feedback throughout the semester, as often as they would like.

Anonymous responses are pushed to my email weekly in a generic report. Whenever possible, I bring feedback back to the group for discussion and processing. In addition to practicing important professional collaboration skills, this provides the opportunity for us to work together as a group to co-create the best possible learning experience for everyone. **If you have urgent and/or individualized concerns, please email me.**

Appropriate Use of Artificial Intelligence

AI (artificial intelligence) can be a very useful resource. It may be appropriate to use AI for minor editing, organizational, formatting and/or related administrative purposes. However, it is a matter of academic integrity that students engage in the process of writing themselves, for all assignments in this course. Students are expected to submit their original work and original ideas within class assignments. This is especially relevant in social work, where many assignments are reflection based and require students to move through a process that is facilitated through writing. If you aren’t sure whether a use of AI is appropriate or not, please feel welcome to reach out to me via email (kennac@umich.edu) and/or before or after class, and we can discuss.
### b. Class schedule

*Any changes will be discussed in class and/or via a Canvas announcement.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Required Pre-Work</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| 8/28 | **Week 1: Integrative Social Work Themes & Concepts**  
*Required Lectures*  
- Foundational Social Work Concepts [36:51]  

*Required Readings*  
Syllabus  

Introduction  
Course Overview  
Goals & Guidelines  
Pre-Work Discussion  
Social Work Concepts  
Form Groups  
Client/Practitioner & Practice Skills  |
| 9/4 | _LABOR DAY – NO CLASS_ | |
| 9/11 | **Week 3: Social Work Roles, Ethics & Values**  
*Required Lectures*  
- Social Work Values & Ethics [18:32]  
- Confidentiality [4:38]  
- Mandated Reporting [17:20]  
- Emerging Telehealth, Telemedicine & Telemental Health Practice [10:35]  

*Required Readings*  


*Materials to Review*  
- Character Development Packets |  
Pre-Work Discussion  
Social Work Ethics & Technology  
Character Development  
Character Brainstorming  
3 Fictional Characters |
### 9/18 Week 4: Assessing Risk & Responding to Crisis

**Required Lectures**
- Risk Assessment & Crisis Response [42:23]

**Required Readings**
https://doi.org.proxy.lib.umich.edu/10.1027/0227-5910/a000555

**Materials to Review**
- Safety Plan
- CSSRS (Columbia)

### 9/25 Week 5: Empathy, Engagement & Rapport

**Required Lectures**
- Engagement & Rapport [32:24]
- Demonstration: The Power of Questions - Irish & Ribaudo [31:44]

**Required Readings**


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**Pre-Work Discussion**
Risk & Crisis Response

**Risk Assessment Case Scenarios**

**SIMmersion**
Taye Banks
Due 9/21

**Character Profile**
Due 9/21

**Pre-Work Discussion**
Engagement & Rapport

**Pre-Session Skills First Session Walk Through**

**Engagement Power of Questions Exercise**

**Pre-Intake Forms**

**SIMmersion Jemma**
Due 9/28
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2</td>
<td>Week 6: Biopsychosocial-spiritual Assessment</td>
<td></td>
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<tr>
<td></td>
<td>Required Lectures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment in Social Work Practice [15:23]</td>
<td></td>
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<tr>
<td></td>
<td>• Pre-Session Skills [15:42]</td>
<td></td>
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<td></td>
<td>• First Session Guide [27:17]</td>
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<tr>
<td></td>
<td>BPSS Demonstration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment with Lexi: Part I [30:28]</td>
<td></td>
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<td></td>
<td>• Assessment with Lexi: Part II [32:26]</td>
<td></td>
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<tr>
<td></td>
<td>• Assessment with Lexi: Reflection [11:53]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Psychological Association(2013). Cultural Formation Interview – DSM-V</td>
<td></td>
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<tr>
<td>10/9</td>
<td>Week 7: Simulation 1 Engagement &amp; Assessment</td>
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<td></td>
<td>There is no in-person meeting this week. Please meet with your partners via Zoom to record Simulation 1.</td>
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<tr>
<td>10/16</td>
<td>FALL BREAK</td>
<td></td>
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<tr>
<td>10/23</td>
<td>Week 9: Substance Use &amp; Social Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Lectures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Substance Use Disorders as a Social Justice Issue [1:12:20]</td>
<td></td>
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<tr>
<td></td>
<td>Required Readings</td>
<td></td>
</tr>
</tbody>
</table>
### Week 10: Collaborative Goal Setting

**Required Lectures**
- Developing a Change Plan in Social Work Practice [10:35]
- Motivational Interviewing [35:08]

**Required Readings**


[https://doi-org.proxy.lib.umich.edu/10.1007/s10615-015-0548-z](https://doi-org.proxy.lib.umich.edu/10.1007/s10615-015-0548-z)


**Materials to Review:**
- Wellness Wheel
- Change Plan Template

### Week 11: Simulation 2: Establishing Goals

*There is no in-person meeting this week. Please meet with your partners via Zoom to record Simulation 2.*

### Pre-Work Discussion
- Collaborative Goal Setting
- Motivational Interviewing & Collaborative Goal Setting
- Preparing for Simulation 2
- Goal Planning Demonstration

**BPSS Due**  
Thursday 11/2

**SIMmersion**  
Gabe  
Due 11/2

**Simulation 2**  
Feedback Request  
Due  
Tuesday  
11/7

**Peer Feedback**  
2  
Due Thursday  
11/9
### Week 12: Antiracism & IP Practice

**Required Lectures**
- Anti-racism in Interpersonal Practice Part I [26:30]
- Anti-racism in Interpersonal Practice Part II [38:19]
- How to overcome our biases?– Vernā Myers [17:54]

**Required Readings**


### Week 13: Evidence-Informed Interventions with Individuals & Groups

**Required Lectures**

**Required Readings**


**Materials to Review**
- CBT Worksheet

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**Pre-Work Discussion**
- Antiracism in IP Practice
- Working with Groups
- Intro to Cognitive Behavioral Approaches
- Group Facilitation Skills
- Group Sign-Up

**Processing Simulation 2**
- Feedback & Clips Review

**SIMmersion Tenisha**
- Due 11/22

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**Pre-Work Discussion**

**Processing Simulation 2**

**SIMmersion Tenisha**
- Due 11/22
<table>
<thead>
<tr>
<th>11/27</th>
<th>Week 14: Evidence Informed Interventions with Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Lectures</strong></td>
</tr>
<tr>
<td></td>
<td>• Working with Families Overview – Scott Weissman [13:04]</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td></td>
<td>b. hooks, Feminism is for everybody. Cambridge, MA: South End Press. pp. 72-84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12/4</th>
<th>Week 15: Endings &amp; New Beginnings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Lectures</strong>: None</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
</tbody>
</table>

|       | **Pre-Work Discussion**                                 |
|       | Working with Families Group Fishbowl Simulation         |

|       | **Pre-Work Discussion**                                 |
|       | Termination Case Scenarios                               |
|       | Client-Practitioner Debriefing                          |
|       | DIY Process Cards                                       |
|       | Final Reflection Due 12/4                                |

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c. Assignments

All assignments, class activities, readings and group work correspond with the [CSWE CorePractice Competencies](#). Assignments are submitted on Canvas and/or completed in class. Assignment details are described in detail on Canvas ➔ Assignments.

SW 506 content is sequential and collaborative. Many of the assignments are graded on a credit/no credit basis, and many are “process-based,” meaning, the focal point of the work itself, is going through a reflective process. Some assignments involve peer-to-peer collaboration, similar to an actual practice setting. Other assignments may be given a more traditional grade. The percentage/points for each assignment are described in more detail in the below section on “Grades.”

**Timely submission of all assignments is required.** Late assignments impact both you and your peers who are depending on timely completion of assignments. (e.g. If your assignment is late, then your peers may not have adequate time to complete their portion of the assignment. **Late work may result in a reduction in your grade** on the assignment and will also impact your participation grade.)
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submission</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Pre-Work <strong>See IMPORTANT GRADING RULE BELOW</strong></td>
<td>Complete on Canvas – Linked on Canvas Homepage</td>
<td>Weekly Before Class</td>
<td>10 points each (100)</td>
</tr>
<tr>
<td>Character Profile</td>
<td>Turn in on Canvas – Word Doc</td>
<td>Thursday 9/21</td>
<td>20</td>
</tr>
<tr>
<td>Simulation 1 Feedback Request</td>
<td>Fill out Feedback Form &amp; Submit on Canvas &amp; Email Copy to Practice Skills Group</td>
<td>Tuesday 10/10</td>
<td>25</td>
</tr>
<tr>
<td>Simulation 1 Peer Feedback</td>
<td>Fill out form with peer feedback and submit on Canvas</td>
<td>Thursday 10/12</td>
<td>25</td>
</tr>
<tr>
<td>BPSS Assessment</td>
<td>Completed BPSS Template on Canvas</td>
<td>Thursday 11/2</td>
<td>30</td>
</tr>
<tr>
<td>Simulation 2 Feedback Request</td>
<td>Fill out Feedback Form &amp; Submit on Canvas &amp; Email Copy to Practice Skills Group</td>
<td>Tuesday 11/7</td>
<td>25</td>
</tr>
<tr>
<td>Simulation 2 Peer Feedback</td>
<td>Fill out form with peer feedback and submit on Canvas</td>
<td>Thursday 11/9</td>
<td>25</td>
</tr>
<tr>
<td>SIMmersion Taye Banks</td>
<td>Canvas – PDF of transcript</td>
<td>Thursday 9/21</td>
<td>5</td>
</tr>
<tr>
<td>SIMmersion Jemma</td>
<td>Canvas – PDF of transcript</td>
<td>Thursday 9/28</td>
<td>5</td>
</tr>
<tr>
<td>SIMmersion Gabe</td>
<td>Canvas – PDF of transcript</td>
<td>Thursday 11/2</td>
<td>5</td>
</tr>
<tr>
<td>SIMmersion Tenisha</td>
<td>Canvas – PDF of transcript</td>
<td>Tuesday 11/21</td>
<td>5</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>Canvas – Word Doc</td>
<td>Monday 12/4</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>No Submission</td>
<td>N/A</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

**Assignment Descriptions**

**10 Weekly Pre-Work Submissions – Due Weekly Before Class**

Required weekly pre-work is linked directly on the Canvas Homepage. Each week there will be a variety of activities (quizzes, reflection prompts, etc.) to help you prepare for class discussion and to demonstrate
engagement and completion of the work before class. During class, we will be discussing and applying material discussed in pre-work lectures and readings. Credit is earned weekly by completing the designated activities each week prior to class.

**Important Universal Late Completion of Pre-Work Grading Rule:** If for any reason, pre-work is completed late, only partial credit will be given for that particular week. This means, if you are unable to complete the pre-work before class due to illness, or absence, or travel or any other reason – even if it is excused, you will still receive a maximum of half-credit for that particular week’s pre-work. There are 10 weeks of pre-work submissions, and each is worth 10 points. If you are late to complete the work, once or twice, you will still earn 90-95 of the 100. Completing pre-work late once or twice will NOT make a major impact on your final grade. However, repeatedly late submissions will.

The rationale for this is that timely completion of pre-work is required to participate meaningfully in class and in this sense, it’s a portion of your weekly participation grade. If you are not present for any reason, then it is logical that you would not receive full participation for class that day, but you may still earn partial credit for completing the work after the fact. If you have a unique circumstance you’d like to discuss in advance regarding this, please contact me in advance via email, kennac@umich.edu

**Character Profile – Due Thursday 9/21**

You will be creating a character to portray as during the two simulations this semester based on your interests and experiences. Please develop a character that is realistic – and one you can portray comfortably. (e.g. same age, race/ethnicity, gender, etc.) We will discuss the parameters of character development more specifically during class.

**PART A – Basic Information (1 page)**

“Part A” of the character profile can be completed as an outline or ‘bullet point’ format. It is a general description of your character, their current relationships and circumstances, and how and why they are seeking help.

- Demographics: Name, Age and any other relevant identities/information
- Presenting Problem: Why is your character seeking help today?
- Possible DSM-5-TR diagnosis and/or symptoms: appetite, mood, sleep, etc.
- Key intersectional identities
- Spiritual/Self-Actualization: What activities bring your client peace and fulfillment? What do they value and/or feel passionate about? What activities make them feel connected with themselves, re-charged or centered/grounded?
- Relational: family and social information including relationships (e.g. relationship with family of origin, any relevant social circumstances, supports and/or strains)
- Social Determinants of Health: including employment, housing, community involvement, education, income, medical status, access to opportunity for advancement, neighborhood safety, etc.
- How does your client plan to pay for treatment? Are they insured? (Private pay, Block Grant, Medicaid, HMO, PPO) Do they have any out-of-pocket cost for treatment?
- Goals/Hopes/Expectations: What does your character hope these services will do to help?

**PART B: Research & Reflection (2-3 Pages)**
Part B is written as a reflection paper; please use APA format for citations. The paper does not need to be in fully formal APA format – you may use the first person. However, any citations/references should be written in APA format, for both in text citations and at the end of your paper. Please exercise your own best judgment when it comes to other relevant aspects of formatting (font, size, margins, etc.) A cover page is not necessary.

Please address the following topics in your paper:
- Identify a DSM-5-TR diagnosis or another social circumstance of interest to you that will inform your character’s circumstances and experiences (mental health and/or substance use condition, interpersonal violence, parent of special needs child, poverty, etc.)

- Identify at least 3 written sources of information used to develop your character (e.g. current clinical/academic articles, memoirs, books.) You can also use music, film and/or art as ancillary references, if they relate to specific nuances of your character’s experience; this is encouraged. Still, please ensure you also have referenced at least 3 written sources of information in developing your character. Also, please be precise in connecting which examples from your articles, memoirs, etc. influenced and how they were useful in character development. Please cite all sources using APA Format.

- Incorporate a discussion of what personal and professional experiences you called upon to develop your character, both respecting client confidentiality and only sharing personal material that you feel comfortable sharing.

- With particular attention to privilege and oppression (remembering the fluidity of both concepts – e.g. a single identity can be both a source of privilege and oppression, depending on context and other intersectional variables) describe what you have learned about your character so far – consider the classroom exercises, Life Script/AAI and Gotham forms. (Also posted on Canvas “Character Development”)

- What observations do you have about your character? What do you feel are their strengths and/or barriers? What do you like about your character? What concerns do you have for them? Feel free to process and reflect on the development of your character and/or any other aspects of this process.

Simulation Assignments
Simulations are role-play scenarios that will use improvisational skills to replicate a “practitioner/client” experience. Simulations allow students to practice being in the role of practitioner, as well as gaining perspective and insight through acting as their “characters” in the role of a client. We will dedicate time in class to preparing a well-rounded, realistic character for you to portray as a “client” and to developing the skills necessary to respond in the moment.

For both simulations, each student will act as both the “client” (your character) and as “practitioner.” In other words, you will portray both a “client” (the character you develop) twice, and a “practitioner” twice. You will be matched with a student who will portray a “practitioner” (for your character) and another student who will portray their character (as “client”) for you to engage with in the role of practitioner. You will have the same partners throughout the semester for these simulations.

Simulations will be conducted remotely via Zoom during dedicated class times. You will be provided with contact information for your assigned “practitioner” and your assigned “client.” We will not meet as a group for in person class sessions on these days; instead, you will meet with your partners on Zoom to record your simulated sessions.

Simulation Structure
Students will act as client, practitioner and peer observer (practice skills group) for each of the simulations. Detailed, step-by-step instructions for each of these roles, for each simulation is posted on Canvas. We will also be reviewing simulation procedures in class.

**Recording Simulations**
Simulations will be recorded on Zoom by the student practitioner. Instructions for creating a shared Zoom link will be provided on Canvas within the assignment.

**Requesting Feedback**
Students will review the simulations in which they act as practitioner and will identify 3 short (5 min) clips to be reviewed by their peer group (practice skills group) and instructor. The student will enter these timestamps, a link to the shared Zoom recording and will briefly describe why they chose this clip and will make specific requests for feedback from their peers within the practice skills group, and the instructor. This information will all be entered on the first page of the “Simulation Feedback Request Form” – this page will be sent to all members of the practice skills group.

Simulation 1: Email to Group by Tuesday 10/10  
Simulation 2: Email to Group by Tuesday 11/7  
*You will only send the first page to your group members

**Summary Annotations**
Subsequent pages of the Feedback Request form contain reflective prompts for students to respond to (summary annotations). Both pages of the Feedback Request form will be uploaded Canvas-Assignments-Simulation 1

Simulation 1: Upload on Canvas by Tuesday 10/10  
Simulation 2: Upload on Canvas by Tuesday 11/7  
*Please submit the entire Feedback Request (both pages) on Canvas

**Providing Feedback**
You will receive the first page of the “Feedback Request Form” from each member of your practice skills group. You will have until Thursday each week to review these brief clips and respond to feedback requests. You will enter your feedback directly into the Feedback Request Form, which will be uploaded on Canvas-Assignments-Peer Feedback. You can also email a copy to your partners before class if you would like, but this is not required, as feedback will be exchanged verbally during class the week following simulation.

Simulation 1 Peer Feedback – Upload on Canvas by Thursday 10/12  
Simulation 2 Peer Feedback – Upload on Canvas by Thursday 11/9  
*You may also email a copy of your feedback to your group members if you would like

**In Class Processing**
During class, there will be designated time to meet with your practice skills group members and exchange feedback. Each group will identify 1 clip they would like to seek feedback from the class. These clips will be reviewed in class and discussed together as a group.

**Biopsychosocial-Spiritual (BPSS) Assessment – Due Thursday 11/2**
During simulation 1, you met with your client, practiced active listening skills, developed rapport, and engaged in a preliminary assessment process in the role of “practitioner.” Based on the information you gathered from your “client” partner during the simulation role plays, you will complete a bio-psycho-social-spiritual template. A blank copy of the template will be provided in Canvas under Assignments > BPSS Assignment. We will dedicate time in class to practicing Assessment skills. You will also have an opportunity to practice filling out a BPSS during class, and review and discuss with your practice skills groups. You will turn in a completed BPSS based on the information collected during Simulation 1 with your “client.” The completed BPSS template can be uploaded on Canvas under “Assignments”-BPSS.

**SIIMmersions Due Dates Below**

Taye Banks – Due Thursday, 9/21  
Jemma – Due Thursday, 9/28  
Gabe Turner – Thursday, 11/2  
Tenisha – Tuesday, 11/21

In addition to practicing clinical intervention skills through in-class role-play, students also have the opportunity to practice step-by-step intervention skills using the SIIMmersion platform. Many of you may already be familiar with SIIMmersion and may even have completed one of the simulations for another course. There are login instructions located within the assignment description on Canvas.

**For this course, you will be doing four SIIMmersions:**  
* Suicide Prevention: Assessing Risk with Taye Banks  
* Gender Affirming Intake with Jemma  
* Brief Motivational Intervention with Gabe Turner  
* Cognitive Behavioral Therapy: Introducing CBT with Tenisha

The SIIMmersion site will walk you through step-by-step how to engage in the simulation. You will click “use my institutional login” and sign in with your umich info. You are encouraged to carefully read through the instructions and steps involved in each intervention, prior to engaging in the simulation. The system assigns a score at the end. This will not correspond to your grade on the assignment; you will be graded on a credit/no credit basis. That said, if you are not pleased with your score, you are encouraged to try the SIIMmersion again until you reach a score that feels reasonable to you.

At the end of the SIIMmersion, you will be able to download a PDF of your transcript. This is what you will be submitting on Canvas to receive credit. You will submit a PDF of your transcript in Canvas-Assignments-SIIMmersion-Name (Taye, Jemma, etc.)

**Final Reflection – Due Monday 12/4**  
This is a reflection assignment, graded on the level of reflective functioning and authentic consideration you give to your experiences engaging with the materials, and in class. In other words, the exam acts as a final processing opportunity, and serves as a summary of your learning and growth in class this semester. So – take your time as you review your challenges and celebrate your accomplishments. I hope you will enjoy the process! Estimated length 2-3 pages.

**Client Role Reflection:**  
- What did you learn from being in the client role?  
- What did you learn from the character you simulated?
● What stood out most to you about being “a client”?
● What did your practitioner do that was most helpful?
● What do you wish your practitioner would have done differently?
● What did you learn about yourself through this process?

Practitioner Role Reflection:
In what ways did the simulations contribute to your development as a social worker this semester?
How did you change in the role of practitioner from the first simulation to the last?
Did any issues come up in this role that you had not anticipated?
What did you learn about yourself, being in the role of a social work practitioner?
How did social identities impact – both yours, and your clients – interface in your work together?
How did you become aware of such dynamics?
What do you feel is your biggest triumph this semester – or a major accomplishment – or something else you feel good about, in the role of practitioner?

Student Role Reflection:
Looking back on the entire semester, what are your “stars” and “wishes” for this class experience?
How did you make the most of the learning opportunities offered in this class? Is there anything you would have done differently? How did your instructor support your learning? Is there anything they could have done differently? Any other final reflections?

Participation – No Submission
Please review the rubric below for a description of how participation grades will be assigned.

<table>
<thead>
<tr>
<th>Exceptional Attendance &amp; Participation 20 points</th>
<th>Consistent attendance, on time &amp; prepared. Frequent engagement, completes assignments and readings on time. Exceeds participation expectations through exceptional analysis/creativity in assignments, stretching outside one’s comfort zone/sustaining dialogue on complex, heated, or difficult topics in a balanced, compassionate way consistent inclusive and respectful consideration of peers, sharing in class discussions, providing meaningful feedback to peers, and accepting/integrating feedback from peers, supporting and encouraging peers to contribute equally.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Attendance &amp; Participation 16-19 points</td>
<td>Consistent attendance; rarely late. Participates regularly and meaningfully in class discussions &amp; completes readings and turns in all assignments on time. Participates in class activities, initiates/engages in group discussions on difficult topics in ways that demonstrate authentic engagement; regularly volunteers for in-class exercises; demonstrates respect to peers.</td>
</tr>
<tr>
<td>Moderate-to Marginal Attendance &amp; Participation 10-15 points</td>
<td>Attends most classes but has unexcused and/or multiple absences (Any more than 2 absences, including excused absences, will impact attendance grade). Sometimes late to class, or leaves class early; Readings and assignments are timely; demonstrates understanding of basic content, but little effort to analyze or explore ideas (e.g. hastily completes assignments; minimal effort). Participates occasionally in class discussions/exercises; Routinely appears to be “tuned out” or working on something non-class related.</td>
</tr>
<tr>
<td>Problematic Attendance &amp; Participation 0-9 points</td>
<td>Multiple absences (Multiple absences may require the notification of the Dean of Educational Programs and/or Office of Student Services for assistance, support and/or coordination) and /or Shows up late and/or leaves early. Is generally not prepared for class – readings not completed, late assignments; work is unacceptable (unacceptable = unable to read/understand due to significant lack of editing, or formatting interferes with readability; unfinished assignment ‘outlines’; unexcused late assignments, poorly/hastily completed assignments, etc). Routinely appears “checked out” during discussions; speaks over others, or engages in unrelated side conversations</td>
</tr>
</tbody>
</table>

**a. Attendance and Class Participation**
In keeping with the SSW Policy on Class Attendance, students are expected to attend all the class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts. If you are unable to attend class, please notify me via email (kennac@umich.edu) as soon as possible. Please do not attend class if you are ill.

**Excessive Absences, Attendance and/or Participation Problems**
Consistent absences, showing up late and/or leaving early will impact your participation grade. Under most circumstances, if two class sessions are missed (with some limited exceptions) this will impact your overall grade in the class significantly, and may prompt follow up from academic supports, such as your advisor and/or student services.

**Making up missed classes**
There will not be make-up work offered. You will still be responsible for the content presented in the pre-work lectures and readings. To get caught up on in class activities, please connect with members of your practitioner skills group.

**b. Grading**
Please refer to MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.
Final Letter Grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 95 %</td>
</tr>
<tr>
<td>A-</td>
<td>94 – 90 %</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 88 %</td>
</tr>
<tr>
<td>B</td>
<td>87 – 85 %</td>
</tr>
</tbody>
</table>
c. 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.

d. Covid-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

e. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>84 – 80 %</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 75 %</td>
</tr>
<tr>
<td>C</td>
<td>74 – 72 %</td>
</tr>
<tr>
<td>C-</td>
<td>71 – 70 %</td>
</tr>
<tr>
<td>D-E</td>
<td>Below 69 %</td>
</tr>
</tbody>
</table>

*A+ is a special distinction given only when a student demonstrates exceptional work that consistently exceeds expectations.
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 & plagiarism