Instructor: Jamie Mitchell, MSW, PhD
Title: Assistant Professor, School of Social Work
Address as: “Dr. Mitchell”, “Professor Mitchell”, or “Dr. M”
Day and Time: 8/28/18 from 1pm to 5pm, 8/29/18 and 8/30/18 from 8:30am to 12:50pm
Office: 3847 SSW Phone: 734-763-4955
Email: Mitchj@umich.edu
Office Hours: By appointment only (BlueJeans or In Person) 1 Credits, no prerequisites

Course Description
Students in this course will interact with the research and practice expertise of community leaders and members who support African American older adults across the contexts of health and healthcare, housing, criminal justice, caregiving, and long-term care. Special sub-topics will include stress and coping, discrimination and health, social relationships, financial wellbeing, and technology. Students will glean from community narratives, media, instruction, and hands-on activities, the unique benefits and barriers to productive aging in a distinctly urban context, including implications for micro and macro social work practice. Students will design a final presentation that tackles an issue important to African American older adults. Working alongside community members and researchers will undoubtedly strengthen the connection among students with the surrounding community. Course discussions will foreground the intersections of race, class, gender, ability, geography and aging in framing life-span development; yet another opportunity to explore privilege, oppression, diversity and social justice (PODS) within the context of minority aging. These introductory principles are foundational level skills that students can continue to use in their fieldwork and in community building within the School of Social Work.

Course Objectives
Upon successful completion of this course, students will be better able to:

1. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these with an emphasis on the African American aging experience. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews around minority aging. (4.2, 4.3)

2. Discuss the influences of discrimination, oppression, and privilege on the health and mental health experiences, longevity, financial wellbeing, and access to and utilization of services among diverse African American older adults.

3. Apply introductory principles of community-based participatory engagement to
identifying, contextualizing, and presenting a problem with social justice implications of importance to older African Americans.

**Course Design**
This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, life experiences, and hinder our work with diverse populations of older adults. The central planned activity for this mini course is a case study analysis of African American older adults with regard to topics such as mental health, mass incarceration, technology use, sexual health, etc. Students will strengthen their connection to the School of Social Work Community by collaborating with class colleagues to analyze their case and develop a product for presentation.

**Theme Relation to Multiculturalism & Diversity**
Multiculturalism and diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; race/ethnicity; family structure; gender - including gender identity and gender expression; marital status; national origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

**Theme Relation to Social Justice**
Social justice is addressed from the perspective of critically analyzing current trends and ethical issues and their implications for promoting the health and longevity of African American older adults. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of this diverse population.

**Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]**
This course integrates PODS content and skills with a special emphasis on the identification of practice and evidence-based policies that promote social justice and healthy aging for African American elders, specifically in an urban context. Through the use of a variety of instructional methods, this course will support students developing a vision of healthy aging, recognizing and reducing mechanisms that perpetuate oppression and injustice affecting minority older adults, and applying intersectional and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning with regard to this population.

**Course Materials**
There will be readings and handouts from recent social science/medical journals & pertinent news articles and/or social media publications, blogs, and other sources distributed to students (via Canvas), which should be read. There may also be invited speakers, supplemental videos and social media references to support and add value to your educational experience and undergird your knowledge of course content.

**Attendance and Engagement in the Course:**
All class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 40% of the final grade will consist of course engagement. This course covers a content domain that
is extensive, and given the time framework of the course each class moves quickly in
discussing information. It is necessary that students attend each class and attend class for the
total time period. Prompt arrival for class is expected; those who arrive late miss important
information and disturb others.

Be mindful of the following course policies and considerations:

(1) Be present at the beginning of class when attendance is recorded and remain for the
duration of class.
(2) The instructor reserves the right to deduct 3% from the student’s final grade per hour of
unexcused absence and more than three hours out of class for the mini-course will
result in a failing grade. This policy is subject to modification should a student
experience a life situation that warrants alteration of the policy, such as severe illness,
their own or that of an immediate family member, or death in the family. Should any
such circumstance occur, request for modification of the attendance policy should be
discussed with the instructor and changes will be documented in writing.
(3) Understanding that some students may encounter a situation that might necessitate
missing class, students should inform the instructor of an absence by email (or
voicemail if necessary) at least 24 hours prior to the expected absence or within 24
hours of an unexpected absence arising from an emergency.
(4) If students are scheduled to present material or lead class discussions on the day of an
absence, documentation will be required to prove the necessity of an absence before
the student will be allowed to make up that presentation opportunity for points.
(5) In order to be courteous to classmates, cell phone use should be restricted to
vibrations—no rings. Students should be discrete in their use of tablets, laptops, and
other portable devices for note taking, so as not to disturb the class.
(6) Audio and video recording of in-class lectures and discussions is prohibited
without the advance written permission of the instructor. Students who require
audio recording as an accommodation for a diagnosed disability should present
the instructor with documentation from the University’s Services for Students with
Disabilities (SSWD) within the first two hours of class (for mini-courses).
(7) In addition to attending class, students are expected to arrive prepared to actively
participate in their learning process. This includes not simply sitting quietly and
listening/observing, but posing questions or comments to the professor and other
students, as well as answering questions and addressing comments posed by the
professor and other students during our class discussions. Class participation also
involves completing take home assignments, attending any field trips & participating in
class exercises & activities.
(8) While vocalizing opinions or concerns may be culturally relative, being silent and not
actively engaging in class discussions (only learning through listening) is a privilege one
cannot often employ in social work practice and students who are not actively involved
in class discussions will not receive full engagement credit/points in this course.
(9) Learning through discussion and the interrogation of multiple diverse sources can be
uncomfortable, but the discomfort stemming from respectful, inclusive, and well-
facilitated discussion is not a cause for students to feel “unsafe”.
(10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.
(11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.

(12) Standard inclement weather policies of the university will be followed such that if the university is closed on the day & during the time this class is to meet, there will be no class. If, however, the university is not closed & you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences.

(13) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful or negative memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

(14) Please eat and drink quietly and clean up after yourself.

(15) Please do not bring children or adult guests to this course without permission of the instructor ahead of class.

(16) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation, under any circumstances. Extensions of existing due dates are at the discretion of your professor.

(17) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

(18) Grades will be posted within two weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

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

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

**Important Student Resources**

**Add/Drop Period:**
Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student’s responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

**Incomplete (“I”):**
Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current
I: (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedence over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

Academic Difficulty Procedure:
When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2015-2016 Student Guide.

Services for Students with Disabilities:
The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at http://www.umich.edu/~sswd/ or the SSWD Faculty Handbook at http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf.

Academic Conduct and Integrity:
Please visit the Student Code of Academic and Professional Conduct at http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1 in the current Student Guide to the Master's in Social Work Degree Program for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to
address the violation.

**Special note about Plagiarism:**
All students are expected to submit their own original work. The presentation of another’s words or ideas as your own, without giving credit to the source is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO. All work submitted may be subject to submission to plagiarism detecting software. Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students’ responsibility to become familiar with the information presented at [http://www.lib.umich.edu/academic-integrity/resources-students](http://www.lib.umich.edu/academic-integrity/resources-students). Another helpful resource is [http://guides.lib.umich.edu/content.php?pid=43469&sid=338261](http://guides.lib.umich.edu/content.php?pid=43469&sid=338261). It would be useful to discuss these issues with students in your classes to help prevent occurrences.

**Plagiarism**
*Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:*

- Using or otherwise taking credit for someone else’s work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one’s own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one’s own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).
Writing Help and Tutoring for Students:
Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.
Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit http://www.lsa.umich.edu/sweetland/, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.
Another writing resource is the English Language Institute. For more information, please visit http://www.lsa.umich.edu/eli.

Course Grades

The University of Michigan, School of Social Work, Master’s Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0 B+ -----6.0 C+ -----3.0 D ------- 0
A -----8.0 B -----5.0 C -----2.0 E -------0
A- -----7.0 B- -----4.0 C -------1.0

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):

97-100=A+
93-96=A
90-92=A-
87-89=B+
83-86=B
80-82=B-
77-79=C+
73-76=C
70-72=C-
67-69=D+
63-66=D
60-62=D-

**Please note this syllabus serves as an agreement between the professor and the student, but is subject to change. However, the professor will make every attempt to give ample notification to students.**
### Course Assignment Table

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Analysis</td>
<td>60 points</td>
<td>60%</td>
<td>Presented on the last day of class</td>
</tr>
<tr>
<td>Engagement</td>
<td>40 points</td>
<td>40%</td>
<td>See rubric</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Case Study Analysis Rubric

Students will engage with a group of class colleagues to investigate and comprehensively analyze a topic of importance to the healthy aging of older African Americans. Students will receive a digital casebook via Canvas of external sources on the assigned topic to support their analysis, and will be expected to augment that casebook with any publicly available evidence and useful perspectives. Additional sources may include: news articles, scholarly journal articles, newspapers, Internet blog/opinion posts, and similar resources. Students should include a copy/live link and where possible, APA citations, for all utilized sources. Students are expected to draw relevant, cohesive, and logical linkages between the text, external sources, course discussions and evidence on the case. **Students are expected to develop and present a 15-minute case presentation on the final day of class complete with a multi-media component (e.g. power point, video/pictures, audio, Storify etc.)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Overview</td>
<td>Provides adequate topical overview and historical context where appropriate, including background trends/statistics/trajectories, current issues, and micro and macro implications and key takeaway points for clinicians and community stakeholders.</td>
<td>30</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Presentation represents the authors’ ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each argument.</td>
<td>10</td>
</tr>
<tr>
<td>Argument</td>
<td>Presentation explores implications of the topic using a range of external resources, utilized in thoughtful and/or original ways. Makes convincing and personalized case for why selected key ideas represent sound evidence for shaping practices and polices helpful for clinicians engaging with this population.</td>
<td>10</td>
</tr>
<tr>
<td>Clarity and Presentation</td>
<td>Consistently precise, culturally appropriate and unambiguous language. Each group member contributes a part/perspective that is effectively framed. All citations are properly attributed as best as possible. Virtually no spelling or grammatical errors. A multi-media/digital component is utilized in a way that enhances the audience experience. Group engages in constructive Q&amp;A w/audience.</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

*Portions utilized from Eberly Center for Teaching Excellence*
Course Agenda

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Introductions &amp; Groups/ Case Selection</td>
</tr>
<tr>
<td>Part I</td>
<td>Background on Healthy Aging</td>
</tr>
<tr>
<td>Part II</td>
<td>Race, Health, Gender &amp; Geography</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>Part III</td>
<td>Case Study Group Work</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part IV</td>
<td>Stress, Discrimination and Social Support</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>Part V</td>
<td>Guest Lecture on Loneliness/Social Isolation, Harry Chatters</td>
</tr>
<tr>
<td>Part VI</td>
<td>Case Study Group Work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>Community and Research Engagement for African American Older Adults</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Guest Lecture on Healthier Black Elders Program, Vanessa Rorai, MSW</td>
</tr>
<tr>
<td>VIII</td>
<td>Case study presentations and feedback</td>
</tr>
<tr>
<td>X</td>
<td>Closing remarks and evaluations</td>
</tr>
</tbody>
</table>

Course Engagement Rubric

Both class attendance and active, purposeful, and high quality participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 40% of the final grade will consist of course engagement according to the rubric below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points (50 max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.</td>
<td>10</td>
</tr>
<tr>
<td>Quality of comments</td>
<td>Comments are always insightful &amp; constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
<td>20</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

*Eberly Center for Teaching Excellence*