



Course title:	Adolescent Development and Behavior	
Course #/term:	SW601, 001, Winter, 2020	
Time and place:	Tuesday, 2pm-5pm, SSWB B760	
Credit hours:	3	
Prerequisites:	N/A	
Instructor:	David Cordova PhD.	
Pronouns:	He, Him, His	
Contact info:	Email: cordovad@umich.edu	Phone: 734-763-6201
	You may expect a response within 2 business days	
Office:	SSWB 2772	
Office hours:	By appointment only	

1. Course Statement

a. Course description

This course will examine the biological, psychological, interpersonal, and contextual changes and behaviors that characterize normal adolescent development. Within the context of normal adolescent development, the course content will focus on: 1) the epidemiology and etiology of adolescent problem behaviors; 2) the extent to which these behaviors vary across gender, ethnicity, and socioeconomic status; 3) the ways in which these behaviors relate to normal adolescent development; and 4) existing programs and policies designed to prevent and, to a lesser extent, treat problem behaviors.

b. Course content

The broad content of this course will focus upon the changes, contexts, and psychosocial development and problems of adolescence. The key changes that occur during adolescence up to the transition to emerging adulthood are biological, cognitive, psychological, and social. The section of this course on biological changes will focus on the pubertal process and its physical, psychological, and social impact, as well as subgroup and generational differences in its onset and timing. The cognitive development portion of this course will examine the changes in adolescent thinking patterns and abilities that occur from pre-adolescence to late adolescence, theoretical perspectives on adolescent thinking, and within

and between group differences and similarities in cognitive development. Finally, this course will examine the social (e.g., economic, legal, political, and interpersonal) changes that occur as adolescents make the transition to emerging adulthood.

The social contexts that are central to the development of most adolescents include family, peers, schools, neighborhoods, work, and leisure environments. The family issues that this course will examine include topics such as different parenting styles and their impact on a variety of adolescent outcomes, the effects of changing family patterns on adolescent development, and the relative and changing influence of the family on adolescents. The peer-related issues that this course will address include the historical origins of adolescent peer groups, the nature and structure of peer groups, and the influence of peers on both pro-social and problem behavior. Course content on schools will focus on the varied purposes of schools, the ways in which their organization influences adolescents' learning, and their direct and indirect influence on adolescents' future life chances. The course will explore neighborhood effects on developmental tasks, transitional outcomes, and behavioral risk and resiliency. Employment issues that will be addressed include changes in the nature of adolescent employment, the long and short term costs and benefits of adolescent employment, and the meaning of work for young people who do not attend college. Content on adolescent leisure activity will examine its role in socializing adolescents for adulthood, its influence on adolescents' academic success and failure, and its economic importance.

The psychosocial development issues that this course will address include adolescent identity, autonomy, achievement, and intimacy. Course material on identity will address the topics of self-esteem, self-concept, and the development of sex-role and ethnic identity. The section of this course on adolescent autonomy will include material on the development of various types of autonomy, moral development, and adolescents' religious involvement and beliefs. The achievement segment of this course will explore adolescents' achievement motives, the influence of family and peer environments on adolescent achievement, and the various domains in which adolescents seek achievement. The intimacy section will focus on changes in the nature of friendship during adolescence, same sex versus opposite sex friendships, and dating and romantic relationships.

The final section of this course will focus on adolescent psychosocial problem behaviors, such as alcohol, tobacco, and other substance use, violence, suicide, eating disorders, precocious sex, and delinquency. Particular attention will be given to the epidemiology, etiology, trends, and population distributions of these problems. Considerable attention will also be given to identification of the risk and protective factors for these problems and to policies and programs related to their prevention and treatment, as well as positive youth development

c. Course objectives and competencies

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

1. Specify the key developmental issues, tasks, and conflicts during the stages of adolescent development and how these are influenced by social contexts.
2. Identify and describe biological, psychological, and social changes that characterize normative development specific to the various stages pre-adolescents and adolescence through the onset of emerging adulthood.
3. Critique and evaluate various theories of development and behavior from a multicultural perspective and a social justice perspective.
4. Specify how risks, protective and promotive factors contribute to youth safety, mental and physical health, security and well-being.
5. Describe the transactional relationship between a child or youth's development, their environment, and any influencing historical or cultural inequities that may be at work.
6. Specify how history, culture, group memberships and social positions within society (ascribed and earned) shape youths' and families' perceptions, attitudes, cognitive processes and actions. Recognize the roles in development and family relationships played by the diverse dimensions: ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.
7. Critically examine the influences of interpersonal, community, governmental, societal, and cultural forces from the perspective of how these forces promote or disrupt privilege, oppression, diversity and social justice for children, youth and their families.
8. Discuss ethical dilemmas that may arise for social workers engaged in working with children and youth and their families at the various levels of practice and across the various stages of development.

d. Course design

This course will use a variety of strategies to promote student understanding of the course material, including lectures, guest speakers, weekly reflective papers, small group discussions, group inquiry, debates, and written assignments. Assignments may include observations of youth, developing learning portfolios, critical analyses of empirical research, empirical based interventions, and applications of research findings to youth-focused interventions.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity: Multiculturalism and Diversity will be addressed throughout this course. Racial, ethnic, gender, and social class differences in the

timing, sequencing, nature, and outcome of adolescent developmental experiences will be central to every facet of this course.

Theme Relation to Social Justice: Social Justice and Social Change will be addressed through information and discussion on the ways in which social status mediates the experiences of adolescents and the ways in which various programs, practices, and policies help or hinder the successful development of all young people.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Promotion, Prevention, Treatment, and Rehabilitation will be central to this course, particularly in the section that focuses on adolescent problem behaviors. General principles of program design, implementation, and evaluation will be presented and examples of successful programs and policies will be discussed.

Theme Relation to Behavioral and Social Science Research: Behavioral and Social Science Research will provide the substantive foundation for this course. Emphasis will be placed on the review, critique, and synthesis of the existing scientific knowledge base as prerequisite to interventions that promote health and well-being, and prevent or treat adolescent problems.

f. Relationship to social work ethics and values

Human development and behavior throughout the life-course is so profoundly impacted by environmental and social conditions, this course will emphasize the importance of understanding the range of "normal" adolescent development, working with disadvantaged populations, and sensitivity to the possibility of unintended negative consequences of interventions such as promotion, prevention, treatment, and rehabilitation. Additional emphasis will be on the critique and evaluation of various developmental and behavioral theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas that may arise for social workers working with adolescents and families. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of adolescents will also be addressed.

g. 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 PODS learning.

2. Class Requirements

a. Text and class materials

There are no required textbooks for this class. Therefore, the reading assignments will include peer-reviewed articles, book chapters, and intervention manuals. These reading materials are listed in the course syllabus and are located on the Canvas site for the course.

b. Class schedule

Date/Time	Agenda & Assignments	Required Readings
Session 1: Jan 14	<p>Topics: Introduction, Syllabus, Course Expectations</p>	
Session 2: Jan 21	<p>Topics: The Tasks and Changes of Adolescence</p> <p>Assignment: Online Lecture: The Adolescent Brain, Mary Heitzeg, PhD (Located in Media Gallery on Canvas)</p> <p>Group Presentation Topic Selection and Date Selection</p>	<p>Required Readings: Siegel, D.J., The True Essence of Adolescence. US News and World Report, 6/27/2017.</p> <p>Siegel, D.J., (2019). Interpersonal Neurobiology as a Lens into the Development of Wellbeing and Resilience. Children Australia, Volume 40 Number 2 pp., 160–164.</p> <p>Brownlee, S., Hotinski, R. Inside the Teen Brain. US News and World Report; 8/9/1999 127, 6.</p> <p>Steinberg L. Should the science of adolescent brain development inform public policy?. American Psychologist [serial online]. November 2009;64(8):739-750.</p>

		<p>Codrington , R A family therapist’s look into interpersonal neurobiology and the adolescent’s brain. The Australian and New Zealand Journal of Family Therapy, Volume 31 Number 3 2010 pp. 285–299</p> <p>Foulkes, L., Blakemore, SJ, Studying individual differences in human adolescent brain development. Nature Neuroscience; Vol 21, March, 2018, 315–323.</p> <p>Geidd, J., The Digital Revolution and Adolescent Brain Evolution. Journal of Adolescent Health 51 (2012) 101–105</p>
<p>Session 3: Jan 28</p>	<p>Topic: Early Life – Trauma, attachment, and schemas</p>	<p>Required Readings: Kennedy, Janice H. "Maternal Attributional Style and Infant Attachment." Journal of Early Childhood and Infant Psychology 6 (2010): 85</p> <p>Laurent, H. K., & Ablow, J. C. (2012). The missing link: Mothers’ neural response to infant cry related to infant attachment behaviors. Infant Behavior and Development, 35(4), 761-772.</p> <p>Philippe, F. L., Laventure, S., Beaulieu-Pelletier, G., Lecours, S., & Leke, N. (2011). Ego-resiliency as a mediator between childhood trauma and psychological symptoms. Journal of Social and Clinical Psychology,</p>

		<p>30(6), 583-598</p> <p>Planalp, E. M., & Braungart-Rieker, J. M. (2013). Temperamental precursors of infant attachment with mothers and fathers. <i>Infant Behavior and Development</i>, 36(4), 796-808.</p> <p>Monk, C., Spicer, J., & Champagne, F. A. (2012). Linking prenatal maternal adversity to developmental outcomes in infants: The role of epigenetic pathways. <i>Development and Psychopathology</i>, 24(4), 1361-76.</p> <p>Van Der Kolk, Bessel, MD. (1994). Childhood abuse and neglect and loss of self-regulation. <i>Menninger Clinic Bulletin</i>, 58 (2), 145-168.</p> <p>Teicher, M. (2002). Scars that won't Heal: The Neurobiology of Child Abuse. <i>Scientific American</i>, 286(3), 68-75.</p> <p>Perry, BD, Pollard, RA, Blakley, TL, Baker, WL, Vigilante, D. (1995). Childhood Trauma: The neurobiology of adaptation and "use-dependent" development of the brain: How states become traits. <i>Infant Mental Health Journal</i>, 16(4), 271-291.</p> <p>Hillis, S. Felitti, V., Adverse childhood experiences and</p>
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		sexual risk behaviors in women. Family Planning Perspectives, Vol. 33, No. 5 (Sep. - Oct., 2001), pp. 206-211
Session 4: Feb 4	<p>Topic: No In-Person Class Online Lecture: The Epidemiology of Adolescent Problem Behaviors (Located in Media Gallery on Canvas)</p> <p>Early Life – Trauma, attachment, and schemas</p>	<p>Required Readings: (Continue readings from Session 3)</p>
Session 5: Feb 11	<p>Topic: Adolescents and Families</p>	<p>Required Reading: Harrison, Algea O., Wilson, Melvin, N., Pine, Charles J., Chan, Samuel Q., & Buriel, Raymond. (1990). Family Ecologies of Ethnic Minority Children. Child Development, 61, 347-362</p> <p>Benson, J. E. and Kirkpatrick-Johnson, M., "Adolescent Family Context and Adult Identity Formation," Journal of Family Issues, 2009; 30; 1265 originally published online Mar 27.</p> <p>Pollack, W. "Chapter 5: The Power of Mothers."</p> <p>Pollack, W. "Chapter 6: Real Fathers/Real Men: The Empathic Relationships of Fathers and Sons."</p> <p>Valle. A., Røysamb, E., Sundby, J., Klepp, K., "Parental Social Position, Body Image, and OTHER Psychosocial Determinants"</p>

		<p>Adolescence, 2009</p> <p>Brown, B., Bakken, J., Parenting and Peer Relationships: Reinvigorating Research on Family–Peer Linkages in Adolescence. Journal of Research on Adolescence © 2011 Society for Research on Adolescence</p> <p>Siegel, D.J., Bryson, T., Discipline: it’s all about connection. Work and Family Life, April 2015 Vol. 30, NO. 4</p>
Session 6: Feb 18	<p>Topic: Gender Socialization</p>	<p>Required Readings: Pollack, W., (1998). Real boys. Henry Holt and Co. New York. Chapters 2, 3, 12, 13 pages 20- 64</p> <p>Pipher, Mary, (1994) Reviving Ophelia: Saving the Selves of Adolescent Girls. Riverhead Books, New York, New York. Chapters 1-3 pages 17-44</p> <p>Thomas, A., King, C., Gendered Racial Socialization of African American Mothers and Daughters. The Family Journal 2007 15:137</p>
Session 7: Feb 25	<p>Topic: Adolescent Mental Health</p>	<p>Required Readings: Dvir, Y., Denietolis, B., & Frazier, J. A. (2013). Childhood Trauma and Psychosis. Child & Adolescent Psychiatric Clinics of North America.</p> <p>O’Driscoll, C., Heary, C., Hennessy, E. and McKeague,</p>

		<p>L. (2012), Explicit and implicit stigma towards peers with mental health problems in childhood and adolescence. <i>Journal of Child Psychology and Psychiatry</i>, 53: 1054–1062. doi:10.1111/j.1469-7610.2012.02580.x</p> <p>Costello, E. J. and Maughan, B. (2015), Annual Research Review: Optimal outcomes of child and adolescent mental illness. <i>J Child Psychol Psychiatry</i>, 56: 324–341. doi:10.1111/jcpp.12371</p> <p>Hankin, B. L., Young, J. F., Abela, J. Z., Smolen, A., Jenness, J. L., Gulley, L. D., & ... Oppenheimer, C. W. (2015). Depression from childhood into late adolescence: Influence of gender, development, genetic susceptibility, and peer stress. <i>Journal Of Abnormal Psychology</i>, 124(4), 803-816. doi:10.1037/abn0000089</p> <p>Sekar, A., Bialas, A. R., de Rivera, H., Davis, A., Hammond, T. R., Kamitaki, N., ... McCarroll, S. A. (2016). Schizophrenia risk from complex variation of complement component 4. <i>Nature</i>, 530(7589), 177–183. http://doi.org/10.1038/nature16549</p> <p>Geidd, J., Adolescent mental health- opportunity and obligation. <i>SCIENCE sciencemag.org</i> 31 October</p>
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Mar 3	Break: No Class	Have a good spring break!
Session 8: Mar 10	Topic: Oppression and Development	<p>Required Readings: Owens Chaps 1-4 (Becoming Lesbian, Gay and Bisexual)</p> <p>Pollack, W. "Chapter 9: Being 'Different': Being Gay."</p> <p>Radkowsky, Michael & Siegel, Lawrence J. (1997). The Gay Adolescent: Stressors, Adaptations, and Psychosocial Interventions. <i>Clinical Psychology Review</i>, 17, 191-216.</p> <p>Lambert, S., Bettencourt, A., Bradshaw, C., Ialongo, N., (2013) Early Predictors of Urban Adolescents' Community Violence Exposure, <i>Journal of Aggression, Maltreatment & Trauma</i>, 22:1, 26-44.</p> <p>Jennifer M. Grossman , Belle Liang (2007) Discrimination Distress among Chinese American Adolescents, <i>Journal of Youth and Adolescence</i></p> <p>Wadsworth, M., Berger L., Adolescents Coping with Poverty-Related Family Stress: Prospective Predictors of Coping and Psychological Symptoms. <i>Journal of Youth and Adolescence</i>, Vol. 35, No. 1, February 2006, pp. 57-</p>

		70 (C 2006)
Session 9: Mar 17	<p>Topic: Adolescent Behaviors – Acting In & Acting Out</p>	<p>Required Readings: Pipher, Ch 8, Ch 10</p> <p>Rice, K.G., Leever, B.A., Christopher, J., & Porter D.J. (2006). Perfectionism, stress and social (dis)connection: A short term study of hopelessness, depression and academic adjustment among honors students. Journal of Counseling Psychology, Vol 53(4), 524- 534</p> <p>Young-Jones, A., Fursa, S., Byrket, J., Sly, J., Bullying affects more than feelings: the longterm implications of victimization on academic motivation in higher education. Social Psychology of Education, March 2015, Volume 18, Issue 1, pp 185- 200.</p> <p>Smahel, D., Brown, B. B., Blinka, L., Associations Between Online Friendship and Internet Addiction Among Adolescents and Emerging Adults. Developmental Psychology Vol. 48, Issue 2. Date: 2012 Pages: 381-388.</p> <p>Allan Tsai (2002) Sacred Cuttings: Self-Mutilation and the Soul, Psychological Perspectives, 43:1, 82-91</p> <p>Meier, M., Hill,M., Small,P., Luthar, S., Associations of adolescent cannabis use with</p>

		<p>academic performance and mental health. Journal of Drug and Alcohol Dependence 156(2015)207–212</p> <p>McCracken, K., Loveless, M., Teen pregnancy: an update. CURRENT OPINION IN OBSTETRICS & GYNECOLOGY Vol. 26, Issue 5. Date: 10/2014 Pages: 355-359.</p> <p>Cornell, H., Schuetz, C., Yoost, J., Exposure to Community Violence and Teen Pregnancy, Journal of Pediatric and Adolescent Gynecology Volume 28, Issue 2, April 2015, Pages e67–e68</p> <p>Vergara. G., Stewart, J., Cosby, E. Lincoln, Auerbach. Non-suicidal self injury in depressed adolescents: impact of peer victimization and bullying. Journal of Affective Disorders 245 (2019) 744–749</p>
<p>Session 10: Mar 24</p>	<p>Topic: Adolescents and Peers</p>	<p>Required Readings: Brown, B., Larson, J., Peer Relationships in Adolescence. Handbook of Adolescent Psychology, edited by Richard M. Lerner and Laurence Steinberg. Copyright # 2009 John Wiley & Sons, Inc.</p> <p>Tatum, B. “Chapter 4: Identity Development in Adolescence ‘Why Are the Black Kids Sitting Together</p>

		<p>in the Cafeteria?”</p> <p>Pfeifer, J., Ruble, D., Bachman, M., Alvarez, J., Cameron, J., Fuligni, A., Social Identities and Intergroup Bias in Immigrant and Nonimmigrant Children, Developmental Psychology Vol. 43, Issue 2. Date: 2007 Pages: 496-507.</p> <p>Simmons, Odd Girl Out, Chapter 7</p> <p>Grossman, J., Liang, B., (2007) Discrimination Distress among Chinese American Adolescents, Journal of Youth and Adolescence</p> <p>King, W. (2005) “African American Schoolchildren and the Modern Civil Rights Movement,” in African American Childhoods.</p> <p>Celia B Fisher, Scyatta A Wallace, Rose E Fenton. (2000). Discrimination distress during adolescence. Journal of Youth and Adolescence, 29(6), 679-95.</p> <p>Prinstein, M., (2007) Moderators of Peer Contagion: A Longitudinal Examination of Depression Socialization Between Adolescents and Their Best Friends, Journal of Clinical Child & Adolescent Psychology, 36:2, 159-170.</p>
Session 11: Mar 31	Topic:	

	Group Presentations	
Session 12: Apr 7	Topic: Group Presentations	
Session 13: Apr 14	Topic: Schools	<p>Required Readings: Pollack, W. Chapter 10: Schools: The Blackboard Jumble</p> <p>Kellermann, Arthur, Fuqua-Whitley, Dawna, Rivara, Frederick, & Mercy, James. (1998). Preventing Youth Violence: What Works? Annual Review of Public Health, 19, 271-291.</p> <p>Gould, Greenberg, Felting, and Schaefer, (2003) "Youth Suicide Risk and Preventative Interventions: A Review of the Past 10 years, Journal of the American Academy of Child and Adolescent Psychiatry.</p> <p>Reys, R., Cholo to 'Me': From Peripherality to Practicing Student Success for a Chicano Former Gang Member. The Urban Review, Vol. 38, No.2, June 2006</p> <p>Claude M Steele (1997). A threat in the air: How stereotypes shape intellectual identity and performance. The American Psychologist, 52(6), 613-629.</p> <p>Bidell, M. P. (2012). Examining school counseling students' multicultural and sexual orientation</p>

		competencies through a cross-specialization comparison. Journal of Counseling and Development : JCD, 90(2), 200-207. Kim, S., Wang, Y., Chen, Q., Parent–Child Acculturation Profiles as Predictors of Chinese American Adolescents’ Academic Trajectories, Journal of Youth Adolescence (2015) 44:1263–1274
Session 14: Apr 21	Topic: Wrap up and conclusions Assignment: Group Paper Due	

c. Assignments

Assignment	Due date	Percent of overall grade
Lead Article Discussion	Session Sign up: Jan 21 st	30%
Group Presentation	Topic Sign up: Jan 21 st Due: Mar 31 st or April 7 th	30%
Group Paper	Due: April 21st	30%
Attendance/Participation	--	10%

Assignment Descriptions:

Progress in this course will be assessed by three assignments. The purpose of each assignment is to develop and enhance your skills and understanding of the adolescent developmental period. Each assignment is to be submitted electronically through Canvas by midnight on the due date.

1. Lead Session Discussion- Due on Session selected – Worth 30% of Final Grade

You will be responsible for selecting a session to co-lead discussion based on the articles assigned for that week. You are encouraged to use media, small group discussion, or activities to engage your colleagues as part of co-leading the discussion. You will submit

an electronic copy of materials utilized, which should include discussion points. This assignment is due by midnight on the day of the selected session.

2. Group Presentations- Due Mar 31st or April 7th- Worth 30% of Final Grade

Groups are strongly encouraged to utilize media, small group discussion, or activities in your presentation as appropriate, meaningful, or helpful. Sign up for presentation dates and topics will occur in class on 1/21/2020.

- I. Each group will select a topic that relates to adolescents. This should be a topic that is not covered extensively in class. All topics will be approved by the instructor.
- II. In a 30-45 minute presentation, your group will discuss the following:
 - i. What is the significance of your topic?
 1. Describe the prevalence of your topic area. Why is this important?
 2. What are the etiological factors and antecedents that shape the outcomes of interest?
 - ii. Theoretical Framework
 1. What theoretical frameworks or models guide how you conceptualize the topic of interest? Examples may include, but not limited to brain development, cognitive, ecological, cultural, trauma-informed, and other developmental perspectives.
 - iii. Intervention, Clinical, and Policy Implications
 1. What are the intervention implications?
 - a. Will you take a prevention, intervention, or risk reduction approach?
 - b. At what levels (micro, mezzo, macro) will you aim to target?
 - c. How does your approach address limitations of current best-practices?
 2. What are the social work clinical implications?
 3. What are the policy implications of your work?
 - iv. PODS – privilege, oppression, diversity, and social justice
 1. How does having or lacking privilege impact your topic?
 2. How does oppression play a role in this topic?
 3. What does diversity mean as it relates to this topic (is there a need for inclusivity of some sort, does lack of diversity make the issue worse, etc.)?
 4. How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this topic or teens affected by/involved in the topic?

- III. Each group will turn in an electronic copy of their presentation to the instructor prior to the presentation
 - i. Should be in the form of a PowerPoint or other presentation application.
- IV. Each group member will submit a one-page reflection that discusses how your learning as it relates to this topic will impact your social work practice in the future. Papers will be due on Canvas by midnight on the day of your presentation.

3. Group Paper – Due April 21st – Worth 30% of Final Grade

- I. In 6-8 pages, your group will submit one collective paper discussing:
 - 1. The prevalence of your topic
 - 2. The etiological factors that shape your outcomes
 - 3. The theory or theoretical framework guiding your work
 - 4. Describe your intervention (e.g., prevention, intervention/treatment, risk-reduction) and the level (micro, mezzo, macro) you plan to focus on
 - 5. Intervention, clinical and policy implications
 - 6. PODS

d. Attendance and class participation

As a graduate level course, it is expected that you attend each class session. In fact, class participation constitutes 10% of your final grade. The class sessions involve interactive experiences that go beyond course readings. This course will be very participatory, including the use of small discussion groups that require your regular participation during class sessions. Missing class sessions will lower your grade since your participation as a co-teacher and co-learner is essential to meet our shared learning goals. 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. If more than two class sessions are missed –whatever the reason- the final grade at the end of the term will be lowered by 5 points for each session over two.

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“ distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

A+ = 99-100 B+ = 88-90 C+ = 78-80 D= 65-70

A = 95-98 B = 85-87 C = 75-77 E= less than 65

A- = 91-94 B- = 81-84 C- = 71-74

Please note: A grade of “B” indicates mastery of the subject content at a level of expected competency for graduate study. A “B” grade indicates that the work has met the expectations of an assignment for graduate study performance. A grade in the “A” range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A “C” grade range indicates minimal understanding of subject content and significant areas need improvement.

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*