



Course title:	Diversity and Social Justice in Social Work
Course #/term:	504, Section 007, Fall 2020
Time and place:	Saturday, 9:00am – 12:00pm, Room #B760, 9/5,9/26, 10/17 and 11/7 all other sessions will be via Zoom
Credit hours:	3
Prerequisites:	None
Instructor:	Linda Edwards-Brown, MSW, LMSW
Pronouns:	She/her/hers
Contact info:	Email: lgeb@umich.edu via Canvas You may expect a response within 48 hours
Office:	2798 SSWB
Office hours:	Monday thru Thursday by appointment

1. Course Statement

Course description

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

Course objectives and competencies

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

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical

consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)

3. Describe the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)

4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)

5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.. (4.2, 4.3)

6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.

7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)

8. Describe methods for continuing a life long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

Course design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. 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, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity

Multiculturalism & Diversity will be concentrated in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

Theme Relation to Social Justice

Social Justice and Social Change will be central to the topic of various roles assumed by social workers and the individuals they work with. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change will be embedded in person in the environment (PIE) ecological

assessment, and in the experience of applicants as they enter social service agencies. These themes will be integrated into this course through the use of case examples and case scenarios selected by the instructor to exemplify practice skills.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation

Promotion, Prevention, Treatment & Rehabilitation are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

Theme Relation to Behavioral and Social Science Research

Behavioral & Social Science Research is reflected in the theoretical base developed in this course to support practice methods, skills, and assessment procedures. Planning, decision-making, and intervention procedures will be integrated from the behavioral and social sciences.

Relationship to social work ethics and values

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity, competence, and humility.

NASW Code of Ethics: <https://www.socialworkers.org/pubs/code/code.asp>

Intensive Focus on PODS

This course integrates PODS (Privilege, Oppression, Diversity and Social Justice) content and skills with a special emphasis on the identification of practice, theories 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.

In 2016, the American Academy of Social Work & Social Welfare (AASWSW) launched the Grand Challenges for Social Work. This course will focus on one of those challenges – Reduces Extreme Economic Inequality. According to the AASWSW,

“Extreme economic inequality has become a common characteristic of American society. The top 1% owns nearly half of the total wealth in the U.S, while one in five children live in poverty. These division and disparities lead to slower economic growth, increased social dysfunction, and rising political instability.”

2. Class Requirements

Requirements may change at the discretion of the Instructor and will be posted to Canvas, at least a week in advance.

Text and class materials

There is no textbook for this class. All reading materials, podcasts, videos and TedTalks will be posted to Canvas. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required assignments. Required assignments may be discussed on Canvas via discussion threads, in class or as part of graded assignments. If additional readings and media are assigned, they will be posted on Canvas.

Class schedule

Date	Topic	Media
<p>WEEK 1 9/5/20*</p>	<p>Course Overview & Ethics and Values</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Syllabus ○ “Untamed” by Glennon Doyle Ch. Racist ● Podcast: <ul style="list-style-type: none"> ○ Unlocking Us with Brené Brown: Brené with Austin Channing Brown on I’m Still Here: Black Dignity in a World Made for Whiteness https://www.stitcher.com/podcast/unlocking-us-with-brene-brown ○ Cape Up with Jonathan Capehart: The author of ‘White Fragility’ doesn’t think ‘most white people care about racial injustice
<p>WEEK 2 9/12</p>	<p>Access to Public Transportation and Socioeconomic Status</p>	<ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ○ Social Distancing is a Privilege ● Website: <ul style="list-style-type: none"> ○ Stranded: How America's Failing Public Transportation Increases

		<p>Inequality: https://www.theatlantic.com/business/archive/2015/05/stranded-how-americas-failing-public-transportation-increases-inequality/393419/</p> <ul style="list-style-type: none"> ● Podcast: <ul style="list-style-type: none"> ○ Barriers, Stereotypes Block Transit Options in Metro Detroit: https://wdet.org/posts/2018/05/22/86815-barriers-stereotypes-block-transit-options-in-metro-detroit/
WEEK 3 9/19	Environmental Health Impacts and Socioeconomic Status	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ In the Shadows of America’s Smokestacks, Virus Is One More Deadly Risk ○ Calculating Air Pollution’s Death Toll, Across State Lines ○ Urban Residence, Neighborhood Poverty, Race/Ethnicity, and Asthma Morbidity Among Children on Medicaid ● Website: <ul style="list-style-type: none"> ○ ‘They’re killing us,’ Texas residents say of Trump rollbacks https://apnews.com/9553e45fd2fc46940ce5b3ca4b4a0d04
WEEK 4 9/26*	Housing Disparities & Discrimination	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Why Black and Latino Home Ownership Matter to the Color Line and Multiracial Democracy ○ How Wealthy Towns Keep People With Housing Vouchers Out ○ The Eviction Machine: Neighborhood Instability and Blight in Detroit’s Neighborhoods ● Video: <ul style="list-style-type: none"> ○ Why Cities are Still so Segregated: https://www.youtube.com/watch?v=O5FBJyqfoLM ● Podcast: <ul style="list-style-type: none"> ○ The Weeds: Devaluing black assets https://www.stitcher.com/podcast/voxs-the-weeds/e/68177010 ○

<p>WEEK 5 10/3</p>	<p>Intersectionality of Education & Socioeconomic Status</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Racial Segregation and School Poverty in the United States, 1999-2016 ○ Why I Paid \$50,000 for a Year of Child Care ● Website: <ul style="list-style-type: none"> ○ Two States. Eight Textbooks. Two American Stories: American History Textbooks Can Differ Across The Country, In Ways That Are Shaded By Partisan Politics. https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?smid=tw-nytnational&smtyp=cur ● Podcast: <ul style="list-style-type: none"> ○ Segregated Education: https://as.cornell.edu/news/segregated-education
<p>WEEK 6 10/10</p>	<p>Race, Health, & Socioeconomic Status</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Stress-Related Outcomes after a Period of Unrest in Two Low-Income African-American Communities ○ The other COVID-19 risk factors: How race, income, ZIP code can influence life and death ● Podcasts: <ul style="list-style-type: none"> ○ Zip Codes Matter: https://soundcloud.com/cornellcas/zip-codes-matter ○ How does socioeconomic position affect our health: https://www.theguardian.com/science/audio/2017/nov/01/how-does-socioeconomic-position-affect-our-health-science-weekly-podcast

<p>WEK 7 10/17*</p>	<p>Intersectionality of Mass Incarceration & Economic Inequality</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Who Should Decide What Books Are Allowed In Prison? ○ 'I Got Tired of Hunting Black and Hispanic People' ● Video: <ul style="list-style-type: none"> ○ 13th https://www.youtube.com/watch?v=krfcq5pF8u8&t=14s
<p>WEEK 8 10/24</p>	<p>Intersectionality of Mass Incarceration & Economic Inequality Part 2</p>	<ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ○ From Mass Incarceration to Smart Decarceration ● Video: <ul style="list-style-type: none"> ○ The Kalief Browder Story Part 5 – Injustice for All ○ https://www.bing.com/videos/search?q=the+kalif+browder+story+episode+5&docid=607990910429757485&mid=DF3E37C221F9A19AF3CDDF3E37C221F9A19AF3CD&view=detail&FORM=VIRE ● TedTalk: <ul style="list-style-type: none"> ○ We Need To Talk About An Injustice https://www.ted.com/talks/bryan_steve_nson_we_need_to_talk_about_an_injustice?language=en

<p>WEEK 9 10/31</p>	<p>Barriers for Immigrant and Undocumented Populations</p>	<ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ○ Latinos Unemployment Hit A Record High From Coronavirus Job Losses ● Websites: <ul style="list-style-type: none"> ○ Help a sick child or forgo citizenship? Immigrants anguish over new Trump rule https://www.nbcnews.com/news/latino/help-sick-child-or-forgo-citizenship-immigrants-anguish-over-new-n1042526 ● Videos: <ul style="list-style-type: none"> ○ The hidden life of an Undocumented US Immigrant: https://www.youtube.com/watch?v=ZMlTmOip3ig ○ Between Borders: American Migrant Crisis Times Documentaries The New York Times https://www.youtube.com/watch?v=rxF0t-SMEXA ● Podcast: <ul style="list-style-type: none"> ○ COVID without papers https://crooked.com/podcast/covid-without-papers/
<p>WEEK 10 11/7*</p>	<p>Essential Workers and COVID-19</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ Nannies Tell the Truth About Working During the Coronavirus ○ How Millions of Women Became the Most Essential Workers in America ○ Don't Blame Econ 101 for the Plight of Essential Workers ● Website: <ul style="list-style-type: none"> ○ How millions of women became the most essential workers in America: https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html ● Podcast: <ul style="list-style-type: none"> ○ Essential Workers: https://www.npr.org/2020/04/30/848829948/essential-workers

<p>WEEK 11 11/14</p>	<p>Food Insecurity and Covid-19</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ 'A Perfect Storm': US facing hunger crisis as demand for food banks soars ○ Detroit food banks overrun by coronavirus demand ○ America's poorest children won't get nutritious meals with school cafeterias closed due to the coronavirus ● Podcast: <ul style="list-style-type: none"> ○ Hunger in the Time of COVID-19: "Everybody Just Wants These Kids to Be Fed": https://www.pbs.org/wgbh/frontline/article/hunger-in-the-time-of-covid-19-everybody-just-wants-these-kids-to-be-fed/ ● Video: <ul style="list-style-type: none"> ○ A Nation Divided: Food Insecurity in America: https://www.youtube.com/watch?v=9ftO-WX6xa8
<p>WEEK 12 11/21</p>	<p>Unemployment & Economic Impacts of COVID-19 Pt. 1</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ 'We Have Lost It All': The Shock Felt by Millions of Unemployed Americans ○ 3.3 Million File Unemployment Claims, Shattering Records ● Video: <ul style="list-style-type: none"> ○ Coronavirus is closing daycares; child care providers worry they may never reopen https://www.usatoday.com/story/news/education/2020/04/05/coronaviru%2525E2%252580%2525A6are-child-care-center-essential-cares-act-unemployment/2946710001/

<p>WEEK 13 11/28</p>	<p>Unemployment & Economic Impacts of COVID-19 Pt. 2</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ A Gloomy Prediction on How Much Poverty Could Rise ○ An ‘Avalanche of Evictions’ Could Be Bearing Down on America’s Renters ○ For Families Already Stretched to the Limit, the Pandemic Is a Disaster ● Podcast: <ul style="list-style-type: none"> ○ Urban Institute-#49 How Can We Alleviate Economic Insecurity During The Pandemic? https://www.urban.org/criticalvalue/49-how-can-we-alleviate-economic-insecurity-during-pandemic ● Video: <ul style="list-style-type: none"> ○ The economic pain of Coronavirus: how families in the DMV are coping https://www.youtube.com/watch?v=CR_AqztofMC4
<p>WEEK 14 12/5</p>	<p>Economic Inequality Gap Widening: Rich vs Poor</p>	<ul style="list-style-type: none"> ● Readings: <ul style="list-style-type: none"> ○ ‘I’m gonna lose everything’ ○ Older Americans Are Increasingly Unwilling — Or Unable — To Retire ● Websites: <ul style="list-style-type: none"> ○ Study Shows Income Gap Between Rich and Poor Keeps Growing, With Deadly Effects: https://www.nytimes.com/2019/09/10/us/politics/gao-income-gap-rich-poor.html ○ Gray Tsunami: More seniors filling homeless shelters: https://www.youtube.com/watch?v=BA_SV_MqUf44 ● Video: <ul style="list-style-type: none"> ○ The crisis could widen gaps between rich and poor neighborhoods: https://review.chicagobooth.edu/economics/2020/video/crisis-could-widen-gaps-between-rich-and-poor-neighborhoods ● Podcast: <ul style="list-style-type: none"> ○ It's Been Another Decade Of Income Inequality In The U.S: https://www.npr.org/2020/01/01/792821171/income-inequality-amid-the-u-s-stock-market-boom

WEEK 15 12/12	Future Implications for Reversing Extreme Inequality & Social Work	<ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ○ Building a New Normal: Strategic Actions for Health Equity in a Post Pandemic World
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Assignments

- All written assignments must be typed and double-spaced.
- Page number on each page.
- Be submitted via Canvas unless otherwise indicated.
- Be submitted on/before the due date/time; late papers will result in the deduction of 1/2 a letter grade.
- Follow an established academic convention for organization, pagination, footnoting, and bibliographic references (e.g., APA style).
- Review: <https://guides.lib.umich.edu/citationhelp> . Papers that do not comply with an established convention will be returned, and a penalty for late submission will apply. Consult the Student Guide to make sure you are citing others' work appropriately and not plagiarizing.

Assignment	Due date	Points
Case Study: Addressing Inequities within the Education System	10/10 Submit on Canvas	100
Attendance and class participation (engagement)	Ongoing	75
Life Trajectory	11/7/20 9:00am Hard copy and oral presentation	100
3 Journals	9/26, 10/24, 12/12 Submit on Canvas	3 x 25 points = 75 points
Total		350

Case Study: Addressing Inequities within the Education System
See Canvas.

Attendance and class participation

Both class attendance and active, purposeful, and high-quality participation in class discussion and activities are paramount for the successful completion of this course. If you must be absent for reasons beyond your control, please inform me in advance. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric below:

Criteria	Exemplary Performance	Points (100 max)
Frequency of participation in class	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 instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.	20
Quality of comments	Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	50
Listening Skills	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.	30
Total		100

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Additional information regarding attendance may be found in the MSW Student Guide at [Policy on Class Attendance](#).

Life Trajectory

The purpose of this assignment is to engage with someone for an in-depth conversation (preferably over time) to as fully as possible, understand and document their life experiences. This trajectory should include the ways that economic stability or instability, broader social structures, policies, and institutions, discrimination and/or privilege, generational disadvantage or wealth, health or disability, social and cultural networks and capital, and all manner of challenges and opportunities have shaped their opportunities for personal and professional growth and fulfillment. Use examples to highlight the importance of resonant concepts from *Toxic Inequality* and provide a clear perspective from the interviewee's point of view. Use the power of storytelling to bring their journey to life and add polish. Finally, include an audio-visual component in the form of artwork or graphics, images, timelines, power point slides, or mini-podcast audio clips (with permission of the interviewee).

Word Maximum: 1000 words (Let the visuals/audio tell the rest of the story) and one visual component

Component	Criteria	Points
Introduction	Introduce your interviewee and lead with a compelling quote, statement, story or other feature from your conversation.	10
Contextual setup	Clearly establish where the story begins (early, middle, late life etc.) and set your interviewee's experiences in socio-historical context.	10
Conceptual integration from course material and discussions.	This trajectory should include the ways that economic stability or instability, broader social structures (e.g. education, criminal justice, etc.), policies, and institutions, discrimination and/or privilege, generational disadvantage or wealth, health or disability, social and cultural networks and capital, and all manner of challenges and opportunities have shaped their opportunities for personal and professional growth and fulfillment.	40
Life Lessons	What lessons, experiences, or new ways of thinking around your interviewee's life story can readers learn from? What specific aspects of your interviewee's experiences might have relevant implications for practice and policy?	10
Grammar and Tone	Language should be professional but genuine/authentic. The storytelling should be engaging, clear and coherent. Complex topics should be communicated sensitively, protecting the identity of the interviewees, and using language that the general public can understand.	10
Visual Component	Up to three PowerPoint slides of images, art, timelines, other forms of real or representative visuals depicting themes or events of interviewee's life. Provide a brief description in "notes" section of slides describing items.	20
Total		100

*J. Mitchell

Journal (x3)

Students will construct a journal that corresponds with the readings, videos, podcasts, websites and TedTalks for the specific topic (see calendar in Canvas). Students will select and cite an external source of information on the topic and critically analyze the issue, including questions and concerns that you have about the issue and possible next steps. Sources may include news articles, scholarly journal articles, newspapers, internet blog/opinion posts, and similar resources. Students must include a copy/live link of the source at the bottom of the journal in a "references" section. Students are expected to draw relevant, cohesive, and logical linkages between the topic, source, and course materials and discussions. Students are expected to write in "first-person" and supply personal reactions/insights regarding the topic. The word count maximum will be noted on Canvas.

When required, properly cite and reference external sources using APA style, 6th edition. References listed at the end of the journal are not included in the word count. No title page is required.

Criteria	Exemplary Performance	Points
Accuracy	Paper represents the authors' ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author's argument(s).	5
Argument	Paper fully meets requirements of assignment. Explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. Makes convincing and personalized case for why selected key ideas connect and/or contradict texts, class discussions, and/or lectures.	15
Clarity and Presentation	Consistently precise and unambiguous wording, clear and lucid sentence structure. Minimal use of quotations, first-person perspective is effectively framed in the text and explicated where necessary. Paper is clean, correctly formatted in APA style 6 th edition (12-point font, Times New Roman or Arial, normal margins), and written in full sentences. All citations are properly attributed and cited in a consistent style. Virtually no spelling or grammatical errors.	5
Total (per journal)		25

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Grading

Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. 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 which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

Each assignment will be given points in a corresponding letter grade, with criteria for each grade as follows:

A+ = 100	B+ = 89 - 91	C+ = 78 - 80
A = 97 - 99	B = 85 - 88	C = 74 - 77
A- = 96 - 92	B- = 84 - 81	C- = 70 - 73

Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Master of Social Work's Student Guidebook states that an I grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

A Note on the Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner.

Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; **please honor and respect this process.**

3. 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.]

4. 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. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon

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your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid 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. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. 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.

5. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*