<table>
<thead>
<tr>
<th>Course title:</th>
<th>Integrated Health Scholars Capstone Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #/term:</td>
<td>SW631  Fall, 2020</td>
</tr>
<tr>
<td>Time and place:</td>
<td>5 Selected Thursdays 6-9:00 p.m.  HYRBID SSWB 9/17, 10/28 10/29, 11/12 and 12/3  Yellow indicates in-person session</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>1 credit</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Integrated Health Scholar Program</td>
</tr>
<tr>
<td>Professor:</td>
<td>Debra Mattison</td>
</tr>
<tr>
<td>Pronouns:</td>
<td>She, her, hers</td>
</tr>
<tr>
<td>Contact info:</td>
<td>Email: <a href="mailto:debmatt@umich.edu">debmatt@umich.edu</a>  Phone: 723-763-1624  Please indicate SW631 in the subject line. You may generally expect a response within 24-48 hours Monday-Friday.</td>
</tr>
<tr>
<td>Office:</td>
<td>SSW 3841</td>
</tr>
<tr>
<td>Office hours:</td>
<td>I welcome scheduling meetings with you via phone/Zoom.</td>
</tr>
</tbody>
</table>

Students are responsible for reading the syllabus no later than the second session of class as it serves as our guiding contract agreement for the term and for also reading class information and pre-work posted on Canvas in advance of due dates and tracking due dates throughout the class. **Please feel free to initiate asking questions early in the term to ensure you understand the plan for the course including assignments and due dates.** Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion. Course assignments, class PowerPoints and other relevant documents can be found on Canvas/Modules.

**WELCOME TO THIS CLASS**

Becoming a professional social worker is a gradual process which involves a commitment to lifelong learning, skill development and self-reflection. This Integrated Health Scholar Seminar 1 course will focus on experiential, reflective and application activities to strengthen your knowledge of Integrated Health and to prepare you for further integrated health and interprofessional education learning opportunities. Engagement and the ability to integrate and apply learning concepts into practice will be emphasized.
COVID-19
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 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.

The health of an individual is connected to the health of others and that we are all in this together. We commit to caring for one another and for the members of the communities in which we live, work, and learn. This semester, the University asks that we all demonstrate a compassionate spirit by intentionally and consistently following these and other health guidelines and requirements.

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.

Student Video Cameras
Students are invited to turn on and leave their cameras on. Having cameras on is a way to increase engagement and can help faculty assess student understanding. For students worried about showing personal environments, we suggest enabling a virtual background. Please speak with me individually if you have circumstances which may interfere with you meeting this expectation. The SSW also has study areas available within the SSWB for students to participate in online courses if they lack stable or
reliable internet access. The process for reserving these spaces has been shared with students.

**Zoom Login**

Please be sure that you sign-in to your licensed UM Zoom Account with your UM credentials rather than simply accessing Zoom via other methods. This will decrease problems with login to class Zoom meetings. Watch this video for details. [https://www.youtube.com/watch?v=rziSpZNhfl](https://www.youtube.com/watch?v=rziSpZNhfl)

If you had a free Zoom account prior to coming to UM, you will need to be sure you use your UM licensed account for class related thing. You can merge your Zoom accounts through this link: [https://documentation.its.umich.edu/zoom-account-switch](https://documentation.its.umich.edu/zoom-account-switch)

**For IT Assistance contact:**
[https://its.umich.edu/help](https://its.umich.edu/help)

This hybrid class is scheduled to meet in person on Sept 17, Oct. 29 and Nov. 12 and via Zoom for the remaining dates. Concurrent Zoom meetings are scheduled for those who are unable to attend in-person. Please notify me if you are unable to attend in person in order to best plan for our class sessions.

**COURSE STATEMENT**

This seminar course will actively foster learning in the context of Integrated Healthcare models of service delivery and the growing Interprofessional Education (IPE) movement internationally, nationally and at the University of Michigan. The Integrated Health Seminar will introduce scholars to concepts related to Integrated Healthcare and Interprofessional Education and explore how they are integral to future Social Work practice. Foundational exploration of holistic models of care delivery and the vital skills of interprofessional teamwork will be a focus.

**COURSE OBJECTIVES and COMPETENCIES**

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

1. Identify relationships between and intersections of physical, mental, social, and spiritual health and social determinates of health such as race, gender, social class, health care policies, environmental factors, etc. in relationship to their social work practice
2. Articulate social work role in integrated health delivery ranging from the impact on policy and program development to direct services
3. Begin development of a strong diversity lens to apply to integrated health practice
4. Identify and explore key skills, competencies and theoretical knowledge central to professional social work practice in integrated health including SAMHSA integrated health core competencies
5. Demonstrate ability to self-reflect on learning choices and demonstration of SSW Technical Standards
6. Articulate self-awareness of strengths and areas for further development.

COURSE DESIGN FORMAT

The seminar will encourage opportunities for IHS cohort development and learning in classroom meetings as well opportunities to be engaged in innovative Interprofessional experiential learning with students from other health science schools. The course will have scheduled in-class meetings as well as required participation in IPE events outside of the classroom.

This course uses a relationship-based engaged approach to learning in which we learn from and with each other. A variety of collaborative learning methods will be used to promote skill development including pre-class preparation, interactive brief lectures and discussions with active student participation, in-class application exercises, role plays, required readings and videos.

RELATIONSHIP TO SOCIAL WORK ETHICS AND VALUES

Social work ethics and values related to behavioral, psychosocial, and ecological aspects of health and disease will be integrated into this course. This course re-enforces awareness of ethical issues involved in health care delivery, medical-ethical issues and dilemmas and decision making in health social work and the impact of social workers’ values, professional use of self and reactions and responses to these issues.

Sources of guiding ethical and value-based principles include:


APPLICATION OF NASW CODE OF ETHICS & PROFESSIONAL USE OF SELF

The Social Work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire and demonstrate professional
values, to integrate knowledge from a range of courses, to develop professional skills and to be effectively represent the ethics and values into the profession.

The NASW Code of Ethics outlines a set of core values that form a basis of the Social Work profession’s purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.

It is expected that all students conduct themselves in a manner consistent with the NASW Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with fellow students and the instructor.

“Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.”  NASW Code of Ethics (2017): Standard 2.02-2.03

• As professionals, you are expected to maintain confidentiality and respect differences.
• You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the NASW Code of Ethics at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English and the Student Guide (Chapter 13).

Focus on Privilege, Oppression, Diversity and Social Justice (PODS)
This course invites and has the expectation that the instructor and students will integrate PODS consideration in course learning and discussions.

Students are invited and expected to actively contribute from their experiences and knowledge of readings, etc. to help support and develop 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 of PODS learning.
About My Teaching Philosophy

RELATIONSHIP FOCUSED PARTNERSHIP: MUTUAL LEARNING COMMITMENT
My commitment is to provide organized, meaningful course material and opportunities for learning in a respectful, safe and encouraging learning environment. Many times we approach learning experiences with expectations of what we will get from them. This model focuses on the professor’s giving information and the student’s getting information. Relationship-based learning means to me that we will be “giving, getting and growing” together as we learn about, with, and from each other.

Students are invited and expected to be active and engaged partners in the learning process by coming to every class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. Please feel free to contact and meet with me throughout the semester as needed with questions, concerns and suggestions. I look forward to what we will experience and learn together.

INTENTIONALITY
Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It happens when one intentionally chooses: what they want to achieve in this class, why these goals are important to them and how they engage and invest to reach these goals.

I invite you to come to this class with the intention that you are going to actively engage and connect with the experience.

Guiding Principles and Commitments
Our commitment to learning is in service to our clients. We seek mutual growth, learning and benefit from sharing with each other.
We respect even when we disagree or have conflict.
We recognize and honor that each person is at a different point in their learning and life experience.
We do not ridicule or belittle others.
We do not assume or pre-judge the intent or motivation of others.
We commit to not intentionally harm another nor to assume that harm was intended.
We take responsibility for our actions and words.
We seek to replace assumptions with curious questions and invitations to share and listen.
We seek to **diminish fear, shame and blame** that immobilizes the learning process. We **view mistakes** and not yet "knowing" as a part of life-long learning and as preferable to stagnation and ignorance. We **take responsibility for talking with people rather than about them.** We find ways to be **curious** and **humane** in our interactions. We are committed to **personal and professional growth** and self-exploration. We are committed to **self-awareness** of our areas of bias, preferences, discomfort and resistance.

**PROVIDING FEEDBACK**

Please provide feedback on your learning needs, how the class is going for you and suggestions on **what we can do together to improve throughout the class.** The opportunity to respond to **feedback is much more beneficial for the both the professor and class members** if it is **ongoing and not just provided at the end of the term.** You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.

**Self-reflection** regarding feedback received from the instructor and other students is also encouraged. The ability to evaluate, accept and integrate constructive feedback into practice both in the classroom, field setting and future practice is critical to effective social work, lifelong learning and development.

**HOW WE COMMIT TO COMMUNICATE WITH EACH OTHER**

It can often be easier to talk **about** people than talking **with** them. Talking with people often requires taking the risk to be honest, courageous and humble. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill.

We take responsibility to talk **WITH each other rather than ABOUT each other.**

**EXPECTATIONS OF STUDENTS**

**PERSONAL ACCOUNTABILITY IN LEARNING**
Personal accountability shifts the focus from being *solely on what one is taught, to self-determination and what one consciously chooses to learn.*

Your learning is not just about academic learning but also involves **learning and improving life skills and professional use-of-self.** Students are expected to take **personal responsibility** and be committed to their own learning experience by being active and response-able members of each class session.

**Students are invited and expected to be active and engaged partners in the learning process** by coming to class **prepared, ready, willing and able to contribute to meaningful discussion and learning.**

An optimal individual learning experience is one that is **active, self-directed** and requires **engagement.**

**PROFESSIONAL USE OF SELF**

**Respect for Others**

- ✓ Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences.
- ✓ Listening and learning require a safe place and we commit to provide this safe space in this class.
- ✓ Sharing differing ways of thinking and how one sees the world is not always focused on changing others’ minds, but about cultivating a **way of being with others that fosters curiosity** and a desire to see and hear another’s point of view.
- ✓ We will be mindful that in our desire to advocate for our beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we may have experienced and/or are attempting to prevent.

**ACADEMIC CONDUCT AND HONESTY**

UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. **Any form of cheating (i.e. use of someone else’s work, obtaining or sharing tests from previous semesters, re-use of assignments from other classes), plagiarism (verbatim copy of another’s material and not**
acknowledging the direct quotation or unacceptable paraphrasing which does not use one’s own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program or see http://www.lib.umich.edu/academic-integrity/resources-students and https://guides.lib.umich.edu/swintegrity for further information.

CLASS PARTICIPATION AND ENGAGEMENT

As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole and contribute to our ultimate goal of service to our clients. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. Thus, “being here” is an important competency for this class.

Beyond physical presence through attendance in person on via Zoom, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected. In service to our clients, we must learn to use our voices on their behalf. Thus learning how to use our voices in this class is a part of learning to use our voices for our clients. Thus, participating in class will be an opportunity to practice and develop this skill even when it is sometimes challenging and/or uncomfortable.

Students should be prepared each week to both be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from weekly class discussions and integration across progressive weeks. The quality and preparedness of responses will be used as a part of the assessment of one’s professional use of self of levels of demonstration of course goals.

ATTENDANCE

You and Your Learning are Important to the Class

The School of Social Work Class Attendance Policy states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” Attendance,
participation and engagement are expectations and requirements. The Policy on Class Attendance can be found in this link to the MSW Student Guide.

**Attendance is particularly important to discuss as this course only meets 5 times** during the semester and thus any absence is a substantial part of the overall course. A significant part of learning in this course will be interactive and experiential with discussion and in-class activities which cannot be fully replicated or replaced with make-up work. Therefore, both your learning and the learning of your colleagues can be benefitted by your attendance and negatively impacted by your absence.

Demonstration of the ability to manage demanding workloads, adapt to changing environments and situations while also being willing and able to seek appropriate help to address personal issues that may interfere with professional and academic performance are components of the University of Michigan School of Social Work Technical Standards for students. The SSW is here to assist and support students in a mutual partnership of learning, engagement and responsibilities, so please communicate if you have need assistance.

**Promptness in attendance** is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another. Being punctual and dependable, prioritizing responsibilities, managing time and observing deadlines and conscientiously keeping time commitments are key professional competencies. We will begin and resume class promptly after designated breaks.

**ABSENCE POLICY**

Students are asked to notify the instructor of any planned absence with as much advanced notice as feasible, and for an unanticipated absence when they are reasonably able to make contact.

Absences are not judged as “excused” or “unexcused.” Life happens and each individual student may have absences from personal choices made regarding prioritization of competing demands as well as uncontrollable events. I believe students are the best judges of how to prioritize and manage their time and choices.

However, it is a reality that being absent has an impact. Many of the experiential and application activities are not easily reproducible outside of the classroom. As in other arenas of life (employment, personal life, commitments) you are accountable for missed class content/material and the learning opportunities for that day and for the impact of the absence.
If you are absent from a class, you are asked to initiate and present your specific plan to the instructor to make-up the learning content as soon as possible, preferably within 2 weeks of the absence when feasible. Meeting with the instructor to demonstrate competencies reviewed and/or practiced in a missed class may also be required as appropriate.

Absences beyond 1 absence (>20% of the class) will require initiation by the student to meet with the instructor to discuss the potential for independent assignments and activities as timely as possible. Two or more absences may necessitate an incomplete for the class depending on when absences occur in the term in order to complete these make-up assignments. There may be circumstances of multiple absences in which make-up assignments are not possible and may result in a non-credit grade.

**DIGITAL CITIZENSHIP: USE OF PHONES, COMPUTERS AND ELECTRONIC DEVICES**

Our class colleagues have a right to anticipate and expect our presence and professional use-of-self. 

**Being present is more than just “showing up.” It involves presence.** Presence is perhaps one of the most important interventions we offer to our clients and thus we will practice the art of presence in this class.

The concept of “digital citizenship” is a complex topic that has become increasing important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use.

Research regarding portable technology (laptop computers, tablets, phones, etc.) confirms that these devices can be a supportive classroom tool when used with a clear goal (i.e. note taking, interactive exercises) while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others (*CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices*).

To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way.
• Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.

• If you feel you must monitor email and text messages, you are respectfully asked to do so during breaks and/or to leave the classroom to do so.

• Audio and/or video recording in class of lecture and/or class discussion is prohibited without written permission of professor and students.

*Presence and attention are professional use-of-self skills.* Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will impact attendance and class participation grades.

**WEEKLY PREPARATION**
Advanced preparation for class is considered a foundation of the course and you will be expected to complete assignments by due dates in order to be meaningful contribute to in-class discussion and activities.

**COURSE REQUIRED READINGS**
There is limited required course reading for this one-credit course. Readings will be provided in Canvas.

Additional relevant handouts may also be distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term. Students are responsible for reading the syllabus and pre-work assignments.

**COURSE ASSIGNMENTS**
Pre-work assignments are designed to promote integration and application of the material to prepare you to serve clients. There will also be in-class assignments and activities.

**WRITING SKILLS**
Strong writing and communication skills are essential to effective professional practice. As professionals we will be continually assessed on one’s ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills are expected in this course including appropriate grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. Students are expected to communicate clearly in written assignments at a level appropriate for their stage of graduate education.
The Writing Coordinator for the School of Social Work is available to meet with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing AssistanceCareer Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic in Angel Hall: http://www.lsa.umich.edu/sweetland/; English Language Institute http://www.lsa.umich.edu/eli

APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

LATE COMPLETION OF ASSIGNMENTS
Meeting deadlines, advanced planning and timeliness in completing tasks are all important parts of our professional lives. They are also particularly impactful in this class as your preparation with influence your preparation to contribute to class discussions, activities and learning of colleagues. Fairness goals also guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling.

SUBMISSION OF ASSIGNMENTS
Please submit assignments via Canvas. Please note that Canvas does not integrate well with .pages documents. Please use WORD, pdf or text files.

GRADING

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.

Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.” While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on
your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 1-2 hours outside of the classroom to complete readings and assignments at a level of mastery.

Grades in this seminar will be largely based on self-evaluation, rationale, articulation and attestation of one’s demonstration of pre-work assignments and expectations including the quality of engagement and preparation, demonstration of reading and ability to apply concepts, professional use-of-self and class participation. Instructor feedback will also be factored into grading.

A 100 point system will be used. The total accumulation of points earned reflect competencies demonstrated. The assessment of demonstrated completion and earned points will be largely informed by the assessment and attestation of the student. This approach seeks to foster skills in life long self-reflection and evaluation of areas of strength, areas of growth and intentionality in assessing competencies and impact of one’s choices and taking responsibility for their learning. The instructor will provide comments and feedback in addition to students’ self-assessment ratings each week.

Final letter grades are defined by the School of Social Work as follows:

**A grades**  Earned for exceptional individual performance and superior mastery of the material. The use of A+ (100), A (95-99), and A-(90-94) should distinguish the degree of superiority.

**B grades**  Earned for students who demonstrate mastery of the material. B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades**  Mastery of the material is limited. C- is the lowest grade which carries credit. C+ (77-79), C (74-76) and C- (70-73).

**D grades**  Indicate deficiency and carry no credit. (Below 70)

**E grades**  Indicate failure and carry no credit.

**I grades**  Incomplete grades can be given in rare situations in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a definite plan and date for completion pre-approved by the instructor.

- If more than one-third of the required course assignments are incomplete by the last day of class AND/OR more than 3 absences from class have
occurred, an incomplete grade will not be given and credit for the course is NOT possible.

- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without communication and needs beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

The MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures can be referenced as needed.

**Recording Class**
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 in advance that a recording will occur and be provided with an option to opt-out. 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.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. Please review them for more information. 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
Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion. Students will be notified of any changes.

Weekly Course Schedule: **Yellow indicates in-person sessions**  
**Required Pre-Work Assignments in Red**

### Sept. 17  
#### #1
**Welcome and Introduction to Course**  
**Understanding Integrated Health**  
Self-Assessment and Goal Setting

**WATCH**  
[https://www.youtube.com/watch?v=0lzmaBpBEag](https://www.youtube.com/watch?v=0lzmaBpBEag)

### Oct. 8  
#### #2
**Diversity Lens: Be Current and Relevant**

[https://www.youtube.com/watch?time_continue=13&v=X7m3FUSeXCE&feature=emb_logo](https://www.youtube.com/watch?time_continue=13&v=X7m3FUSeXCE&feature=emb_logo)

**LISTEN:** PODCAST: Linda Villarosa (2020). Why is the pandemic killing so many Black Americans?  

### Oct. 29  
#### #3
**Integrated Health Practice Skills**  
Presence and Listening  
Soft Skills Assessment


[https://www.youtube.com/watch?v=yg6v6HH0WmQ](https://www.youtube.com/watch?v=yg6v6HH0WmQ)
Interprofessional Practice (IPP) and Collaboration (IPC) Skills
Interprofessional Teams: Collaboration and Conflict

READ


Articulation of Values and Value Added
Interprofessional Practice and Articulating Value
Social Workers as Leaders
Planning for future semesters and opportunities

READ