

Course Syllabus

SW 522 Basic Social Work Research
Winter 2021

Section 006: Tuesday 9am – noon (Zoom: <https://umich.zoom.us/j/99230143329>)

Section 009: Tuesday 2 – 5pm (Zoom: <https://umich.zoom.us/j/94735684683>)

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Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

1. Course Description:

This course will provide content on the logic of inquiry and the necessity for an empirical approach to practice. The process of formulating appropriate research questions and hypotheses, techniques for testing relationships and patterns among variables, methods of data collection, methods to assess and improve the validity and reliability of data and measures, and the ethics of scientific inquiry will be addressed. This course will help students understand practice through the critical examination of methods associated with decision-making, critical thinking, and ethical judgment. The course content will integrate the core themes related to multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research.

2. Course Content:

This course will cover qualitative and quantitative research methods, commonly used statistical procedures, and approaches to the evaluation of practice. Students will learn how to understand and appreciate a scientific approach to building practice knowledge and for evaluating practice. Special emphasis will be placed on increasing one's ability to critique theoretical foundations of research, form research questions, apply research methods, conduct statistical analysis, and interpret research reports. The latest statistical, graphical, and display technologies will be used.

3. Course Competencies and Practice Behaviors:

This course addresses the following competencies and practice behaviors:

COMPETENCY 2—Apply social work ethical principles to guide professional practice.

2.1 recognize and manage personal values in a way that allows professional values to guide practice;

2.4 apply strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

3.2 analyze models of assessment, prevention, intervention, and evaluation; and

COMPETENCY 4—Engage diversity and difference in practice.

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences;

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

- 6.1 use practice experience to inform scientific inquiry and
- 6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

COMPETENCY 10(b)—

Social workers:

10.b.4 Assessment—Select appropriate intervention strategies.

10.d.1 Evaluation—Critically analyze, monitor, and evaluate interventions.

4. Course Objectives:

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

1. Act as a critical consumer and contributor of the design, methodology, and conclusions of social work and social and behavioral science research publications.

- a. understand research concepts to permit a critical analysis of research and evaluation studies with respect to quality, bias, ethics, and potential applications.
- b. assess the strengths and weaknesses of selected research designs and methodology, and of selected measures and measurement strategies.
- c. assess the cultural sensitivity of measures and measurement strategies.
- d. assess the biases and implications of conclusions drawn in the research studies.
(Practice Behaviors 3.1, 3.2, 6.1)

2. Locate, assess and critique research studies so as to draw appropriate inference, particularly as it affects diverse populations at risk (dimension: 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).

- a. frame research questions and develop problem statements that reflect the issues under consideration.
- b. apply research concepts and principles in the development and use of selected qualitative and quantitative methodologies and analytical approaches.
- c. choose appropriate research designs and methodology given a particular research question.
- d. demonstrate the ability to select culturally appropriate measures and measurement strategies given specific populations.
- e. construct simple indices, questionnaires, and measures relevant to the evaluation of practice.
- f. conduct selected analytic and statistical procedures

- g. demonstrate the ability to interpret and draw conclusions from selected analytic and statistical procedures. (Practice Behaviors 3.1, 3.2, 4.1, 4.3, 6.1, 6.2, 7.2, 11.4, 13.1)

3. Know the NASW Code of Ethics and appropriately apply it in the conduct of social work research.

- a. understand ethical issues in the conduct of research and evaluation.
- b. understand the relevance and applicability of research in working with disadvantaged, disenfranchised, and diverse populations at risk: (dimension: 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).
- c. examine the processes by which research and evaluation findings can be used to enhance social justice, social change, promotion, prevention, treatment, and rehabilitation. (Practice Behaviors 2.1, 2.4, 7.2, 13.1)

5. Course Design:

Due to COVID-19, this course will be taught completely online. We will use some elements of a flipped classroom model—students learn about the basics of the topic through the assigned materials before the corresponding live-session, and engage in higher cognitive levels of learning with peers and instructor present during the live-sessions. Working on problems with a small group of peers will be a major live-session activity. Other methods will also be used for acquiring knowledge and skills including: brief lectures, class discussion and exercises, and group projects. This course is designed to increase students' comfort level with research methods and statistical analyses and to increase their appreciation of the relevance of research and evaluation for social work practice.

6. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity.* This course will include material on methods to improve the cultural inclusiveness and cultural sensitivity of research methods. This content will cover culturally sensitive measures, inclusion of diverse groups of adequate size in sampling, culturally aware interpretations of data, and culturally responsible dissemination of results. The basic purpose of research and practice evaluation will also be analyzed from culturally bound perspectives.
- *Social Justice and Social Change.* Students will gain an understanding of the ways in which research and evaluation have sometimes been used against oppressed groups, for example through unethical practices, distortion of results, or fabrication of data. Examples will be given of ways in which research can be used to empower socially disadvantaged individuals, groups, and communities. These examples will include studies in which the research participants were involved in the study during all of its stages.
- *Promotion, Prevention, Treatment, and Rehabilitation.* Studies reviewed in the course will include examination of projects aimed at enhancing well-being and preventing problems. The methodological and ethical problems unique to studies

of promotion and prevention efforts will be described. The social work values consistent with promotion/prevention research will be analyzed.

- *Behavioral and Social Science Research.* The unique challenges in applying social science knowledge and methods to social work settings will be covered. These challenges include the practical and ethical dilemmas of applied research. Emphasis will be placed on the way established theories and methods influence the selection of research questions and methods. Studies will be critiqued for their ability to advance social science theory and knowledge and to improve social work practice.

7. Relationship of the Course to Social Work Ethics and Values:

The research and evaluation section of the NASW Code of Ethics will be applied throughout this course. Examples of common ethical dilemmas will be presented. Among the areas of ethics to be covered will be informed consent procedures, protection of research participants from harm, confidentiality, and accurate reporting of results. Emphasis will also be placed on the social workers' ethical obligation to use scientifically sound practice and to continually evaluate practice and programs.

CLASS REQUIREMENTS

a. Course Materials

The course is organized by weekly *module*. Each module includes two components: *pre-session and live-session*. The format for each module is almost the same. In overview:

Pre-session (asynchronous) consists of activities to be conducted by students before the corresponding live-session, including materials to read and watch. The articles under Do will be used for small group activities, and should be read prior to the live-session.

Live-session (synchronous) is held at the specified class time. You have to log in Zoom by the time the class begins.

- **Zoom link** is in Canvas. You must *sign in using umich.edu email account*. Please turn and leave your camera on if you can.
- Live-session activities include brief lecture, small group activity, class discussion of problems, and team meeting. All live-sessions are recorded and accessible via Canvas. Recordings of class activities cannot be shared with members outside of the class without prior consent from all students in the class.
- Team meetings are for the Research Proposal assignment (see Handout A). No need to record these meetings.

Recommended Book: They are recommended but not required. Selected chapters of the books are assigned readings and available from Canvas.

Rubin, A & Babbie, E. (2017). *Research Methods for Social Work* (9th Ed.). Wadsworth/Thomson.

Trochim, W. (2020). [*Research Methods Knowledge Base*](#) (eBook hosted by Conjoint.ly).

Royse, D. (2020). *Research Methods in Social Work* (8th Ed.). Cognella.

Faulkner, S. & Faulkner, C. (2019). *Research Methods for Social Workers: A Practice-based Approach* (3rd Ed.). NY: Oxford.

Yegidis, B., Weinback, R., & Myers, L. (2018). *Research Methods for Social Workers* (8th Ed.). NY: Pearson.

Engel, R. & Schutt, R. (2017). *The Practice of Research in Social Work* (4th Ed.). Thousand Oaks, CA: Sage.

Software: Please have Excel (version 2015 or after) installed on your computer. Students of the University of Michigan have free access to [Microsoft Office software](#). After installing a local application of Excel, please install the ‘data analysis’ add in following [this guide](#). If the link does not work, please google ‘excel data analysis add-in’ to find help.

b. Assignments

1. PEERRS Training (5 points)—The University of Michigan requires all research personnel to go through PEERRS (Program for Education and Evaluation in Responsible Research and Scholarship) training. You are asked to complete two modules: Human Subjects – Social and Behavioral Sciences and Foundation of Good Research Practice at <http://my.research.umich.edu/peerrs/> . If you have done the module and the certification has not expired, you do not need to repeat it. Please upload to Canvas your certificates of completion from the PEERRS website.
2. Worksheets (20+ points)—You will be randomly assigned to small groups to work on problems on a worksheet during live-sessions. Class discussion and further explanation of concepts will follow after the group work. Each individual student should submit at least *five* completed Worksheets (each can earn you 4 points) via Canvas (Assignment) before the day of the corresponding live-session ends. You can earn extra points by more submissions (2 points for each extra submission).
3. Research Proposal (group project, 45 points)—You will form a team of 3 people and develop a research proposal. The overall purpose of this assignment is to help you translate newly learned research concepts into practice. The last 30-45 minutes of each live-session will be for teams to meet, but you will likely need extra time out of the live-sessions to complete this assignment. To ensure a timely progress, the proposal is divided into several deliverables due on different dates. Your team can revise the proposal upon receiving my feedback on each deliverable. During the last live-session (April 20), your team will present your final proposal to the class and submit your Powerpoint slides via Canvas. (See Handout A for details). The deliverables are:
 - a. Research Problem & Bibliography (5 points)
 - b. Literature Review & Research Question (15 points)
 - c. Measures, Data Collection, and Sample (10 points)
 - d. Class presentation (15 points)
4. Take-home exam (30 points)—This will be a critique of empirical studies. You will be given two articles published in peer-reviewed journals, and asked to write a critique of each. You have one week to complete the exam (4/20 – 4/26/2021).

Below is a summary of the assignments:

Assignment	Individual/ Team Submission	Due	Grading criteria	Points
PEERRS Training	Individual (meaning each student submits their own copy)	Jan. 26	Certificate of completion uploaded to Canvas	5 pts
Worksheets (to be completed during live-sessions with a small group)	Individual	The day of the corresponding live-session	Good effort and on-time submission	20+ pts.
Research Proposal: Problem & bibliography	Team (meaning each team submits ONE copy on behalf of all members)	Feb. 16	See Handout A (good effort & on-time)	5 pts
Research Proposal: Literature review & research question	Team	March 9	See Handout A (good effort & on-time)	15 pts
Research Proposal: Measures, data collection, & sample	Team	March 30	See Handout A (good effort & on-time)	10 pts
Research proposal: Presentation	Team	April 20	See Handout A (quality of proposal and presentation)	15 pts
Take-home exam (article critique)	Individual	April 26 (Available 4/20)	The critique will call for knowledge in all aspects of research you have learned throughout the semester. The instructor will give you the articles, and a set of questions, a week prior to the due date. Grading is based on the quality of the critique.	30 pts

All written assignments should be submitted via canvas-Assignment (attached as a MS word document). The submission closes at 11:59 pm on the due date. With legitimate reasons, I may consider accepting late submission but points may be deducted (1 point down for each day late). In general, I don't allow rewriting of a graded assignment but I am happy to meet with you to discuss the assignment before it's due.

c. Attendance and citizenship

All students are expected to join all live-sessions on time, participate in group and class activities, and make good contributions to their group project. If you are unable to attend a class for some reason, please take responsibility to update yourself by: (a) doing the assigned readings, (b) asking other students to fill you in, (c) completing and submitting the Worksheet, and (d) making up your contribution to the group project. I strongly encourage you not to miss any live-session as the materials covered in each session are connected to each other.

Students in this class are likely to have different levels of experience in research methods. As a member of this class, I ask you to do the followings:

- Prepare for each class session by reading the assigned materials.
- Ask questions and share your understanding of issues raised by the instructor or other students during class.
- Have a good attitude about learning something that maybe new and challenging.
- Support your classmates in and out of class. A supportive environment enhances learning effectiveness.
- Seek help from the instructor as early as possible if you experience difficulties.

d. Honor Code

Academic integrity should not be taken lightly. If you have any questions or comments regarding the class or assignments, please feel free to contact the instructor. Please note that representing someone else's words, statements, ideas or works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

<http://ssw.umich.edu/msw-student-guide/section/1.12.00>

Another helpful resource can be found at: <http://guides.lib.umich.edu/swintegrity>

e. Grades

The criteria for each grade are as follows:

- | | |
|---------|---|
| A+, A, | Superlative mastery of subject content, demonstration of critical analysis, |
| A- | Creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which excellence in these skills are demonstrated. |
| B+ | Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment. |
| B | Mastery of subject content at level of expected competency – meets course expectations |
| B- | Less than adequate competency, but demonstrates student learning and potential for mastery of subject content. |
| C or C- | Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements. |
| F | Student has failed to demonstrate minimal understanding of subject content. |

Notes on Grading:

1. It is best not to assume you will receive an “A” in this course. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
2. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

Grade and Points Conversion:

A+	A	A-	B+	B	B-	C+	C	C-	F
>=100	94-99	90-93	87-89	83-86	80-82	77-79	73-76	70-72	<70

Note. Course requirements and schedule may change. To ensure receiving timing announcement from the instructor, please have Canvas Announcements enabled (Account → Notifications → Announcement).

Schedule (Subject to change. Canvas has the most updated version.)

Date	Topic	Pre-session	Live-session
1/19/21 (wk #1)	Introduction <ul style="list-style-type: none"> Course Overview Scientific Inquiry 	Read-1: <ul style="list-style-type: none"> Rubin & Babbie (2017). Why study research? (pp. 2-22) Watch & Listen-1: <ul style="list-style-type: none"> Freakonomics. When helping hurts (Ep.295) Hello! Welcome to SW522 	Clarify course objectives and requirements Know your peers Establish class norms
1/26/21 (wk #2)	Language, Philosophy & Ethics <ul style="list-style-type: none"> Language of Research Philosophy of Research Research Ethics 	Read-2: <ul style="list-style-type: none"> Trochim, W. (2020). Language of research Trochim, W. (2020). Philosophy of research Trochim, w (2020). Ethics in research Javdani et al. (2017). Negotiating ethical paradoxes conducting a RCT: Aligning intervention science with participatory values. Supp-2: <ul style="list-style-type: none"> Yegidis, Weinback, & Myers (2017). Ethical issues in research (pp. 24-51) 	DUE: PEERRS training Brief lecture Small group activity Questions and discussion Team meeting
2/2/21 (wk #3)	The Research Process <ul style="list-style-type: none"> The Research Process Quantitative, Qualitative, and Mixed Methods 	Read-3: <ul style="list-style-type: none"> Royse (2020). The Research process unpacked (pp. 21-46) Supp-3: <ul style="list-style-type: none"> Rubin & Babbie (2017). Quantitative, qualitative, and mixed methods of inquiry (pp. 67-79) 	Brief lecture Small group activity Questions and discussion Team meeting
2/9/21 (wk #4)	Problem Formulation <ul style="list-style-type: none"> Research Problem Literature Search Literature Review Research Question 	Read-4: <ul style="list-style-type: none"> Trochim, W. (2020). Problem formulation Faulkner & Faulkner (2019). Literature review (pp. 52-67) Watch-4: <ul style="list-style-type: none"> Anatomy of a Scholarly Article (4-min) How to write a literature review in 3 simple steps (1-hr) Supp-4: <ul style="list-style-type: none"> Google Scholar Using Library Search at UM Key Journals in Social Work How to use Mendeley 	Brief lecture Small group activity Questions and discussion Team meeting

2/16/21 (wk #5)	Measurement <ul style="list-style-type: none"> • Validity & Reliability • Existing Scales • Selecting 'Right' Measures 	Read-5: <ul style="list-style-type: none"> • Royse (2020). Understanding and using research instruments (pp. 139-161) • LeCroy (2019). Mismeasurement in social work practice: Building evidence-based practice one measure at a time. Do-5: <ul style="list-style-type: none"> • Young et al. (2020). Destigmatized group intervention on promoting hope of recovery: a quasi-experimental study. [for small group activity] Supp-5: <ul style="list-style-type: none"> • Corcoran & Fischer (2013). Measures for clinical practice and research: a sourcebook for couples, families, and children. • Health Measures 	DUE: Research problem & bibliography for research proposal Brief lecture Small group activity Questions and discussion Team meeting
2/23/21 (wk #6)	Causation & Group Designs <ul style="list-style-type: none"> • Internal Validity • Quasi-experimental Designs • Experimental Designs 	Read-6: <ul style="list-style-type: none"> • Royse (2020). Research designs for group comparison (pp. 109-132) Do-6: <ul style="list-style-type: none"> • Tripodi et al. (2019). Evaluating seeking safety for women in prison: A randomized controlled trial. [for small group activity] 	Brief lecture Small group activity Questions and discussion Team meeting
3/2/21 (wk #7)	Single-Subject Design	Read-7: <ul style="list-style-type: none"> • Engel & Schutt (2017). Single-subject design (pp. 187-217) Do-7: <ul style="list-style-type: none"> • Schudrich, W. (2012). Implementing a modified version of parent management training with an intellectually disabled client in a special education setting. [for small group activity] 	Brief lecture Small group activity Questions and discussion Team meeting
3/9/21 (wk #8)	Sampling & Survey <ul style="list-style-type: none"> • Probability & Non-probability Samples • External Validity 	Read-8: <ul style="list-style-type: none"> • Trochim, W. (2020). Sampling • Royse (2020). Survey research methods (pp. 223-243). D0-8: <ul style="list-style-type: none"> • Kattari et al. (2016). Policing gender through housing and employment discrimination: Comparison of discrimination 	DUE: Literature review and research question for research proposal Brief lecture Small group activity

	<ul style="list-style-type: none"> • Survey Administration 	<p>experiences of transgender and cisgender LGBTQ individuals. [for small group activity]</p>	<p>Questions and discussion</p> <p>Team meeting</p>
<p>3/16/21 (wk #9)</p>	<p>Qualitative & Mixed Methods Research</p> <ul style="list-style-type: none"> • Research Questions • Data Collection • Sampling • Qualitative Data Analysis 	<p>Read-9:</p> <ul style="list-style-type: none"> • Royse (2020). Qualitative research (pp. 269-289). <p>Do-9:</p> <ul style="list-style-type: none"> • Siebert et al. (2014). A mixed methods approach to investigating food safety behavior in a sample of Native American and Hispanic caregivers of young children. Journal of Food Research, 3(5), 59-72. [for small group activity] 	<p>Brief lecture</p> <p>Small group activity</p> <p>Questions and discussion</p> <p>Team meeting</p>
<p>3/23/21 (wk #10) (no live-session)</p>	<p>Well-Being Break</p>	<p>Relax and Recharge!</p>	
<p>3/30/21 (wk #11)</p>	<p>Quantitative Data Analysis I</p> <ul style="list-style-type: none"> • Descriptive Statistics • Describe Data Using Excel 	<p>Read-11:</p> <ul style="list-style-type: none"> • Grinnell & Unrau (2018). Quantitative data analysis. In Social Work Research and Evaluation (11th Ed.) (Chapter 20, pp. 526-548). <p>Watch-11:</p> <ul style="list-style-type: none"> • Excel tutorial: https://support.office.com/en-us/article/create-a-chart-from-start-to-finish-0baf399e-dd61-4e18-8a73-b3fd5d5680c2 (<1 min chart making) https://www.youtube.com/watch?v=K74_FNnIIF8 (52- min pivot table & charts tutorial) https://www.youtube.com/watch?v=4IAvbp-yVs8 (15-min data analysis) <p>Do-11:</p> <ul style="list-style-type: none"> • Li et al., (2016). Feasibility of a randomized controlled trial of self-administered acupressure for symptom management in older adults with knee osteoarthritis. [for small group activity] 	<p>DUE: Measures, research design, and sample for research proposal.</p>

		Supp-11: <ul style="list-style-type: none"> Royse (2020). Interpreting statistics and data found in research reports (pp. 319-338) 	
4/6/21 (wk #12)	Quantitative Data Analysis II <ul style="list-style-type: none"> Inferential Statistics Level of Measurement and Statistical Tests 	If not yet completed, continue readings for wk #11	
4/13/21 (wk #13)	Quantitative Data Analysis III	If not yet completed, continue readings for wk #11 Do-13: <ul style="list-style-type: none"> Young et al. (2020). Destigmatized group intervention on promoting hope of recovery: a quasi-experimental study. Kattari et al. (2016). Policing gender through housing and employment discrimination: Comparison of discrimination experiences of transgender and cisgender LGBTQ individuals. [for small group activity] Tripodi et al. (2019). Evaluating seeking safety for women in prison: A randomized controlled trial. [for small group activity] 	
4/20/21 (wk #14)	Research Proposal Presentation	Each team has 15 minutes + Q&A	Take-home exam available (4/20) DUE: 4/26/2021

CAMPUS INFORMATION AND RESOURCES

Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, [734-763-3000](tel:734-763-3000). Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW in the Office of Student Services (ndp@umich.edu) for further information.

Religious Observation

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

Health and Wellness Services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocate Nyshourn Price listed above.

Online learning and Tech support

We are using online remote teaching and learning for this class. Please refer to the handout "Online Learning Essentials" [in Canvas] to prepare yourself for online learning. Please call **734-764-HELP** or email 4help@umich.edu for general technical support with Canvas, Kaltura, Zoom or BlueJeans. Additionally, SSW-IT can be reached by emailing ssw.av@umich.edu

Proper Use of Names and Pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that she uses your correct name and pronouns. There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level).

Emergency

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu. Office of Student Services School of Social Work | Room 1748 [734-936-0961](tel:734-936-0961).

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

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 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](#).

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.

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.