



<b>Course title:</b>	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
<b>Course #/term:</b>	SW600, Section 007, Winter, 2021	
<b>Time and place:</b>	Tuesday, 9am – 12pm, Online	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundational Essentials Required	
<b>Instructor:</b>	Katrina R. Ellis, PhD, MPH, MSW	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:kahe@umich.edu">kahe@umich.edu</a>	<b>Phone:</b> (734) 615-3487
	<ul style="list-style-type: none"><li>• Include “<b>SW 600 Tuesday</b>” in the subject line of the email</li><li>• You may expect a response within 2 business days</li></ul>	
<b>Office:</b>	3849 SSWB	
<b>Office hours:</b>	Tuesdays (variable times) and by appointment; phone and videoconference (only)	
	<ul style="list-style-type: none"><li>• Schedule meetings <a href="#">via Dr. Ellis' Google Appointment Calendar</a> or email directly for alternate times</li></ul>	

## 1. Course Statement

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### a. Course description

This course will survey the distribution, determinants, and biomedical, psychological and behavioral aspects of health inclusive of physical, mental and behavioral health and disease across the life span from pre-birth to death. Social, economic, environmental, structural and cultural variations in and determinants of health, disease, and quality of life will be addressed, including the influence of factors such as race, gender, sexual orientation, geography, ability, biological, genetic and epigenetic factors. Barriers to access and utilization, geopolitical influences, environmental justice, social injustice, oppression and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior (e.g. Health Belief Model, Theory of Planned Behavior,) and structural determinants of health (e.g. Minority Stress Theory) will be

presented, including help-seeking and utilization of health services. Stress, allostatic load, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying will also be covered.

### **b. Course content**

This course will provide students with an overview of major causes of mortality and morbidity in the United States, including demographic, biological, behavioral, social, community, and epigenetic factors affecting health, disease, and quality of life. Special emphasis will be placed on risk factors and protective factors and implications for health promotion and disease prevention over the life span. A major focus of this course will be the impact of race, ethnicity, culture, gender, and sexual orientation on health and disease, as well as the effects of poverty, discrimination, and privilege on access, utilization, and quality of care. Comparative definitions and theories of health and disease, including their evolution, strengths, limitations, and implications for social work and social welfare, will be presented. Theories and research on health behavior will be examined, including cultural differences in health beliefs and practices, use of health services, and barriers to care. Research and theory on stress, coping, and adaptation to illness over the life span will be presented, including the role of social support and the impact of discrimination and privilege on health status and disease outcomes. Implications for social work practice and social policy will be addressed throughout this course.

### **c. Course objectives and competencies**

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

1. Describe the major causes of mortality and morbidity in the United States, and identify significant differences among various population groups (EPAS Competency 2,3,5)
2. Discuss the impact of diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, geography religion or spirituality, sex, and sexual orientation across the life span. (EPAS Competency 2)
3. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity. (EPAS Competency 2,3,5)
4. Discuss the ethical and social justice implications of differences in mortality and morbidity across population subgroups. (EPAS Competency 1,3,5)
5. Compare concepts and definitions of health and disease, including their evolution, strengths, and limitations, as well as the implications for social work and social welfare. (EPAS Competency 2,3)
6. Identify biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan. (EPAS Competency 2,3)
7. Explain the impact of poverty, discrimination, and privilege on health status and disease outcomes, including the ethical and social justice implications. (EPAS Competency 2,3)
8. Discuss the implications of concepts of health and disease for health promotion, disease prevention, treatment, and rehabilitation. (EPAS Competency 2,3)

9. Describe current theories and models of health behavior (e.g. substance use, smoking, exercise and nutrition) and their implications for health promotion, disease prevention, treatment, and rehabilitation (EPAS Competency 4)
10. Describe socioeconomic, cultural, and religious differences in health beliefs and practices, utilization of health services, and barriers to care. (EPAS Competency 3, 5)
11. Describe stress, strain, chronic illness impact health, coping, and adaptation as they relate to health and disease across the lifespan. (EPAS Competency 3,4)

#### **d. Course design**

This course will be held online using a combination of asynchronous and synchronous activities. Asynchronous activities are those activities you will participate in outside of class time, which may include reviewing brief recorded lectures, articles, and/or other materials, posting on discussion boards, working in groups, and completing assignments. **Synchronous (real-time) activities will take place each week on Tuesdays from 9 a.m. to 11 a.m.** These sessions will be held over Zoom. During this time, activities may include brief lectures but will mostly focus on application through small and large group discussion of readings and/or case studies and guest speakers. **Please reserve the final hour (11 a.m. – 12 p.m.) for asynchronous follow-up activities, including group work.**

#### **e. Curricular themes**

*Multiculturalism and Diversity* will be addressed throughout this course and will be highlighted in content related to cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes. The key diversity dimensions will be examined as they relate to health beliefs and health behavior.

*Social Justice and Social Change* will be addressed in content on differences in mortality and morbidity in population subgroups and access and barriers to care.

*Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the life span.

*Behavioral and Social Science Research* will be presented throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

#### **f. Relationship to social work ethics and values**

This course will address ethical and value issues related to behavioral, psychosocial, and ecological aspects of health and disease. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to health care and the social worker's responsibility to promote the general welfare of society. In

addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

### **g. Intensive focus on PODS**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. Specifically, this course addresses the following competency domains and competencies:

#### *Social Justice Vision and Actions*

- Identify and implement steps towards social justice in specific practice contexts.
- Use processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics in specific practice contexts.

#### *Conflict, Dialogue, and Community*

- Demonstrate intersectional humility in communication and interactions with others.
- Assess the advantages and disadvantages of working collaboratively within and/or across groups (defined by positionality and stigmatized status) and act accordingly
- Initiate and promote dialogue/alliance/and collaboration with others.

#### *Critical Structural Thinking*

- Analyze types, levels, and sources of power in practice contexts, theories and actions.
- Identify how inequities are manifested, maintained and reinforced in social systems, theories, processes, and social work practice of different types and levels.
- Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).
- Value and use multiple ways of knowing and constructing knowledge.
- Understand how individual, family, group, community, organizational, nationality/citizenship history, culture, positionalities, sources of power (ascribed and earned), and multiple ways of knowing shape perceptions, attitudes, cognitive processes, actions, and consequences.

*Critical Awareness, Use of Self, and Strengthening Strategies for Resilience and Generativity*

- Recognize one's own positionalities on multiple dimensions, including nationality/citizenship (the relative power of the nation) and other insider/outsider statuses.
- Recognize how these intersect with each other and change in interactions with others and in different contexts.
- Learning from those with different voices, values, and experiences, including different ways of knowing.
- Demonstrate knowledge and skills for intersectional humility.

## **2. Class Requirements**

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### **a. Text and class materials**

Gehlert, S., & Brown, T. (2019). Handbook of Health Social Work, 3<sup>rd</sup> Edition. Jossey-Bass.

[The full book is available for download for free through the University of Michigan Library website.](#)

Additional required and recommended readings, as well as multimedia including podcasts, Ted Talks, Youtube videos, etc. are posted on Canvas under Modules. Please let me know if any of the materials are inaccessible (e.g., articles are not compatible with a screen reader or videos do not include closed captions).

**b. Class schedule**

Date/Time	Agenda	Required Readings & Assignments (listed in recommended order of completion)
<p><b>Week 1</b>  January 19, 2021</p>	<p>Module 1: Course Introduction and Definitions of Health</p>	<p><b>COMPLETE:</b> Introduce yourself discussion Primary Post 1 by Thursday, January 21<sup>st</sup></p> <p><b>ATTEND:</b> Live Zoom Session January 19<sup>th</sup> at 9am</p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care"</li> <li>2. "Chapter 1: The Conceptual Underpinnings of Social Work in Health Care"</li> </ol> <p><b>COMPLETE:</b></p> <ol style="list-style-type: none"> <li>1. Schedule your "Health in the News" date</li> <li>2. Introduce Yourself – Two (2) Response Posts by Sunday, January 24<sup>th</sup></li> </ol>
<p><b>Week 2</b>  January 26, 2021</p>	<p>Module 2: Social Determinants of Health and Measurement of Health</p>	<p><b>WATCH:</b> Social Determinants of Health—An Introduction</p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Chapter 8. Community and Health"</li> <li>2. "Epidemiology: The Study of Disease, Injury and Death in the Community"</li> </ol> <p><b>ATTEND:</b> Live Zoom Session January 26<sup>th</sup> at 9am</p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Healthy People 2030 – Social Determinants of Health Literature Summary" (sign-up during class)</li> </ol> <p><b>COMPLETE:</b> Discussion + image board post on selected "Healthy People 2039 - Social Determinants of Health Literature Summary" content. Primary Post by Thursday, January 28<sup>th</sup>; Two (2) Response Posts by Sunday, January 31<sup>st</sup></p>

<p><b>Week 3</b> February 2, 2021</p>	<p>Module 3: Integrated Health and Interprofessional Practice Models</p>	<p><b>WATCH:</b> Rebecca Onie: What Americans Agree on When It Comes to Health Care</p> <p><b>READ:</b> 1. Textbook Chapter 2: “Social Work roles and Health Care Settings” 2. Textbook Chapter 9: “The Implementation of Integrated Behavioral Health Models”</p> <p><b>ATTEND:</b> Live Zoom Session February 2<sup>nd</sup> at 9am</p> <p><b>START:</b> IPE Introduction to Inter-professional Education Part 1: Online Learning Module (Opens February 8<sup>th</sup>)</p>
<p><b>Week 4</b> February 9, 2021</p>	<p>Module 4: Health Disparities – Access and Equity</p>	<p><b>WATCH:</b> David Williams: How racism makes us sick.</p> <p><b>READ:</b> 1. “Conceptual approaches to the study of health disparities” 2. “Wealth matters for health equity”</p> <p><b>ATTEND:</b> Live Zoom Session February 9<sup>th</sup> at 9am</p> <p><b>READ:</b> “Health disparities and health equity: the issue is justice.”</p> <p><b>COMPLETE:</b> Perusall-facilitated discussion of “Health disparities and health equity: the issue is justice” Primary Comment by Thursday, February 11<sup>th</sup>; Two (2) Response Comments by Sunday, February 14<sup>st</sup></p>
<p><b>Week 5</b> February 16, 2021</p>	<p>Module 5: Stigma and Addressing Health Disparities</p>	<p><b>READ:</b> 1. “Stigma as a Fundamental Cause of Population Health Inequalities” 2. “Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health”</p> <p><b>ATTEND:</b> Live Zoom Session February 16<sup>th</sup> at 9am</p> <p><b>COMPLETE:</b> IPE Reflection by February 21<sup>st</sup></p>

<p><b>Week 6</b> February 23, 2021</p>	<p>Module 6: Implicit Bias in Healthcare</p>	<p><b>START:</b> Take IAT Test and Complete First Draft of Personal Reflection on Implicit Association Test by Live Zoom Session</p> <p><b>ATTEND:</b> Live Zoom Session February 23<sup>rd</sup> at 9am</p> <p><b>READ:</b> 1. "Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review" 2. "From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence"</p> <p><b>COMPLETE:</b> Final Personal Reflection on Implicit Association Test by Sunday, February 28<sup>th</sup></p>
<p><b>Week 7</b> March 2, 2021</p>	<p>Module 7: Social Ecological Risk and Protective Factors for Health and Disease</p>	<p><b>WATCH:</b> Rishi Manchada: What Makes Us Sick? Look Upstream</p> <p><b>JIGSAW READ:</b> (Each student will read one assigned reading) 1. "How Does the Social Environment 'Get Into the Mind? Epigenetics at the Intersection of Social Psychiatric Epidemiology" <b>OR</b> 2. "Targeting Health Disparities: A Model Linking Upstream Determinants to Downstream Interventions"</p> <p><b>ATTEND:</b> Live Zoom Session March 2<sup>nd</sup> at 9am</p> <p><b>START/CONTINUE:</b> Anatomy of an Illness Paper, Part 1, due by March 14<sup>th</sup></p>
<p><b>Week 8</b> March 9, 2021</p>	<p>Module 8: Applying Theories of Health Behavior Change: Implications for Social Work Assessment</p>	<p><b>READ:</b> 1. "Chapter 7: Theories of Health Behavior" 2. "Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century's End"</p> <p><b>ATTEND:</b> Live Zoom Session March 9<sup>th</sup> at 9am</p> <p><b>COMPLETE:</b> Anatomy of an Illness Paper, Part 1, due by March 14<sup>th</sup></p>



<p><b>Week 9</b> March 16, 2021</p>	<p>Module 9: Multi-level Evidence-Based Health Behavior Change Strategies and Pharmacology Competencies</p>	<p><b>WATCH:</b> Dan Ariely: How to Change Your Behavior for the Better</p> <p><b>JIGSAW READ:</b> (Each student will read one assigned reading) 1. "Health by Design: Interweaving Health Promotion into Environments and Settings" <b>OR</b> 2. "Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems"</p> <p><b>ATTEND:</b> Live Zoom Session March 16<sup>th</sup> at 9am</p>
<p><b>Week 10</b> March 23, 2021</p>	<p>Wellness Day</p>	<p><b>No class or content this week</b></p>
<p><b>Week 11</b> March 30, 2021</p>	<p>Module 10: Social Construction of Illness and Meaning Making</p>	<p><b>READ:</b> 1. "The Social Construction of Illness: Key Insights and Policy Implications" 2. "Disability Through a Native American Lens: Examining Influences of Culture and Colonization"</p> <p><b>ATTEND:</b> Live Zoom Session March 30<sup>th</sup> at 9am</p> <p><b>COMPLETE:</b> Video Case Study Presentation by April 4<sup>th</sup></p> <p><b>WATCH:</b> Video Case Study Presentations (on Canvas)</p>
<p><b>Week 12</b> April 6, 2021</p>	<p>Module 11: Common Chronic Disease and Conditions in Social Work Practice – Part I</p>	<p><b>WATCH (Choose 1):</b> Peter Attia: What if We're Wrong <b>or</b> Noel Bairey Merz: The Single Biggest Health Threat Women Face</p> <p><b>ATTEND:</b> Live Zoom Session April 6<sup>th</sup> at 9am</p> <p><b>READ:</b> 1. "Chapter 15: Families, Health, and Illness" 2. "Chapter 20: Chronic Disease and Social Work, Diabetes, Heart Disease, and HIV/AIDS"</p> <p><b>COMPLETE:</b> Perusall-facilitated discussion of</p>

		Overview of the Family Systems-Illness Model, Psychosocial Types of Illness, and Time Phases of Illness (p. 332-338, Chapter 15) Primary Comment by Thursday, April 8 <sup>th</sup> ; Two (2) Response by Sunday, April 11 <sup>th</sup>
<b>Week 13</b> April 13, 2021	Module 12: Common Chronic Disease and Conditions in Social Work Practice – Part II	<p><b>READ (Choose 1):</b></p> <ol style="list-style-type: none"> <li>1. Chapter 16: Social Work with Children and Adolescents with Medical Conditions</li> <li>2. Chapter 17: Social Work with Older Adults in Healthcare Settings</li> <li>3. Chapter 18: Nephrology Social Work</li> <li>4. Chapter 19: Oncology Social Work</li> <li>5. Chapter 21: Social Work and Genetics</li> <li>6. Chapter 22: Pain Management and Palliative Care</li> <li>7. Chapter 23: End-of-Life Care</li> </ol> <p><b>ATTEND:</b> Live Zoom Session April 13<sup>th</sup> at 9am</p> <p><b>COMPLETE:</b> Discussion board post on selected chapter from options for today. Primary Post by Thursday, April 15<sup>th</sup>; Two (2) Response Posts by Sunday, April 18<sup>th</sup></p>
<b>Week 14</b> April 20, 2021	Module 13: Religion and Spirituality in Health Care, the Future of Medical Social Work and Course Wrap-Up	<p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. “Chapter 13: Religion, Belief, and Spirituality in Health Care”</li> <li>2. “Is there a social worker in the house? Health care reform and the future of medical social work.”</li> </ol> <p><b>ATTEND:</b> Live Zoom Session April 20<sup>th</sup> at 9am</p> <p><b>COMPLETE:</b> Anatomy of an Illness Paper Part 2 by April 27<sup>th</sup></p>

### c. Assignments

All assignments are due at by 11:59pm unless otherwise noted.

Assignment	Due date	Percent of overall grade
<b>Discussions and Annotations</b>		<b>25%</b>
Module 1: Introduce Yourself Discussion Post	Primary Post: January 21 <sup>st</sup> Two Response Posts: January 24 <sup>th</sup>	5%
Module 2: Social Determinants of Health Literature Summary Discussion + Image Post	Primary Post: January 28 <sup>th</sup> Two Response Posts: January 31 <sup>st</sup>	5%
Module 4: Perusall-facilitated discussion of "Health disparities and health equity: the issue is justice"	Primary Comment: February 11 <sup>th</sup> Two Response Comments: February 14 <sup>th</sup>	5%
Module 11: Perusall-facilitated discussion of Overview of the Family Systems-Illness Model, Psychosocial Types of Illness, and Time Phases of Illness (p. 332-338, Chapter 15)	Primary Comment: April 8 <sup>th</sup> Two Response Comments: April 11 <sup>th</sup>	5%
Module 12: Common Chronic Diseases and Conditions in Social Work Practice – Part II Discussion Post	Primary Post: April 15 <sup>th</sup> Two Response Posts: April 18 <sup>th</sup>	5%
<b>Group Presentations</b>		<b>15%</b>
Health in the News	Variable Dates (see Sign-Up sheet from Week 1)	7.5%
Video Case Study	April 4 <sup>th</sup>	7.5%
<b>Personal Reflections</b>		<b>20%</b>
IPE Reflection	February 21 <sup>st</sup>	10%

Implicit Association Test Reflection	First Draft: February 23 <sup>rd</sup> (before class)  Final Version: February 28 <sup>th</sup>	10%
<b>Anatomy of an Illness Paper</b>		<b>40%</b>
Part 1	March 14 <sup>th</sup>	20%
Part 2	April 27 <sup>th</sup>	20%

### ***Brief Assignment Descriptions***

See Canvas for full assignment descriptions and associated rubrics.

**Discussions and Annotations:** Students will complete 3 discussion boards and 2 Perusall-facilitated discussions over the course of the semester. Discussions and annotations are opportunities to apply what you are learning to social work practice and offer opportunities to get to know and to work collaboratively with one another. Discussion board posts and Perusall annotations are expected to each be a minimum of 75 words.

**Group Presentations:** Students will complete two group presentations: 1) a maximum 4-minute video case study (to be posted on Canvas) and a maximum 10-minute group presentation about media coverage of a health issue.

**Personal Reflections:** Students will complete 2 personal reflections. The first personal reflection will be completed with respect to students' engagement in an online interprofessional education (IPE) module. The second personal reflection will be completed with respect to students' experience completing one or more implicit association tests (IATs). Each personal reflection will be a maximum of 2 pages, double-spaced, with 12-point font and 1-inch margins.

**Anatomy of an Illness Paper:** Students will complete a 2 part assignment in order to gain an understanding of the nature and distribution of a particular physical, mental or

#### **d. Attendance and Class Participation**

Students are encouraged to attend all Zoom classes and participate; however, attendance is necessary but not sufficient for engaging fully in course material. Participation is assessed by level of engagement in the course, including taking part in group activities, providing feedback to colleagues, asking questions, and contributing to class discussions. Unapproved and disruptive use of technology (e.g., phones and laptops) is not acceptable (see "Electronic Devices" in section g below for more information).

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. All students are welcome to enable 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.

If personal or professional circumstances require your absence from class or tardiness, please contact the instructor. If you are absent from a class, you are responsible for learning the material and submitting any assignments due that day. You will also be asked to complete a brief (1/2 page) reflection on the day's materials to ensure you are up-to-date with course content. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

**e. Grading**

Grading policy of this class closely follows the [Policies on Grades in Academic Courses and in Field Instruction](#). Grading for this course follows the following criteria.

Letter grades from A through E are given for class performance. 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.

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Your grade will be a reflection of both your effort and the quality of your engagement and assignments. Key grading criteria include: a) thoroughness and completeness of content; b) clarity and logic of presentation; c) evidence of critical thought and self-reflection; and d) writing and editing quality.

**Assignment Grade Dispute Process.** If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting Dr. Ellis. Disputes must be explained in writing (not verbally), must be specific, and must be based on substantive arguments (or mathematical errors). General references to “fairness” are not adequate explanations for disputes. I reserve the right to re-read, and re-grade, the work in its entirety in the case of a grade dispute. The grade may be adjusted upwards or downwards. See also: MSW Student Guide policies on [Grades in Academic Courses](#)

[and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

**Late Assignments / Exams.** Meeting deadlines, planning ahead and timeliness in completing tasks are all important in demonstrating competencies. Assignments are due at or before the dates listed on the syllabus. Unless this is due to an unexpected event/emergency, a formal request needs to be made to the instructor at least 72 hours (3 days) in advance of the due date. Unless otherwise noted on specific assignments, late deductions will be one percentage point for each day/partial day after the due date/time.

#### **f. Class Recording and Course Materials**

As the instructor, I will record our live Zoom sessions and post them on Canvas for those who are unable to attend or those who would like to review the material. The recording will only be shared with students and instructors associated with the course. If you do not wish to be recorded, you may opt to keep your camera off, participate by audio or chat-function only, and change your name in Zoom to a pseudonym. Audio and video recording of in-class lectures and discussions by anyone else 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. Additional information on class recordings can be found on the [Recording and Privacy Concerns FAQ](#).

#### **g. Electronic Devices**

In consideration of your classmates and your own learning, please be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use. If you must be on call for personal or work reasons, let callers know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus and your level of productivity. Computer use during class time that supports the mission of the course is encouraged.

#### **h. Writing Skills and Expectations**

Strong writing and communication skills are essential to students' academic success and professional career. I will consider writing quality in grading. Proofread written work

carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Assignments should be submitted using [APA style 7](#) formatting unless otherwise notes.

The Writing Skills/Study Skills Coordinator for the School of Social Work is open to meeting with students during the writing process. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. The Writing Coordinator's office is housed within the Career Services Office. For more information, please see the [SSW Writing Assistance website](#).

The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

Here are a two additional campus resources (there may be others):

- [English Language Institute](#)
- The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. Please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can [register with them online and schedule an appointment](#).

Finally, [Purdue University's OWL website](#) is an excellent resource for general writing and formatting advice.

#### **i. Communication with Dr. Ellis**

Email is the best way to reach the Dr. Ellis. Please anticipate 24 hours for a response Monday-Friday, 9:00am-5:00pm. Weekend emails may have a longer response time. [Professional email etiquette](#) (e.g., formal greetings, full sentences, professional tone) is expected. Please address the instructor as "Dr. Ellis" or "Professor Ellis" in written and oral communication. Include "**SW 600 Tuesday**" in the subject line to help ensure that your email is seen in a timely manner.

#### **j. Accommodations for Students with Disabilities**

If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as list of appropriate accommodation forms, is [available here](#). Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

## k. 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](#).

## l. Health-Related 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.

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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*