



<b>Course title:</b>	Children and Youth Services and Social Policies	
<b>Course #/term:</b>	SW 633, Section 003, Winter 2021	
<b>Time and place:</b>	Wednesdays, 2-5pm, Virtual	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	SW 530 or permission of instructor	
<b>Instructor:</b>	Briana Starks, LLMSW	
<b>Pronouns:</b>	She / her/ hers	
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	You may expect a response within 48 hours	
<b>Office:</b>	Virtual	
<b>Office hours:</b>	By appointment only	

## 1. Course Statement

### a. Course description

This course will critically analyze the various social services and policies that provide developmental, preventive, treatment, and rehabilitative services aimed at children and youth and their families. The role of social services in the broad context of both formal and informal systems that influence the life course of children and youth will be addressed. This course will examine how services are articulated at various levels of intervention and in policies and regulations and how this affects the ethical practice of social workers and other family and child serving professionals. Particular emphasis will be placed on services provided by community-based agencies, child welfare services, and the juvenile justice system. Students will develop critical frameworks for assessing the strengths and weaknesses of the policies and organization and delivery of child-oriented social services based on behavioral and social science research and through the lens of multi-culturalism and social justice values. In addition, illustrative cross-national comparisons of services and policies for families with children and youth will be examined. The course will address the key diversity dimensions "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation."

## **b. Course content**

Substantive service and policy focal areas in this course are listed below. These areas will be critically analyzed in terms of the four curricular themes: multiculturalism and diversity; social justice and social change; promotion, prevention, treatment, and rehabilitation; and behavioral and social science research and with an analysis of the policy and services implications of power, privilege, oppression, diversity, and social justice.

- ❖ Indicators of the well-being of children and families in the United States, including historical domestic and cross-national comparisons
- ❖ Approaches to policy analysis and the legal and service delivery frameworks that shape child and youth policies, programs and services
- ❖ Family violence, child protective services and domestic violence
- ❖ Family support services, including income support, childcare, Head Start, home visiting programs, and family support centers and early childhood education
- ❖ Policies and service programs designed to encourage positive youth development, including school-based programs
- ❖ Child Protective Services (including family preservation, foster care, group residential care, kinship care, adoption and guardianship)
- ❖ Juvenile justice
- ❖ Child health and mental health services and policies
- ❖ Alternative solutions and future outlooks

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

Upon completion of the course:

1. Students should be able to demonstrate knowledge of the policies that govern services to Children & Youth and their Families in Society in the following areas:
  - a. Specify and critique the philosophies and ideologies that guide the development of policy instruments and service arrangements for children, youth and their families
  - b. Specify and critique how the current policy frameworks (at the federal, state, and local levels) reflect society's social construction of the child, youth and family (e.g. do not take into account variant family/caretaking forms and structures)
  - c. Specify and critique the laws, regulations and judicial interpretations that govern the delivery of social services to children, youth, and families
  - d. Specify and critique the outcomes and implications of current policies for children, youth, and families

- e. Specify and critique the funding mechanisms that are available to provide services to children, youth, and families
  - f. Demonstrate understanding of how the structure and historical development of policies maintain systems of power, privilege and oppression
  - g. Develop the ability to identify how inequitable power is manifested on various dimensions of children, youth, and their families and how these dimensions interact with each other.
  - h. Show an understanding and the ability to critique how current policy frameworks work to promote social justice or oppression.
  - i. Demonstrate critical analysis using cross national comparisons (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
2. Students should demonstrate knowledge of how the current service delivery system disrupts or supports the oppression, discrimination, and injustice of children, youth, and their families. and articulate alternative design possibilities in the field of Children & Youth and their Families in Society to address such problems as:
    - a. Level and type of attention to the basic needs of families (promotion)
    - b. Lack of prevention as a focus of the service system
    - c. Lack of social services attached to concrete provision
    - d. Unequal distribution of services based on the current policy framework
    - e. Racial and ethnic disparities among those who enter the system and the differential ways in which they are served
    - f. Structural discontinuities in the public vs. private provision of services (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS)
  3. Students should demonstrate in depth knowledge and the ability to apply evidence-based programming and professional knowledge in the design and implementation of comprehensive, culturally responsive services for children, youth, and families. Students should be able to critique evidence-based programming in terms of its cultural framing and how power and inequities are being initiated and reinforced. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 8.IP, 8.SPE, 8.CO, 8.MHS)
  4. Students should demonstrate in depth policy analysis research in one or more of the specific areas of services and policies to children, youth, and their families, be it family support services, child protection, foster care, juvenile justice, or the like. (Practice Behaviors 8.IP, 8.SPE, 8.CO, 8.MHS)

**d. Course design**

This course will be taught using lectures, visiting lecturers, class and small group discussion and exercises, media, and class projects and papers.

**e. Curricular themes**

- ❖ *Theme Relation to Multiculturalism & Diversity:* Multiculturalism and Diversity will be addressed through, for example, discussion of the diverse client populations of the service systems covered in the course. In addition, the design of programs and how they are or are not responsive to the varying cultural and ethnic circumstances of their clients is addressed. Special child and family policy needs related to issues of poverty, race, ethnicity, discrimination, family structure, and other differences are also considered.
- ❖ *Theme Relation to Social Justice:* Social Justice and Social Change will be addressed by considering the differential impact of child, youth, and family policy and services on the poor, race and ethnic groups, and gay, lesbian, bisexual, and transgender youth; by identifying the mechanisms in these policies and services that support privilege and oppression; and by developing an awareness of ways to promote social justice goals within these systems.
- ❖ *Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:* Promotion, Prevention, Treatment, and Rehabilitation will be addressed by examining the continuum of care present or ideally needed in the programs and services provided to children, youth, and their families.
- ❖ *Theme Relation to Behavioral and Social Science Research:* Behavioral and Social Science Research will be addressed through review of studies and academic literature on, for example, the changing demographics that affect demand for services, and the effectiveness of services and policies for children, youth, and their families.

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

This course will cover the complexities of ethical dilemmas as they relate to services and policies for children and youth populations, as well as the ways in which the professional Code of Ethics may be used to guide and resolve value and ethical issues. In particular, this course will review the ethics and values related to confidentiality, self-determination, and respect for cultural and religious differences. The course includes consideration of the social worker's responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination; equal access to resources, services, and opportunities; and advocacy for changes in

policy). In addition, ethical concerns of special importance to social work with children and youth will be covered, such as the child's ability to report and understand at various levels of development, conflicts between the child's best interest and the family's best interest, and ethical issues related to the treatment of minors.

**g. Intensive focus on PODS**

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

## 2. Class Requirements

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**a. Text and class materials**

Required Reading

- ❖ All required readings will be uploaded onto the Canvas course site (SW 633 Sec.003, W21), in the “Files” section, organized by class session. (If you have problems with the Canvas site, please call 844-329-3130).

Lectures:

- ❖ All of my lectures are accompanied by PowerPoint presentations, which are uploaded into canvas one-day prior to each class.

Recommended (but not required) Textbook

- ❖ Jenson, J. M. & Fraser, M. W. (2016). *Social policy for children and families: A risk and resilience perspective* (3rd Edition). Thousand Oaks: Sage Publication

Recommended Media

- ❖ The New York Times (or Los Angeles Times, Washington Post, etc.) The NYT is available online at <http://www.nytimes.com>. Very inexpensive student

subscription rates are also available. I believe members of the Ann Arbor District Library can also have free access to the NYT.

- ❖ National Public Radio.
- ❖ PBS, NewsHour.

Recommended Resources

There are a number of excellent organizations that provide the latest information and research in a variety of areas of child, adolescent and family well-being and policy. You should know that these organizations exist, know the basic information contained on their websites, and should turn to them often during your careers. To get you started, please familiarize yourself with the following sources. Feel free to suggest others as you discover them during the semester!

- ❖ American Institute for Research (AIR). <http://www.air.org/>
- ❖ Annie E. Casey Foundation <http://www.aecf.org/>
- ❖ Child Trends <http://www.childtrends.org/>
- ❖ Forum on Child and Family Statistics. Child Stats <http://www.childstats.gov/index.asp>
- ❖ Kaiser Family Foundation <http://kff.org/>
- ❖ Kids Count <http://datacenter.kidscount.org/locations>
- ❖ Urban Institute Research <http://www.urban.org/research>

**b. Class schedule**

c.

Date	Topic	Assigned Readings
Jan. 20 <sup>th</sup>	Course overview and Introduction	<u>Canvas Readings</u> <ul style="list-style-type: none"> <li>• Review syllabus and course materials</li> </ul>
Jan. 27 <sup>th</sup>	Creating context: the children and youth services environment, policy frameworks	<u>Canvas Readings</u> <ul style="list-style-type: none"> <li>• Staller, K. M. (2009). <i>Social problem construction and its impact on program and policy responses</i>. In Kamerman, S.B., Phipps, S. &amp; Ben-Arieh, A. (Eds). <i>From Child Welfare to Child Well-being: An international perspective on knowledge in the service of making policy</i>. Springer</li> <li>• Eversman, M.H. &amp; Bird, J.D.P. (2017). <i>Moral panic and social justice: A guide for analyzing social problems</i>. <i>Social Work</i>, 62, 29-36.</li> </ul>

		<ul style="list-style-type: none"> <li>Moore, K. A., Brown, B. V. and Scarupa, H. J. (2003). <i>The uses (and misuses) of social indicators: Implications for public policy</i>. Child Trends.</li> </ul> <p style="text-align: center;"><b>First Reflections Due on Canvas</b></p>
Feb. 3 <sup>rd</sup>	<p>Trauma, toxic stress, poverty, risk &amp; resilience</p> <p style="text-align: center;"><b>Guest Speaker</b></p>	<p><u>Canvas Readings</u></p> <ul style="list-style-type: none"> <li>Blakemore, E., (2018), <i>Should Childhood Trauma be Treated as Public Health Crisis?</i> NPR Public Health</li> <li>Shonkoff, J.P., Garner, A.S., <i>The Lifelong Effects of Early Childhood Adversity and Toxic Stress</i>. Pediatrics, Vol. 129, 232–246, (2012)</li> <li>Woods-Jaeger, B.A., Cho, B., Sexton, C., Slagel, L., Goggin, K., <i>Promoting Resilience: Breaking the Intergenerational Cycle of Adverse Childhood Experiences</i>. Health Education &amp; Behavior, Vol. 45(5) 772–780, (2018)</li> <li>Boo. (2006). “Swamp Nurse.” The New Yorker</li> </ul> <p style="text-align: center;"><b>Complex Problem Identification Due on Canvas</b></p>
Feb. 10 <sup>th</sup>	<p>Child Welfare Part 1: Protection, Prevention, in- home intervention</p> <p style="text-align: center;"><b>Reading Group 1 Presents</b></p>	<p><u>Canvas Readings:</u></p> <ul style="list-style-type: none"> <li>Children’s Bureau. (2015). <i>Major Federal Legislation Concerned with Child Welfare, Protection, and Adoption</i>.</li> <li>Michigan Child Protective Services Law (1975 and current)</li> <li>Slack, K.S. &amp; Paul, J. (2017). “Child welfare policy.” In E. Dearing and E. Votruba-Drzal (Eds.), <i>The handbook of early childhood development programs, practices, and policies: Theory-based and empirically supported strategies for promoting young children’s growth in the United States</i>.</li> <li>Summary of “Family First Prevention Services Act” (2018). Alliance for Strong Families and Communities</li> </ul>
Feb. 17 <sup>th</sup>	<p>Child Welfare Part 2: Out of home care</p> <p style="text-align: center;"><b>Complex Problem Feedback Session</b></p>	<p><u>Canvas Readings:</u></p> <ul style="list-style-type: none"> <li>Bywaters, P., Brady, G., Sparks, T., Bos, E., <i>Child Welfare Inequalities: New Evidence, Further Questions</i>, Child &amp; Family Social Work, Vol. 21, pp 369–380, (2016)</li> <li>Berrick, J. (2009). Ch. 6 <i>Quality foster care: My home for now. Take me Home: protecting America’s</i></li> </ul>

		<p><i>vulnerable children and families</i>. Oxford University Press.</p> <ul style="list-style-type: none"> <li>• Watch: Tedx- Rethinking Foster Care, Molly McGrath Tierney  <a href="https://www.youtube.com/watch?v=c15hy8dXSps">https://www.youtube.com/watch?v=c15hy8dXSps</a></li> <li>• Lurie, J., (2017). “<i>Children of the Opioid Epidemic Are Flooding Foster Homes. America Is Turning a Blind Eye.</i>” <a href="http://www.motherjones.com/politics/2017/07/children-ohio-opioid-epidemic/">www.motherjones.com/politics/2017/07/children-ohio-opioid-epidemic/</a></li> </ul>
Feb. 24 <sup>th</sup>	Mid-semester wellness break	No readings – enjoy your day!
Mar. 3 <sup>rd</sup>	<p>Education Part 1: Early Intervention, Education Funding</p> <p><b>Guest Speaker</b></p>	<p><b>Canvas Readings</b></p> <ul style="list-style-type: none"> <li>• Baker, B.D., Sciarra, D. G., and Farrie, D. (2014). <i>Is school funding fair? A national report card</i>. Education Law Center.</li> <li>• Mongeau. 2016. “<i>Why Does America Invest so Little in its Children?</i>” <i>The Atlantic Monthly</i>.</li> <li>• Zhai, Raver, and Jones. 2012. “<i>Academic performance of subsequent schools and impacts of early interventions: Evidence from a randomized controlled trial in Head Start settings.</i>” <i>Children and Youth Services Review</i> (34) 946-954.</li> </ul> <p><b>Complex Problems Worksheet is Due</b></p>
Mar. 10 <sup>th</sup>	<p>Education Part 2: Disproportionality, Promising Approaches, Discipline</p> <p><b>Reading Group 2 Presents</b></p>	<p><b>Canvas Readings:</b></p> <ul style="list-style-type: none"> <li>• Uzelac, M. &amp; Giddings, S. “<i>How this alternative learning environment is weaving social-emotional skills into their learner-centered practice. Education Reimagined.</i>” (Posted 2017) <a href="http://www.educationreimagined.org">www.educationreimagined.org</a></li> <li>• Dunbar, C. (2015). <i>For naught: How zero tolerance policy and school police practices imperil our students’ future</i>. ACLU &amp; Michigan State University.</li> <li>• Cregor, M. and Hewitt, D. (2011). <i>Dismantling the school-to-prison pipeline: A survey from the field</i>. <i>Poverty &amp; Race</i>, 20 (1): 5-7.</li> </ul> <p><b>Midterm Class Evaluation Due</b></p>
Mar. 17 <sup>th</sup>	Juvenile Justice Part 1: Diversion and Prevention	<p><b>Canvas Readings:</b></p> <ul style="list-style-type: none"> <li>• <i>Rosenheim, Zimring, Tannenhaus, &amp; Dohrn, Chapter 8 Serious and Violent Juvenile Offenders</i>. The University of Chicago Press. (1999)</li> </ul>



	<b>Guest Speaker</b>	<ul style="list-style-type: none"> <li>• <b>(SKIM)</b> <i>America’s Cradle to Prison Pipeline: A Children’s Defense Fund Report</i>. Children’s Defense Fund, (2007)</li> <li>• <i>Reskin, B., The Race Discrimination System</i>, The Annual Review of Sociology, (2012) vol 38:17–35</li> </ul>
Mar. 24 <sup>th</sup>	<p>Juvenile Justice Part 2: Incarceration, rehabilitation and disproportionality</p> <p><b>Reading Group 3 Presents</b></p>	<p><u>Canvas Readings:</u></p> <ul style="list-style-type: none"> <li>• Walker, S. (2015). <i>Lesbian, Gay, Bisexual and Transgender Youth in the Juvenile Justice System</i>. Annie E. Casey Foundation.</li> <li>• Liberman, A. M. and Fontaine, J. (2015). <i>Reducing harms to boys and young men of color from criminal justice system involvement</i>. Urban Institute.</li> <li>• Narendorf, S. C., Brydon, D. M., Santa Maria, D., Bender, K., Ferguson, K. M., Hsu, H. T., ... &amp; Petering, R. (2020). System involvement among young adults experiencing homelessness: Characteristics of four system-involved subgroups and relationship to risk outcomes. <i>Children and Youth Services Review</i>, 108, 104609.</li> </ul>
Mar. 31 <sup>st</sup>	<p>Health and Mental Health Part 1: Infant Mental Health, Health Programs</p> <p><b>Reading Group 4 Presents</b></p>	<p><u>Canvas Readings:</u></p> <ul style="list-style-type: none"> <li>• <i>Children’s Mental Health: An Overview and Key Considerations for Health System Stakeholders</i>. National Institute for Health Care Management, Issue Paper, (February, 2005)</li> <li>• Tough, P. (March 21, 2011). <i>The Poverty Clinic: Can stressful childhood make you a sick adult</i>. The New Yorker.</li> <li>• Ribaldo, J. (2016). Restoring safety: An attachment-based approach to clinical work with a traumatized toddler. <i>Infant mental health journal</i>, 37(1), 80-92.</li> <li>• Casillas, Fauchier, Derkash, and Garrido. 2016. <i>“Implementation of evidence-based home visiting programs aimed at reducing child maltreatment: A meta-analytic review.”</i> <i>Child Abuse and Neglect</i>, (53) 64-80.</li> </ul> <p><b>Final Product Description Due</b></p>
Apr. 7 <sup>th</sup>	Health and Mental Health Part 2: Intervention and	<u>Canvas Readings:</u>

	Children's Mental Health Programs  <b>Guest Speaker</b>	<ul style="list-style-type: none"> <li>• Dore, M. (2014). <i>Mental Health Care for Children and Youth</i>. In Mallon &amp; Hess Child Welfare for the 21st Century. Columbia University Press.</li> <li>• Ryan, J.P. and Huang, H. (2014) <i>Substance Abuse Issues</i>. In Mallon &amp; Hess Child Welfare for the 21st Century. Columbia University Press.</li> <li>• Romeo, K. E., &amp; Kelley, M. A. (2009). Incorporating human sexuality content into a positive youth development framework: Implications for community prevention. <i>Children and Youth Services Review</i>, 31(9), 1001-1009.</li> </ul>
Apr. 14 <sup>th</sup>	Global Approaches to Children's Welfare  <b>Complex Problem Feedback Session</b>	<p><u>Canvas Readings:</u></p> <ul style="list-style-type: none"> <li>• Collins. 2017. "Europe's Child Refugee Crisis." <i>The New Yorker</i>.</li> <li>• United Nations. 2012. "Good Practices in Family Policy Making: Family Policy Development, Monitoring and Implementation: Lessons Learnt." Read pages 1-22.</li> <li>• Križ and Skivenes. 2014. "Street-level policy aims of child welfare workers in England, Norway and the United States: An exploratory study." <i>Children and Youth Services Review</i>. (40) 71-78.</li> </ul>
Apr. 21 <sup>st</sup>	Presentations	<p>End of Semester Wrap-Up</p> <p><b>Complex Problem Final Product Due</b></p>
April 26 <sup>th</sup>	<b>No Class – Background Reports Due</b>	<b>Final Background Report for the Complex Problem Assignment are Due in Canvas by 11:59pm on Monday, April 26<sup>th</sup>.</b>

## b. Assignments

You will be doing one major assignments (with several parts). Please note that I consider these assignments to be central and critical to this course. The required reading assignments for this semester are relatively light for a graduate course, however, I expect students will be allocating time **each week** to their final project. The assignments have been designed to build on the knowledge acquired in the basic foundation policy course (SW 530 Introduction to Social Welfare Policy and Services) and to engage students in applied exercises that link practice settings and real-world problems to social welfare policies and services.

**Complex Problem Project (75 percent of the final grade)** - See separate handout for specific instructions. This assignment allows students to select a complex social justice problem related to children and families and produce a product that analyzes the problem, critiques existing policies and services, and makes recommendations.

**Participation Component (20 percent of final grade)**- These assignments are designed to promote collaboration and foster a sense of community within the virtual classroom. Components that make up participation include a short 15-20 minute summary of the readings for that week done in your assigned group and presented during class, engagement in class discussions, and engagement with our guest speakers.

**Canvas Reflections (5 percent of the final grade)** – These mandatory but “pass/fail” completion grades will be posted on Canvas. They include an initial reflection, a space for discussion questions for guest speakers, and a midterm class evaluation.

#### Assignment Due Dates at a Glance

Assignment	Due date	Percent of overall grade
<b>Complex Problem Project</b>		<b>70% total</b>
Complex problem identification write-up	February 3 <sup>rd</sup>	5% (pass/fail)
Worksheet	March 17th	25%
Participation in feedback sessions	March 10 <sup>th</sup> & April 14 <sup>th</sup>	5% (pass/fail)
Final Product	April 21 <sup>st</sup>	25%
Background Report	April 24 <sup>th*</sup> 5:00pmEST	15%
<b>Participation</b>	Ongoing	<b>20%</b>
<b>Canvas Reflections</b>	January 26 <sup>th</sup> & March 10 <sup>th</sup>	<b>5%</b>
	<b>Total</b>	<b>100%</b>

**d. Attendance and class participation**

Synchronous class meetings will typically run 1.5-2 hours. As a smaller class, your attendance and participation are integral to creating a collaborative classroom community. We all have a lot to learn from one another as we come to the program with different experiences and life trajectories. As such, attendance will not be taken but is

strongly encouraged. Participation is broadly defined and includes synchronous class time as well as engaging in asynchronous content – including showing up on time/posting/submitting assignments on time and returning from breaks on time/responding to questions in a timely manner. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. For more information, please see the [Policy on Class Attendance](#) found in the MSW Student Guide.

\*Policy adapted from Leo Kattari

#### e. Grading Criteria for this Course

- A+, A or A-** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which 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** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- E** Student has failed to demonstrate minimal understanding of subject content.

#### Notes on Grading:

1. You are more than your grades! This semester will most likely be challenging in similar and different ways. As adult learners, you will get out what you put into the course, but your capacity might be impacted at any given time. Please, communicate with me if your circumstances change.
2. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level. As noted above, performance at the expected level of competence is a “B.”

3. 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.

**f. Class Recording and Course Materials**

All lectures and large group discussions will be recorded and uploaded to the course Canvas site within 24 hours of the live class time. Breakout rooms will not be recorded. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. 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. All required readings will be uploaded to the Canvas site. Readings for each week can be found in that week’s module as well as in a larger folder containing all readings.

**g. 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.

**h. Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from going to your field placement site (if applicable) 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*