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| Course title: | SW505: Diversity and Social Justice in Social Work |
| Course #/term: | [SW505, 001], [SP/SU 2021] |
| Course Website: | Canvas.umich.edu |
| Live Class Meeting: | [Tuesdays], [6-8pm] via Zoom in Canvas |
| Credit hours: | 3 |
| Prerequisites: | None |
| Instructor: | Dr. Jamie Mitchell (Dr. M, Professor Mitchell, Dr. Mitchell) |
| Pronouns: | [She, her] |
| Contact info: | Email: Mitchj@umich.edu You may expect a response within 48-72 hours |
| Office: | Online |
| Office hours: | by appointment |

1. Course Statement

a. Course description

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

b. Course objectives and competencies

- CLO 1. Recognize the extent to which structures, policies, and values may oppress, marginalize, alienate, create or enhance privilege and power (Essentials 14, 30, 33, 44).
- CLO 2. Explain the cumulative effect of structural discrimination on people with differing and multiple social identities and locations.(Essentials 11,14,29,33,38,45)

- CLO 3. Distinguish between health differences and health disparities and provide relevant examples of each. (Essential 5,11,15,30)
- CLO 4. Discuss the policy reform sought by modern social justice movements in response to police brutality. (Essential 6,13,14,30,32,44)
- CLO 5. Recognize how policy decisions at the local, state, and national levels can exclude and endanger the environmental health of citizens when their voices are not heard or heeded. (Essential 5,13,22,29,30)
- CLO 6. Utilize strategies and resources to advocate for social, economic, and environmental justice and change, while protecting human rights. (Essential 1,11,14,29,33,43)
- CLO 7. Define and apply your own positionalities and the importance of their intersections (Essential 38,42,45,46)
- CLO 8. Evaluate historical context and its current applications within the profession and practice as an ally. (Essential 6,11,15,29,39,44,45)

c. Course design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

d. Intensive focus on PODS

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

2. Class Requirements

a. Text and class materials

- All required and suggested readings will be provided on Canvas in the form of links to external sites (e.g. news, video, podcast), or PDFs. Please utilize the U-M online library for access to restricted content such as New York Times articles, or request a PDF from the professor if unavailable via U-M access.

Capacity and Resources for Online Learning:

To fully take advantage of course materials and participation, it would be ideal to have access to:

- Wifi with high speed capability for live Zoom discussion sessions, and access to Canvas modules and videos/media
- A phone, tablet, or laptop/desktop computer with a camera and audio functions to participate in synchronous class sessions and to access class materials.
- A phone, tablet or computer camera to record discussion posts and brief video assignments.

b. Class schedule

Whenever possible, necessary changes to the course calendar will be communicated via announcement in class and on Canvas at least a week in advance. Please turn on Canvas notifications. *Journals, discussions and assignments due by 11:59pm on assigned date, extensions approved by email request at least 24 hours in advance. **READINGS AND RESOURCES ARE SUBJECT TO CHANGE BASED ON RAPIDLY CHANGING NEWS-SEE CANVAS WEEKLY MODULES FOR FINAL ASSIGNED READINGS AND RESOURCES.**

| Week | Agenda | Read-Watch-Listen (SEE CANVAS FOR LINKS) | Activities |
|---------------|--|--|---|
| Week 1 | Resources for Understanding Critical Race Theory and Anti-Racism | Video: Faculty and Course Introduction Reading: Racial Equity Tools Glossary Podcast: The Author of “White Fragility” doesn’t think most white people care about racial injustice Reading: What is Critical Race Theory-Context behind Trump’s Attack | DEBRIEF DISCUSSION #1 JOURNAL ASSIGNMENT #1: ANTI-RACIST PARENTING |
| Week 2 | Culture | Video: What is Culture? Reading: NASW Code of Ethics Video: Cultural Appropriation vs Appreciation Reading: Cultural Relativism Article: Why Cultural Competence in Social Work is a Vital Skill | DEBRIEF DISCUSSION #2 |
| Week 3 | Intersectionality | Video: Unpacking Intersectionality Video: A Conversation with Nkemka Anyiwo: Exploring the Intersection of Youth, Race, Gender, and Media Article: The intersectionality wars Article: Why Our Feminism Must Be Intersectional *Refer to canvas for other required readings | DEBRIEF DISCUSSION #3 JOURNAL ASSIGNMENT #2: LGBTQ+ & DISCRIMINATION |
| Week 4 | Closing the Health Gap | Video: Social and Cultural Determinants of health Article: Health Equity: Eradicating Health Inequalities for Future Article: Race gaps in COVID-19 deaths are even bigger than they appear Article: The Fullest Look Yet at the Racial Inequity of Coronavirus | DEBRIEF DISCUSSION #4 |

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| | | *Refer to canvas for other required readings | |
| Week 5 | Future Implications for Closing the Health Gap | <p>Video: A Conversation with Jaclynn Hawkins: Social Determinants of Health for Men of Color</p> <p>Reading: Strengthening Health Care Systems: Better Health Across America</p> <p>Reading: A Social Worker's Perspective- Why COVID-19 is helping Social Workers turn the corner</p> <p>Article: Racism as a Public Health Crisis: Increasing Awareness through Access to Research</p> <p>Article: Building a New Normal: Strategic Actions for Health Equity in a Post Pandemic World</p> | <p>DEBRIEF DISCUSSION #5</p> <p>JOURNAL ASSIGNMENT #3: HEALTH DISPARITIES ASSOCIATED WITH AGING WHILE INCARCERATED</p> |
| Week 6 | End Homelessness | <p>Video: Housing Inequality</p> <p>Video/ Reading: She's 10, Homeless and Eager to Learn. But she has no internet</p> <p>Article: Nowhere to Go: Homelessness among formerly incarcerated people</p> <p>Article: She's 91 and Is Being Kicked Out of Her Apartment</p> <p>Video: Home Saves Your Life: Bill's Story</p> <p>Video: Gray Tsunami: More seniors filling homeless shelters</p> | <p>DISCUSSION DEBRIEF #6</p> <p>JOURNAL ASSIGNMENT #4: TA-NEHISI COATS ON THE CASE FOR REPARATIONS AND DISCRIMINATION IN HOUSING AND LAND CONTRACTS</p> |
| Week 7 | Future Implications for Ending Homelessness | <p>Reading: End Homelessness Grand Challenge</p> <p>Article: home health and Homelessness are Connected-Medically</p> <p>Video: What Happens If You Can't Pay Rent?</p> | DEBRIEF DISCUSSION #7 |
| Week 8 | Environmental Justice | <p>Video: Environmental Justice</p> <p>Article: What is Environmental Justice?</p> <p>Article: 10 egregious examples of environmental racism in the US</p> <p>Article: Environmental Justice: The Intersection of Social Equality and Environmentalism</p> <p>*Refer to canvas for other required readings</p> | <p>DEBRIEF DISCUSSION #8</p> <p>JOURNAL ASSIGNMENT #5: ENVIRONMENTAL INJUSTICES AND HEALTH</p> |
| Week 9 | Economic Inequality | <p>Video: Economic Inequality</p> <p>Article: Axios: 10 myths about the racial wealth gap</p> | DEBRIEF DISCUSSION #9 |

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| | | <p>Article: College Made Them Feel Equal, The Virus Exposed How Unequal Their Lives Are.</p> <p>Article: Why I paid \$50,000 for a Year of Child Care</p> <p>Podcast: What would it take to end child poverty in America</p> <p>Video: Explained Racial Wealth Gap</p> | <p>JOURNAL ASSIGNMENT #6: ADDRESSING INEQUITIES WITHIN THE EDUCATION SYSTEM</p> |
| Week 10 | Future Implications for Reversing Economic Inequality | <p>Reading: Reversing Extreme Inequality Grand Challenge</p> <p>Article: Teaching About King’s Radical Approach to Social Justice</p> <p>Article: Is Economic Inequality Really a Problem?</p> | <p>DEBRIEF DISCUSSION #10</p> <p>JOURNAL ASSIGNMENT #7: BARRIERS & HARDSHIPS OF IMMIGRATION</p> |
| Week 11 | Policing & Community Relations | <p>Video: Police and Community Relations</p> <p>Reading: How did we get here?</p> <p>Article: A Teenager Didn’t Do Her Online Schoolwork: So a Judge Sent Her to Juvenile Detention</p> <p>Article: What is Owed</p> <p>*Refer to canvas for other required readings</p> | <p>DEBRIEF DISCUSSION #11</p> <p>JOURNAL ASSIGNMENT #8: POLICING IN AMERICA-GEORGE FLOYD</p> |
| Week 12 | Resources & Activities for Allyship | <p>Video: Allyship</p> <p>Reading: 4 tips for talking to people you disagree with</p> <p>Article: Calling In: A Quick Guide on When and How</p> <p>Article: Teaching Tolerance—Speaking Up Without Tearing Down</p> <p>Article: I’m a Black Feminist. I Think Call-Our Culture is Toxic</p> <p>Reading: The University of Chicago’s Anti-Safe-Space Letter Matters</p> | <p>DEBRIEF DISCUSSION #12</p> |
| Week 13 | Course Wrap-Up | Life Trajectory Project Presentations | |

c. Assignments

| Assignment | Points | % | Details |
|-------------------------------|---------------------------|-------------|-------------------------------------|
| Live Meeting Participation | 13 x 10 points=130 points | 43% | See Rubric |
| Discussion | 12 x 5 points= 60 points | 20% | See Canvas for Topics and due dates |
| Journal Assignment | 8 X 10 points =80 points | 27% | See rubric and templates |
| Life Trajectory Final Project | 30 points | 10% | See rubric |
| Total | 300 points | 100% | |

Journal Assignments Rubric (submitted via Canvas only)

| Criteria | Exemplary Performance | Points |
|----------------------------|--|-----------|
| Accuracy | Paper represents the authors' ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author's argument(s). | 3 |
| Argument | Paper fully meets requirements of assignment. Explores implications of chosen ideas for the assigned topic in thoughtful and/or original ways. Makes convincing and personalized case for why selected key ideas connect and/or contradict texts, class discussions, and/or lectures. | 5 |
| Clarity and Presentation | Consistently precise and unambiguous wording, clear and lucid sentence structure. Minimal use of quotations, first-person perspective is effectively framed in the text and explicated where necessary. Paper is clean, correctly formatted in APA style 6 th edition (12-point font, Times New Roman or Arial, normal margins), and written in full sentences. All citations are properly attributed and cited in a consistent style. Virtually no spelling or grammatical errors. | 3 |
| Total (per journal) | | 10 |

Discussion Posts Guidelines

- Discussion posts are worth 5 points and will be graded based on the following criteria.
- Students will be expected to complete the prompt(s) presented as well as to critically respond to the number of peers identified in each discussion post instructions in a manner that pushes the discussion further.

| Criteria | Full Credit | Partial Credit | No Credit |
|--|--|---|---|
| Quality of comments | Thoughtful, reflective, and respectful of others | Responds but with minimal effort (“I agree with Bill...”) | Did not post |
| Relevance of comments | Answered the focus questions | Did not respond to prompts | Did not post |
| Contribution to the learning community | Attempted to motivate group discussion by asking questions or adding multiple replies to other student comments and/or engaged colleagues in a multiple response back-and-forth exchange | Provided one or two replies to other students; never returned to engage in a discussion after the first reply | Provided no feedback to fellow students |

Life Trajectory Rubric: 1000 Words of Text and 1 Visual Component

| Component | Criteria | Points |
|---|---|--------|
| Introduction | Introduce your interviewee and lead with a compelling quote, statement, story or other feature from your conversation. | 5 |
| Contextual set up | Clearly establish where the story begins (early, middle, late life etc.) and set your interviewee's experiences in socio-historical context. | 5 |
| Conceptual integration from "Toxic Inequality", online material or other course discussions | This trajectory should include the ways that equity relating to broader social structures (e.g. education, criminal justice, etc.), policies, and institutions, discrimination and/or privilege, generational disadvantage or wealth, health or disability, social and cultural networks and all manner of challenges and opportunities have shaped their opportunities for personal and professional growth and fulfillment. | 10 |
| Life Lessons | What lessons, experiences, or new ways of thinking around your interviewee's life story can readers learn from? What specific aspects of your interviewee's experiences might have relevant implications for practice and policy? | 5 |
| Grammar and Tone | Language should be professional but genuine/authentic. The storytelling should be engaging, clear and coherent. Complex topics should be communicated sensitively, protecting the identity of interviewees, and using language that the general public can understand. | 2.5 |
| Visual Component | Up to 3 power point slides of images, art, timelines, other forms of real or representative visuals depicting themes or events of interviewee's life. Provide a brief description in "notes" section of slides describing items. | 2.5 |
| Total | | 30 |

Live Meeting Participation Guidelines

Both class attendance and active, purposeful, and high quality participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric below: Points are per session.

| Criteria | Exemplary Performance | Points (50 max) |
|-------------------------------------|--|--------------------|
| Frequency of participation in class | Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners. | 2 |
| Quality of comments | Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. | 5 |
| Listening Skills | Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner. | 3 |
| Total | | 10 |

d. Attendance Policy and Live Class Participation

See above rubric for specifics of session engagement.

“Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.”

Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide. No make up assignments are offered. Here is the information that you might want to consider:

Both online class attendance and active purposeful participation in “live” and asynchronous class discussion and activities are paramount for the successful completion of

this course. As a reflection of this importance, 20% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each online class for the entire time period and adhere to the schedule of activities. Prompt start time for online class is expected; those who log on late miss important information and disturb others.

Please be mindful of and adhere to the following course policies and considerations:

- (1) Be present at the beginning of “live” class sessions when attendance is recorded and remain for the duration of “live” class sessions. Please also return promptly after breaks. Feel free to mute sound and video during online “live” session breaks.
- (2) The instructor reserves the right to deduct 5% from the student’s final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
- (4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
- (5) In order to be courteous to classmates and reduce background noise, please use the **MUTE** function on zoom during “live” sessions. Students should also aim to be discrete in their use of tablets, phones or other portable devices not related to class engagement, while on “live” online sessions, so as not to disturb the class.
- (6) Audio and video recording of virtual online lectures and discussions is prohibited without the advance written (email) permission of the instructor. **Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation via email from the University’s Services for Students with Disabilities (SSWD) before the end of the second week of classes. Students should feel comfortable to share their experiences in our virtual community either “live” or in discussion boards without fear of their vulnerability being violated through the unauthorized sharing of their voices, written words or likeness outside of our course community.**
- (7) In addition to attending online class sessions, students are expected to be prepared to *actively* participate in their learning process. This includes posing questions &

comments to the professor & other students. Using “live”, chat, and discussion board features, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing online assignments, & participating in class exercises and activities.

- (8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions in our various online formats (e.g. only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
- (9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel “unsafe”.
- (10) Class will begin “on the hour” as stated in the syllabus and schedule of classes. Please turn on canvas notifications and check email regularly in case the class schedule needs to be adjusted the day of.
- (11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present for “live” online class sessions, or submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.
- (13) Please feel free to eat and drink, and take short breaks as needed during online class sessions so long as you are “muted” and not causing a disruption to fellow learners.
- (14) Late assignments and rescheduled presentations are not accepted without pre-approval of the professor and extensions of existing due dates are provided at the discretion of your professor.
- (15) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (16) Grades will be posted to Canvas within two to three weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.
- (17) Students are expected to engage in an open and respectful dialogue, use the (online) classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points and or referral to the student conduct process.
- (18) Children, household guests, pets, and others in students’ spaces are welcome to

listen in so long as they are muted and do not disrupt others' learning. However, the course content is not guaranteed to be suitable for all listeners and learners outside of the course enrollment.

***NOTE: Students who do not adhere to the stated course policies may be asked to leave (live online) class sessions and be marked absent for the session.**

e. Grading

[Review and include a reference link to the 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](#). Here are some resources around [testing and grading from CRLT](#).

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

Assignments and class participation total 100 points for the semester.

100 -94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = E

A grade (90-100%) suggests **mastery** of material, inclusive of both deep description and analysis.

B grade (80-89%) suggests **competence** related to course material.

C grade (70-79%) suggests **familiarity** with material and is not considered adequate for professional practice.

D grade (60-69%) indicates deficiency and carries no course credit. (Below 70)

E grade (<60%) indicates failure and carry no course credit.

If students are concerned about their class performance or grade, the professor is willing to work with them to help improve their understanding of the class material or the assignments prior to the end of the semester. **Final grades assigned in the course are not negotiable.**

Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Assignments are due at or before the dates listed on the syllabus. **All assignments will be submitted on Canvas.** Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

Assignment Grade Dispute Process

If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting me. Challenges must be in writing (not verbal), must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Electronic Devices

In consideration of your classmates and your own learning, please mute all devices during online class session, in addition to using the mute button on your Zoom or Bluejeans session to minimize background noise when you are not speaking. Interruptions, no matter how brief, affect our collective ability to focus and our level of productivity.

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. Please proofread written work carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

The Writing Coordinator for the School of Social Work may be available to virtually meet with students during the writing process. Students can access this service if available, through the Career Services Office at ssw-cso@umich.edu)

Finally, Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is an excellent resource for general writing and formatting advice.

Unless otherwise noted, all assignments should be submitted using APA style formatting.

Communication with Instructor

Email is the best way to reach the instructor. Please anticipate 24-36 hours for a response Monday-Friday, 9:00am-5:00pm. Weekend emails may have a longer response time. [Professional email etiquette](#) is expected. Please address the instructor as “Dr. Mitchell,” “Dr. M,” or “Professor Mitchell” in written and oral communications. Include “**SW 505**” in the subject line to help ensure that your email is seen in a timely manner.

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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

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

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