



<b>Course title:</b>	Diversity & Social Justice in Social Work
<b>Course #/term:</b>	SW 505, Section 13*, Fall 2021
<b>Time and place:</b>	Tuesday, 2:00 p.m. to 5:00 p.m. (In-Person, SSWB B780)
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	P. Jim McEvilly, LMSW (please call me Jim)
<b>Pronouns:</b>	He/him/his
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:mcevillp@umich.edu">mcevillp@umich.edu</a> You may expect a response within 24-48 hours
<b>Office:</b>	SSWB: 2760 & Zoom
<b>Office hours:</b>	In-Person: Tuesday 12:00 p.m.-2:00 p.m. and by appointment (online/zoom)

\*Each of the SW 504 sections is focusing on a theme this semester – one of the [Social Work Grand Challenges](#). Feel free to read more about the Theme for this section which is “[Reversing Extreme Inequality](#).”

## 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 Content:

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity,

gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations, institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

### **c. Course Competencies and Objectives:**

This course addresses **Competency 4: Engage Diversity and Difference in Practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors and positionalities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

Course Objectives: Upon successful completion of this course, students will be better able to:

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

For more information on practice behaviors, see:

<https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behaviors.pdf>

#### **d. Course Design: Pedagogical Approach & Teaching Philosophy**

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.

This course promotes and integrates both classroom and what is going on in the world currently. This is done through lecture on the content, discussion and practice tools for skill development. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, podcast, videos, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work). 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. Attention will also be given to knowledge about social justice and change, and principles of change toward social justice with diverse populations. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, podcast, videos in class and/or thought discussions (on canvas or Google docs), but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions and class activities.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren't sure you see the relevance of something.

#### **f. Relationship of the Course to Social Work Ethics and Values:**

Relationship to SW Ethics and Values: The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

### **g. Intensive Focus on PODS (Privilege, Oppression, Diversity and Social Justice)**

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 social 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:**

We will not be using one primary text for this course. Instead, the assigned various resources will be

provided on Canvas at least 3 weeks in advance of when they are due . Resources will include scholarly and popular articles, book chapters, podcasts, videos, interviews, TED Talks, social media and other supplemental materials. By the end of September 2020, I plan to have all required materials posted on CANVAS. These materials are integrated into each weeks lecture/discussion topic and/or used for asynchronous work during the week. I will also post optional readings/additional supplements that may be of interest and/or assist with course assignments.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings, video's, TED talks, podcasts and other assigned materials.

In addition there are optional, asynchronous and/or shown in class modules/videos via EdX.org. You will have to create a free account. Go to <https://www.edx.org/> and click register and then search for the course titled Diversity and Social Justice. This is an online course developed by Prof. Jamie Mitchell. You may view as much of the course as you like, but will only be required to view the modules if it is on the class schedule. This account will also give you access to hundreds of other courses from around the country.

**How I organize the CANVAS site:** When you sign onto the course site, the front page gives you a brief welcome to the course and my contact information. I organize the course using

modules-one module for each class session (labeled with the week number and the date of the session-Ex. Week 1: 8/31). In each weeks module there are pages that tell you what to read, listen to, watch, optional sources, required discussions, activities to be done during the week and uploads of the PPT and any resources or supplemental materials/handouts for that class session.

All assignments will be in the assignment tab and unless otherwise noted are to be submitted to Canvas by 11:59pm on the day they are due.

Coming prepared to class:

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required asynchronous work (readings, podcasts, videos, TED talks, homework assignments. (Much of your learning will come from discussion (during the on-line and in-person classes or canvas discussion board) around the asynchronous work, lectures and activities and student presentations. As such, it is important that students in this class come prepared to critically express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and critical analysis for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from doing non-course activities when we are on-line or in-person so you can more fully participate in discussion around the material.

a. Class schedule

The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

Week	Topic	Notes
<b>Week 1</b> Aug. 31 <sup>st</sup> , 2021	Course Introduction/Critical Race Theory	Please See Weekly Canvas Modules for Session Content
<b>Week 2</b> Sept. 7 <sup>th</sup> , 2021	Access to Public Transportation and Socioeconomic Status	Please See Weekly Canvas Modules for Session Content
<b>Week 3</b> Sept. 14 <sup>th</sup> , 2021	Environmental Health Impacts and Socioeconomic Status	Please See Weekly Canvas Modules for Session Content
<b>Week 4</b> Sept. 21 <sup>st</sup> , 2021	Housing Disparities & Discrimination	Please See Weekly Canvas Modules for Session Content

<b>Week 5</b> Sept. 28 <sup>th</sup> , 2021	Intersectionality of Education & Socioeconomic Status	Please See Weekly Canvas Modules for Session Content
<b>Week 6</b> Oct. 5 <sup>th</sup> , 2021	Race, Health & Socioeconomic Status	Please See Weekly Canvas Modules for Session Content  <b>Assignment:</b> Case Study & Journal Response
<b>Week 7</b> Oct. 12 <sup>th</sup> , 2021	Intersectionality of Mass Incarceration & Economic Inequality	Please See Weekly Canvas Modules for Session Content
<b>Week 8</b> Oct. 19 <sup>th</sup> , 2021	Fall Break- NO CLASS	
<b>Week 9</b> Oct. 26 <sup>th</sup> , 2021	Barriers for Immigrant and Undocumented Populations	Please See Weekly Canvas Modules for Session Content  <b>Assignment:</b> Lighting Talk
<b>Week 10</b> Nov. 2 <sup>nd</sup> , 2021	Impacts of COVID-19 on Indigenous Populations	Please See Weekly Canvas Modules for Session Content
<b>Week 11</b> Nov. 9 <sup>th</sup> , 2021	Racial Capitalism	Please See Weekly Canvas Modules for Session Content
<b>Week 12</b> Nov. 16 <sup>th</sup> , 2021	Disability & Financial Security	Please See Weekly Canvas Modules for Session Content
<b>Week 13</b> Nov. 23 <sup>rd</sup> , 2021	Unemployment & Economic Impacts of COVID-19	Please See Weekly Canvas Modules for Session Content
<b>Week 14</b> Nov. 30 <sup>th</sup> , 2021	Economic Inequality Gap Widening: Rich vs Poor	Please See Weekly Canvas Modules for Session Content
<b>Week 15</b> Dec. 7 <sup>th</sup> , 2021	LAST WEEK OF CLASSES Future Implications for Reversing Extreme Inequality & Social Work	Please See Weekly Canvas Modules for Session Content  Assignment: Comprehensive Life Trajectory <b>OR Campaign for Social Work Grand Challenges</b>

b. Assignments

Please see our courses Canvas page for additional assignment information & rubrics.

Assignments	Due Date	Percentage
Assignment 1: Lead a QCCQ-Based Discussion (Small Group)	Schedule TBD	10%
Assignment 2: Case Study & Journal Response	October 5 <sup>th</sup> , 2021	10%
Assignment 3: Lighting Talk	October 26 <sup>th</sup> , 2021	40%
Assignment 4 Comprehensive Life Trajectory <b>OR</b> Campaign for Social Work Grand Challenges	December 10 <sup>th</sup> , 2021	40%

c. [Attendance and class participation](#)

Specific to this course, class attendance, participation and engagement are very important in this class. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend weekly sessions and be prepared to participate in a way that feels appropriate to them. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for technical, linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class.

Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. **It is my request that course participants will attend all sessions, for the scheduled amount of time.**

**HOWEVER, it is essential that we recognize the significant and impactful events that occurring within our local, national, and global communities. With this in mind, please remember that your participation is always your choice. If you are experiencing barriers to your attendance, please just let me know, it is ok! It is my goal and responsibility to have great compassion for the folx I am lucky enough to partner with in class. Things happen, life happens, and the world can be very hard. If you are experiencing difficulties or barriers to participating please contact me in whatever way you feel comfortable (ex. Before class, after class, email, office hours) and I will**

**work with you to address any barriers that I can. It is my belief and expectation that we are all dedicated professionals and advocates and that individuals will prioritize their learning and work within the context of their lives.**

All course participants are granted two absences for absolutely any reason and I do not require any notice for these absences. If a course participant misses more than two courses I request that we connect (meet in-person, converse via email) to discuss barriers and to strategize ways to ensure everyone is able to meet the learning opportunities within the course. If a course participant misses more than three courses we will meet to discuss additional learning opportunities to ensure the student can still effectively engage with the course material.

I do request that any individuals who miss a class still complete all asynchronous portions for the course (ex. Readings, surveys/quizzes, discussion posts, etc.) and access any notes from course colleagues. I am also happy to meet during office hours to discuss any questions pertaining to missed course materials.

#### d. Grading

“Good grades” are rarely the main goal or priority of a student who chooses to undertake a social work degree. And for me in the role of educator for this particular social justice class, evaluating a student on their journey toward critical consciousness feels flawed. Therefore, I want to make this explicit right away: the Assignments for this class are not designed to test, judge, or evaluate you. They are designed to be useful, healing, energizing, intellectually stimulating, and rigorous activities that invite you to explore your paths to deepened awareness, compassion, critical thinking, and self-examination. When I receive your work, this is what you can expect: 1) I will engage with your work by providing written feedback, validation, and points of critique/additional examination if/when appropriate. The learning that comes from this dialogue between us is the primary goal of each assignment. 2) I will provide a letter grade for your assignments. I will be grading only the content. Specifically, for the criteria of thoughtfulness, depth, and vulnerability. I will not grade formatting or grammar (though I will correct any errors I notice, for the sake of your learning). All assignments will be graded using the same rubric:

- A+ = if you receive an A+ on an assignment, it means that I experienced a “wow” moment when I was reading your work. Perhaps because of something very beautifully written (i.e. to recognize talent), perhaps because you pulled off something intellectually impressive (i.e. to recognize novel and productive ways of connecting ideas), or perhaps because of the depth of insight and vulnerability you express (i.e. to recognize emotional depth and bravery).



- A = if you receive an A on an assignment, it means you met all expectations - it means that your work conveyed thoughtfulness, depth, vulnerability, and rigorous engagement of course content and/or self-reflection pertaining to the assigned topic.
- A- = if you receive an A- on an assignment, it means that you answered the question/followed the instructions adequately, but your response was not as nuanced, vulnerable and/or critically engaged with the material to the degree expected, which would come through in my written feedback.
- B+ = if you receive a B+ on an assignment, it means that you did an adequate job with the points you made, but that you missed something specific or important, which would come through in my written feedback. In the unlikely event that your work does not meet the criteria for a B+, I will check in with you by email, see what the barriers are, and we will work together to resolve the issues.

**The key takeaway: you do not need to worry about getting a good grade in this course. I am making it as close to “pass/fail” as is possible within a system that requires grades, and I will not let any of you fail.**

**Late Assignment Policy:** Please communicate with me as soon as possible if you anticipate problems with a due date. And for the sake of thoroughness, please review the [Student Grievance procedures](#) and policy for [grading for special circumstances](#) in the MSW Student Guide.

#### e. 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

Additional information on class recordings can [Recording and Privacy Concerns FAQ](#):

#### f. 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. Your participation in this course is conditional upon your adherence to all safety measures

mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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](#).

#### g. 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.

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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*

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

#### a. Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for people's diversity, uniqueness and strengths and learning from each other's different perspectives and experiences. I believe that learning does not just happen once a week in the classroom and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community. My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

**I invite you to consider the following:** There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable "aha" moments occur.

As an educator, I aim to co-create accessible and trauma-informed learning spaces. I will talk more about this in our first class, but in brief, trauma-informed teaching involves three things:

- 1) **Choice** – you will always have options in this class. For example, if the list of materials for a certain week feels like too much, you can choose which to read and focus on. As it says in the "Grading and Assignments" section, you can also choose two classes to miss without needing to talk to me about it. And your final project has many options to choose from. In these ways, you can tailor your personal journey through this class, all the while scaffolding it within our collective journey.
- 2) **Flexibility** – pandemic learning demands more flexibility than usual, which means that we must all be prepared to accept with grace any unexpected changes or barriers. Deadlines for discussion posts and assignments are flexible, and you can always let me know if you need more time. Materials or weekly topics may change, if circumstances demand it.
- 3) **Transparency** – there will be a lot of open communication between us. When relevant, I will be honest and real with you about my needs and barriers, and I expect you to do the same. As I wrote in the section titled "My Teaching Style," radical authenticity is key to the way I seek to practice trauma-informed and anti-oppressive education! You cannot disappoint me as long as you are honest. And I do not believe in "laziness" or "not-working-hard-enough" (see this article titled "Laziness does not exist: unseen barriers do"), I believe everyone grows at their own pace and that barriers to individual growth cannot be separated from the oppressive structures we collectively live within.

## **Course Conduct**

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.
3. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.
4. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
5. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
6. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
7. When we share information about our groups with other members of the class, no one will devalue, or 'put down' people for their experiences
8. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain. This means that corrections are welcome and encouraged.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
10. 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 be encouraged 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
11. Students are expected to engage in an open and respectful dialogue, use the 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.

**Inclusivity Policy:** Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own

language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech and holding active regard for one another being open to diverse perspectives and ideas. I recognize that micro aggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Please bring your best and authentic selves to our classroom space.

**Emotional Content:** Material may be presented or discussed that "triggers" a personal and potential painful or negative memory and may lead to course-related denial, resistance, or overinvestment. We will work closely together as a class to create the space needed inside and outside the classroom to process welcome or unwelcome feelings, memories and experiences. It would be useful to monitor your own reactions carefully and for us to talk about strong reactions, preferably in class if they, if you deem appropriate. Otherwise, they will interfere with your learning and the dynamics of the classroom. The work we will do for this class is not easy. This means many of us must learn to work through and build a tolerance for discomfort that arises when we challenge ourselves to recognize the ways in which our beliefs, values, in belonging to systems and structures that oppression are reinforced through us. We must also recognize that many of us are already versed in having a high tolerance for the discomfort that occurs as part of the lived experience with the social injustices we will discuss; however, that does not mean that painful feelings do not emerge. we will do our best to keep any level of discomfort productive so we can do the work that is needed. (Diangelo 2018, Blackwell 2018)


**b. Safety and emergency preparedness: (This will not apply during remote teaching)**

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

Refer to <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Be Prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

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

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at [ssw-ADAAcompliance@umich.edu](mailto:ssw-ADAAcompliance@umich.edu).

**Additional resources:**

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

**c. Mental health and Well being:**

*The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact*

- **Counseling and Psychological Services (CAPS)** at (734) 764-8312, or <https://caps.umich.edu/>
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- *or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).*
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

**d. Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be completed using a Google doc survey or posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

**e. Proper use of names and pronouns**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

For more information please refer to the following resources.

SSW Resources

DEI Office: (diversityequityinclusion@umich.edu)

Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources

<https://www.mypronouns.org/what-and-why/>

<https://www.glsen.org/article/pronouns-resource-educator>

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

#### **f. Accommodation for students with disabilities**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at

<https://ssd.umich.edu/documentation>

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu).

#### **g. Religious/spiritual observances:**

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at:

<https://www.provost.umich.edu/calendar/>

#### **h. Military deployment:**

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

#### **i. Writing Skills and Expectations:**

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact [SSW Writing Assistance](#) and/or [Career Services](#) (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))

Or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

#### **j. Academic Integrity:**

**Plagiarism** – not referencing another's words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points.

Please refer to your electronic *Student Guide to the Master's in Social Work Degree Program* <https://ssw.umich.edu/msw-student-guide/section/1.11.01/427/academic-misconduct> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.



#### **k. Electronic Devices and Computers in class**

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class.