



SW 508 Essentials of Social Welfare Policy
Fall 2021

Section 011: Monday 2 – 5 pm (SSWB, Room 3629)

Credit Hours: 3
Instructor: Lydia Li, Ph.D.
Pronouns: She-her
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Land Acknowledgement

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

Legacies

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

COURSE STATEMENT

Course Description

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, child welfare, and services to older adults. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse dimensions (including 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).

Course Objectives

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

- Understand historical context and its current applications within the profession and practice (Essential 6, EPAS 7)
- Recognize and address power dynamics; ensure voices are included (Essential 14; EPAS 6)
- Understand the current legislative processes (Essential 28; EPAS 2)
- Understand strategies to advocate for social, economic and environmental justice and change, while protecting human rights (Essential 29; EPAS 2, 3)
- Recognize the extent to which structures, policies and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 30; EPAS 1, 2, 5)
- Analyze policies that advance human rights and social, economic and/or environmental justice (Essential 34; EPAS 5)
- Understand the history of social work practice and social welfare delivery systems and current applications within the profession (including inherent ambiguity) (Essential 39; EPAS 1, 5)
- Understand major social welfare policy domains (e.g.: health, immigration, income support) (Essential 39; EPAS 1,5)

- Understand frameworks of ethical decision making and how to apply critical thinking to those frameworks in practice, research and policy arena (Essential 44; EPAS 1, 5)

Course Design

The course will utilize a combination of lectures, discussion, and in class exercises. It is anticipated that the multiple sections of this course will be coordinated; and lectures, assignments, readings, class exercises, and examinations will be shared across instructors.

Intensive Focus on Privilege, Oppression, Diversity, and Social Justice (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.

CLASS REQUIREMENTS

a. Course Materials

The course is organized by weekly *module*. Each module is composed of three components: *pre-session, class session, and post-session*. The format for each module is almost the same. In overview:

Pre-session consists of activities to be conducted by students before the corresponding class session, including:

- **Read.** Weekly reading assignments.
- **Watch/Listen.** Video and podcast, including recorded lectures.
- **Do.** Activity sheet to be completed before class and will be followed up in class.
- **Supplement.** These materials are extra for further reading.

Note: Some modules do not have all the items.

Class session is held on Monday 2-5 pm in SSWB Room 3629. Each class session will have a similar schedule. It will begin with a welcome circle and current event discussion. Then the theme of the session will be introduced, and the activity sheet (the “Do” under each module) will be the basis for large and small group discussion. We may arrange guest speakers and semi-formal debates. Polls, quiz (ungraded), and other activities will be used to spice things up.

Post-session are activities/reminders to keep you on track.

b. Non-Module Course Materials

News Media. The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. Be careful to *distinguish news reports and commentary/opinion/advocacy pieces*. Here are some recommended media sources:

- *Major newspapers:* the New York Times (www.nytimes.com), Washington Post (www.washingtonpost.com), Wall Street Journal (although focused on business issues, often has very good feature articles on domestic policy), Los Angeles Times, Weekly Standard, etc..
- *News reports and feature shows:* The PBS News Hour, National Public Radio, MSNBC, CNN, ABC Nightline, CBS, ABC, BBC, Al Jazeera etc.. The PBS News Hour (<https://www.pbs.org/newshour/>) has extensive links to additional materials. National Public Radio is also readily available online, and can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online. “All Things Considered” and/or “Morning Edition” on National Public Radio are good sources for current issues. New York Times podcast the Daily often has in-depth discussion of ongoing and emerging policy issues. Don’t forget the local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com <http://www.mlive.com/#/0>.

- *On line news magazines:* The Atlantic Monthly, Time, New Yorkers, the Economist, U.S. News & World Report, The New Republic etc.

Books. They are recommended but not required. All are available from our library.

- (1) Reisch, Michael (Ed) (2019). *Social Policy and Social Justice: Meeting the challenges of the diverse society.* 3rd Edition Cognella Publishers.
- (2) Stern, Mark J. (2015). *Engaging social welfare: An introduction to policy analysis.* New York: Pearson Education.
- (3) DiNitto D. & Johnson, D. (2016). *Social welfare: Politics and Public policy (8th ed.).* Pearson.
- (4) Edin, Kathryn and H. Luke Shaefer. (2015). *Two dollars a day: Living on almost nothing in America.* New York: Houghton Mifflin Harcourt.
- (5) Seefeldt, Kristin S. (2016). *Abandoned families: Social isolation in the 21st century.* Russell Sage Foundation.

c. Class Schedule (The schedule and content may change. The Canvas course site has the most updated information.)

Date	Topic	Pre-session	Post-session
8/30/21 (session 1)	Course Overview What is just?	<p>Read-1:</p> <ul style="list-style-type: none"> • Syllabus <p>Watch-1:</p> <ul style="list-style-type: none"> • Hello! Welcome to SW530 • What is Social Policy, and Why Does Social Work Care About It? • Seefeldt, What Shapes U.S. Social Welfare Policy: Beliefs, Myths, and Values. <p>Do-1:</p> <ul style="list-style-type: none"> • Allocation <p>Post-1 (required):</p> <ul style="list-style-type: none"> • Hello Classmates! 	Review the syllabus and assignment instruction. Send a email to the instructor if you have any questions.
9/6/21 (no class)		Happy Labor Day!	
9/13/21 (session 2)	Land, Legacies, & Policy	<p>Read-2:</p> <ul style="list-style-type: none"> • Staller, (2020): Chapter 1 Land, Legacies, & Policy <p>Do-2:</p> <p>Land, Legacies & Policy</p> <p>Supplement-2:</p> <ul style="list-style-type: none"> • Watch: The Indian Problem (https://www.youtube.com/watch?v=if-BOZgWZPE) • Elliot & Hughes (NYT, the 1619 project). A brief history of slavery that you didn't learn in school. 	Review the policy worksheet instruction. Think about what topic you want to address. If you want to pursue an unlisted issue, do some research, write down your ideas (e.g., what is the debate) and talk to the instructor.

<p>9/20/21 (session 3)</p>	<p>U.S. Government Structure & Policy Making</p>	<p>Read-3:</p> <ul style="list-style-type: none"> • Staller (2020): U.S. Government & Policy Making • How laws are made and how to research them (How Laws Are Made USAGov) <p>Watch-3:</p> <ul style="list-style-type: none"> • Seefeldt, Introduction to U.S. Constitution (Parts I & II) <p>Do-3:</p> <ul style="list-style-type: none"> • Government structure & policy making <p>Supplement-3:</p> <p>U.S. Constitution (https://www.usconstitution.net/const.pdf)</p>	<p>Prepare a proposal that contains the topic (what is the policy issue and debate?), rationale, and references about your policy worksheet. Submit via Canvas before the next class (9/27/21).</p>
<p>9/27/21 (session 4)</p>	<p>Election and Voting Rights</p>	<p>Read-4:</p> <ul style="list-style-type: none"> • Staller (2020). Federal elections and voting rights <p>Watch-4:</p> <ul style="list-style-type: none"> • Gerrymandering, explained (https://www.youtube.com/watch?v=bGLRJ12uqmk) • THE VOTE: Ongoing fight (https://www.pbs.org/wgbh/americanexperience/features/vote-ongoing-fight/) <p>Listen-4:</p> <ul style="list-style-type: none"> • John Lewis Fought For Voting Rights His Entire Life. Why His Work Is Still Unfinished (https://www.npr.org/2020/07/28/896108538/john-lewis-fought-for-voting-rights-his-entire-life-why-his-work-is-still-unfini) <p>Do-4:</p> <ul style="list-style-type: none"> • Voting Rights <p>Supplement-4:</p> <ul style="list-style-type: none"> • ACLU (2020). Block the vote: Voter suppression in 2020 (https://www.aclu.org/news/civil-liberties/block-the-vote-voter-suppression-in-2020/) 	<p>Form policy worksheet group.</p>

10/4/21 (session 5) (No class)	Begin working on the policy worksheet earnestly	Policy worksheet groups set up time to meet, share ideas and resources.	Continue working on Policy Worksheet
10/11/21 (session 6)	Government Budgets & Taxes for Social Workers	<p>Read-6:</p> <ul style="list-style-type: none"> • Staller, K. M. (2018). “Federal and state budget basics for social workers: Social welfare impact and social justice implications.” • Tax Policy Center. What are the largest tax expenditures? <p>Watch-6:</p> <ul style="list-style-type: none"> • Why so much debt? (http://video.pbs.org/video/2296663487/) • State Budget: Spending & Revenue (https://www.nasbo.org/resources/budget-basics-videos) [Parts 2 & 3] <p>Do-6: Federal and state budget</p>	Continue working on Policy Worksheet
10/18/21 (No class)		Fall Study Break	
10/25/21 (session 7)	Origins of Social Welfare	<p>Read-7:</p> <ul style="list-style-type: none"> ▪ Reisch (2018). U.S. social policy and social welfare: A historical overview.” Pp. 53-72 ▪ Carlton-LaNey (2019). African American social welfare history. <p>Watch-7:</p> <ul style="list-style-type: none"> ▪ Li, From Poor Laws to Progressive Era (Parts I & II) <p>Do-7:</p> <ul style="list-style-type: none"> • Welfare from colonial times to progressive era <p>Supplement-7:</p> <ul style="list-style-type: none"> • Abramovitz (1996). Women and the Poor Laws in colonial America. ▪ Watch: Women of Hull House (30-min) ▪ Watch: The Heart of Bassett Place (45-min) 	Continue working on Policy Worksheet

<p>11/1/21 (session 8)</p>	<p>Birth of Welfare State</p>	<p>Read-8:</p> <ul style="list-style-type: none"> • Reisch, Michael (2018). "U.S. Social policy and social welfare: A historical overview." Pp. 71-83 • Staller (2020) Chapter 4 Creation of Welfare State & Social Security Act <p>Watch-8:</p> <ul style="list-style-type: none"> • FDR: New Deal Program (https://www.pbslearningmedia.org/resource/pres10.socst.ush.dww.newdeal/fdr-new-deal-programs/) • LBJ and the Great Society (https://www.pbslearningmedia.org/resource/pres10.socst.ush.now.greatsociety/lbj-and-the-great-society/) <p>Do-8:</p> <ul style="list-style-type: none"> • Birth of the welfare state <p>Supplement-8:</p> <ul style="list-style-type: none"> • Watch: Given a Chance (1 hr) • Rose (1990). Discrimination against women in the New Deal programs. • Betten & Mohl (1986). From discrimination to repatriation: Mexican life in Gary, Indiana, during the Great Depression. 	<p>Policy Worksheet DUE NEXT WEEK (11/8/21)</p>
<p>11/8/21 (session 9)</p>	<p>The Vanishing Welfare State Social Assistance Framework</p>	<p>Read-9:</p> <ul style="list-style-type: none"> • Reisch, Michael (2018). "U.S. Social Policy and Social Welfare: A historical overview." Pp. 83-98 • Edin & Shaefer (2015) <i>Welfare is Dead</i> (Chapter 1) In \$2.00 a Day: Living on Almost Nothing in America. <p>Watch-9:</p> <ul style="list-style-type: none"> • Welfare and the politics of poverty (https://www.youtube.com/watch?v=Y9lfuqqNA_g) • Seefeldt, Frameworks for Thinking about Social Welfare Program (9 min) <p>Listen-9:</p>	

		<ul style="list-style-type: none"> • Reveal Podcast: A welfare check (https://www.revealnews.org/episodes/a-welfare-check/) <p>Do-9:</p> <ul style="list-style-type: none"> • The vanishing welfare state & welfare approaches <p>Supplement-9:</p> <ul style="list-style-type: none"> • Abramovitz & Hopkins (1983). Reaganomics and the Welfare State 	
11/15/21 (session 10)	Complex Welfare State: Health Policy as Case Study	<p>Read-10:</p> <ul style="list-style-type: none"> • Ballotpedia. History of healthcare policy in the United States. (https://ballotpedia.org/History_of_healthcare_policy_in_the_United_States) <p>Watch-10:</p> <p>Weaver, Health & Mental Health</p> <ul style="list-style-type: none"> ○ Reform in Action (15 min) ○ Current Debates (4 min) <p>Listen-10:</p> <ul style="list-style-type: none"> • Kaiser Health News Podcast: KHN’s ‘What the Health?’ ‘Medicare for All’ for Dummies (https://khn.org/news/podcast-khns-what-the-health-medicare-for-all-for-dummies/) <p>Do-10:</p> <ul style="list-style-type: none"> • Health Policy <p>Supplement-10:</p> <ul style="list-style-type: none"> • Arno & Caper. Medicare for all: The social transformation of U.S. health care (https://www.healthaffairs.org/doi/10.1377/hblog20200319.920962/full/) • Rudowitz, R., Garfield, R., Hinton, E., & Damico, A. (2020, June 12). Understanding the intersection of Medicaid, Work, and COVID19. Kaiser Family Foundation Issue Brief. (https://www.kff.org/coronavirus-covid-19/issue-brief/understanding-the-intersection-of-medicare-work-and-covid-19/) 	

<p>11/22/21 (session 11)</p>	<p>Poverty & Inequality</p>	<p>Read-11:</p> <ul style="list-style-type: none"> ▪ Ten solutions to bridge the racial wealth divide (https://inequality.org/great-divide/ten-solutions-bridge-racial-wealth-divide) <p>Watch-11:</p> <ul style="list-style-type: none"> ▪ Seefeldt, Understanding poverty (15 min) ▪ Seefeldt, Anti-poverty and income redistribution policies (15 min) ▪ Explained: The Racial Wealth Gap (https://www.youtube.com/watch?v=Mqrrhn8khGLM) (16 min) <p>Do-11:</p> <ul style="list-style-type: none"> ▪ Poverty & Inequality <p>Supplement-11:</p> <ul style="list-style-type: none"> ▪ Watch: Inequality for All ▪ Seefeldt: Income inequality 	
<p>11/29/21 (session 12)</p>	<p>Neighborhood & Housing</p>	<p>Read-12:</p> <ul style="list-style-type: none"> • Desmond (2017). Housing. • Berkovitz (2020). Environmental racism has left Black communities especially vulnerable to COVID-19 (https://tcf.org/content/commentary/environmental-racism-left-black-communities-especially-vulnerable-covid-19/?session=1) <p>Watch-12:</p> <ul style="list-style-type: none"> • PBS, The story of American poverty, as told by the Alabama country (https://www.pbs.org/newshour/show/the-story-of-american-poverty-as-told-by-one-alabama-county) • Poverty, Politics and Profit (http://www.pbs.org/video/poverty-politics-and-profit-bhkmpo/) <p>Do-12:</p> <ul style="list-style-type: none"> • Housing Policy 	<p>FINAL EXAM DISTRIBUTED 12/2/21</p>

12/6/21 (session 13)	Activism	<p>Watch-13</p> <ul style="list-style-type: none"> ▪ Poor People’s Campaign (https://www.poorpeoplescampaign.org/about/our-demands/) ▪ John Lewis Last Word Read by Morgan Freeman ▪ Cynthia Erivo, “Stand Up” <p>Listen-13:</p> <ul style="list-style-type: none"> • Doin’ the Work: Frontline Stories of Social Change Episode 20: Anti-Poverty Organizing (https://dothework.podbean.com/e/anti-poverty-organizing-ocesa-keaton-msw/) 	FINAL EXAM DUE 12/12/21
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d. Assignments and Grading

(A) Do Before Class (Due before the corresponding class session. 30%). You will find an Activity Sheet under many modules (Do). The activity sheet is designed to help you apply the content in the readings. You are required to submit a total of 6 Activity Sheets via Canvas, each is worth a maximum of 5 points. Each activity sheet is due prior to the beginning of the corresponding class session. Points are awarded to you for uploading a thoughtful and fully completed response to the questions. Points will be deducted for late submission and incomplete assignments. Your response will not be evaluated by the instructor nor individual feedback provided. The activity sheets are your own 'self evaluation' and synthesis of course content, and will be the basis for discussion during live-sessions.

(B) Policy Report Worksheet (Due Nov.8, 30%). A proposal is due on Sept. 27, 2021. See 'Policy Report Worksheet' handout for instruction.

(C) Final Exam (Due Dec. 12; 30%). The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choices in which essays you answer. Distributed December 2nd.

(D) Class Participation (10%). With the assumption that students will attend all live sessions and participate in all class activities, a default grade of B+ is given for class participation. The grade will be adjusted up for students who actively engage in intellectual exchange and creating a supportive learning environment. Ample opportunities will be given for students to participate, including short, in-class exercises and break-out group discussion. The grade will be adjusted down for students who 'appear' in live-sessions infrequently.

If you have to miss a live-session, please notify the instructor before the session by email. All live-sessions will be recorded and the recordings are accessible via Canvas.

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization and respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from and may still reflect biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

d. Assignment Submission Procedure

Policy worksheet and final exam should be submitted via canvas-Assignment (attached as a MS word document). The submission closes at 11:59 pm on the due date. With legitimate reasons, I may consider accepting late submission but points may be deducted. In general, I don't allow rewriting of a graded assignment but I am happy to meet with you to discuss the assignment before it's due. I will grade your assignments submitted on line anonymously. Please put your student ID, not your name, on the first page of your paper. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.

Grades

The criteria for each grade are as follows:

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

Notes on Grading:

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

Grade and Points Conversion

Grade	Points
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79

e. General Expectations for Written Work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid “language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping, or bias” (*Health and Social Work, 11:3, Summer 1986*).

f. Plagiarism

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

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

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

Note that using Web resources increases the risk of “accidental plagiarism.” So be careful of how you use such resources.

CAMPUS INFORMATION AND RESOURCES

Writing Assistance

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services office**. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call [734-763-6259](tel:734-763-6259). You can find helpful resources linked from ssw.umich.edu/writing-help

In addition, the **Sweetland Writing Center (SWC)** is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: <http://www.lsa.umich.edu/sweetland/>.

Finally, another resource is the **English Language Institute**: <http://www.lsa.umich.edu/eli/>.

Students with Disabilities

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

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

Religious Observation

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

Health and Wellness Services

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

Proper Use of Names and Pronouns

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

Emergency

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

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

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

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

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

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

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. 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](#).

Health-Related Class Absences

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

Recording Class

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