



<b>Course title:</b>	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
<b>Course #/term:</b>	SW600, Section 001, Fall, 2021	
<b>Time and place:</b>	Thursday, 9am – 12pm, Online (sign in with UM account; passcode: SW600)	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundational Essentials Required	
<b>Instructor:</b>	Katrina R. Ellis, PhD, MPH, MSW	
<b>Contact info:</b>	<b>Email:</b> <a href="mailto:kahe@umich.edu">kahe@umich.edu</a>	<b>Phone:</b> (734) 615-3487
	<ul style="list-style-type: none"><li>• Include “<b>SW 600 Thursday</b>” in the subject line of the email</li><li>• You may expect a response within 2 business days</li></ul>	
<b>Office:</b>	3849 SSWB	
<b>Office hours:</b>	Thursdays (12pm – 1pm) via videoconference or phone and by appointment. Schedule meeting via <a href="#">Dr. Ellis' Google Appointment calendar</a> or email directly for alternate times.	

## 1. Course Statement

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### a. Course description

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

load, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying will also be covered.

### **b. Course content**

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

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

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

1. Analyze the major causes of mortality and morbidity in the United States, and how they differ among various population groups (EPAS 2, 3, 5).
2. Evaluate the impact of diversity dimensions, for example, ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, geography religion or spirituality, sex, and sexual orientation, etc., and in particular the impact of discrimination and privilege on health across the lifespan (EPAS 2, 3).
3. Explain the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity, and the ethical and social justice implications across the lifespan (EPAS 1, 2, 3, 5).
4. Compare concepts and definitions of health and disease, including their evolution, strengths, and limitations, as well as the implications for health promotion, disease prevention, treatment, rehabilitation, and social work practice (EPAS 2, 3).
5. Examine biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan (EPAS 2, 3) .
6. Apply current theories and models of health behavior (e.g. substance use, smoking, exercise, and nutrition) and their implications for health promotion, disease prevention, treatment, rehabilitation, and social work practice across the lifespan (EPAS 4).
7. Distinguish how cultural and religious differences in health beliefs and practices may impact utilization of health services, and barriers to care (EPAS 3, 5).

8. Determine how stress, strain, and chronic illness impact health, coping, and adaptation among individuals in relation to health and disease across the lifespan (EPAS 3, 4).

**d. Course design**

The course format will include brief lectures, discussion, individual and group projects, in-class application activities, written assignments, and guest speakers.

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

This course will address ethical and value issues related to behavioral, psychosocial, and ecological aspects of health and disease. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to health care and the social worker's responsibility to promote the general welfare of society. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

**f. Intensive focus on PODS**

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

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

Social Justice and Social Change will be addressed in content on differences in mortality and morbidity in population subgroups and access and barriers to care as well as diversity in health outcomes based on health disparities.

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

Students will be encouraged to actively contribute from their experiences, field placement practice, current news and knowledge of readings to considerations of health and health care to:

- help support and develop 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
- strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning

## 2. Class Requirements

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### a. Text and class materials

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

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

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

**b. Class schedule**

Date/Time	Agenda	Required Readings & Assignments (listed in recommended order of completion)
<p><b>Week 1</b>  <b>Sept 2, 2021</b></p>	<p>Module 1: Course Introduction and Definitions of Health; Ethical and Legal Issues Related to Health</p>	<p><b>COMPLETE:</b> Introduce yourself discussion Primary Post 1 by <b>Saturday, September 4<sup>th</sup></b></p> <p><b>ATTEND:</b> Live Zoom Session <b>September 2<sup>nd</sup> at 9am</b></p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care"</li> <li>2. "Chapter 1: The Conceptual Underpinnings of Social Work in Health Care"</li> <li>3. Chapter 3: Ethics in Health Care</li> <li>4. NASW Code of Ethics</li> </ol> <p><b>COMPLETE:</b></p> <ol style="list-style-type: none"> <li>1. Schedule your "Health in the News" date</li> <li>2. Introduce Yourself – Two (2) Response Posts by <b>Tuesday, September 7<sup>th</sup></b></li> </ol>
<p><b>Week 2</b>  <b>Sept 9, 2021</b></p>	<p>Module 2: Social Determinants of Health and Measurement of Health</p>	<p><b>WATCH:</b> Social Determinants of Health—An Introduction</p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Chapter 8. Community and Health"</li> <li>2. "Epidemiology: The Study of Disease, Injury and Death in the Community"</li> </ol> <p><b>ATTEND:</b> Live Zoom Session <b>September 9<sup>th</sup> at 9am</b></p> <p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Healthy People 2030 – Social Determinants of Health Literature Summary" (sign-up during class)</li> </ol> <p><b>COMPLETE:</b> Discussion + image board post on selected "Healthy People 2030 - Social Determinants of Health Literature Summary" content. Primary Post by <b>Saturday, September 11<sup>th</sup></b>; Two (2) Response Posts by <b>Tuesday, September 14<sup>th</sup></b></p>

<p><b>Week 3</b></p> <p><b>Sept 16, 2021</b></p>	<p>Module 3: Integrated Health and Interprofessional Practice Models</p>	<p><b>WATCH:</b> Rebecca Onie: What Americans Agree on When It Comes to Health Care</p> <p><b>READ:</b> 1. Textbook Chapter 2: “Social Work Roles and Health Care Settings” 2. Textbook Chapter 9: “The Implementation of Integrated Behavioral Health Models”</p> <p><b>ATTEND:</b> Live Zoom Session <b>September 16<sup>th</sup> at 9am</b></p> <p><b>START:</b> IPE Introduction to Inter-professional Education Part 1: Online Learning Module (Opens <b>September 13<sup>th</sup> and closes October 3<sup>rd</sup></b>)</p>
<p><b>Week 4</b></p> <p><b>Sept 23, 2021</b></p>	<p>Module 4: Health Disparities – Access and Equity</p>	<p><b>WATCH:</b> David Williams: How racism makes us sick.</p> <p><b>READ:</b> 1. “Conceptual approaches to the study of health disparities” 2. “Wealth matters for health equity”</p> <p><b>ATTEND:</b> Live Zoom Session <b>September 23<sup>rd</sup> at 9am</b></p> <p><b>READ:</b> “Health disparities and health equity: the issue is justice.”</p> <p><b>COMPLETE:</b> Perusall-facilitated discussion of “Health disparities and health equity: the issue is justice” Primary Comment by <b>Saturday, September 25<sup>th</sup></b>; Two (2) Response Comments by <b>Tuesday, September 28<sup>th</sup></b></p>

<p><b>Week 5</b> <b>Sept 30, 2021</b></p>	<p>Module 5: Stigma and Addressing Health Disparities</p>	<p><b>READ:</b> 1. “Stigma as a Fundamental Cause of Population Health Inequalities” 2. “Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health”</p> <p><b>ATTEND:</b> Live Zoom Session <b>September 30<sup>th</sup> at 9am</b></p> <p><b>COMPLETE:</b> IPE Reflection by <b>Tuesday, October 5<sup>th</sup></b></p>
<p><b>Week 6</b> <b>Oct 7, 2021</b></p>	<p>Module 6: Implicit Bias in Healthcare</p>	<p><b>START:</b> Take IAT Test and Complete First Draft of Personal Reflection on Implicit Association Test by Live Zoom Session</p> <p><b>ATTEND:</b> Live Zoom Session <b>October 7<sup>th</sup> at 9am</b></p> <p><b>READ:</b> 1. “Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review” 2. “From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence”</p> <p><b>COMPLETE:</b> Final Personal Reflection on Implicit Association Test by <b>Tuesday, October 12<sup>th</sup></b></p>

<p><b>Week 7</b> <b>Oct 14, 2021</b></p>	<p>Module 7: Social Ecological Risk and Protective Factors for Health and Disease</p>	<p><b>WATCH:</b> What is Epigenetics?</p> <p><b>READ:</b> 1. Chapter 21: Social Work and Genetics</p> <p><b>AND JIGSAW READ:</b> (Each student will read one assigned reading)</p> <p><u>Last Name A-J Read:</u> “How Does the Social Environment ‘Get Into the Mind? Epigenetics at the Intersection of Social Psychiatric Epidemiology”</p> <p><u>Last Name K-Z Read:</u> “Targeting Health Disparities: A Model Linking Upstream Determinants to Downstream Interventions”</p> <p><b>ATTEND:</b> Live Zoom Session <b>October 14<sup>th</sup> at 9am</b> <b>START/CONTINUE:</b> Anatomy of an Illness Paper, Part 1, due by <b>Tuesday, October 26<sup>th</sup></b></p>
<p><b>Week 8</b> <b>Oct 21, 2021</b></p>	<p>Module 8: Applying Theories of Health Behavior Change: Implications for Social Work Assessment</p>	<p><b>READ:</b> 1. “Chapter 7: Theories of Health Behavior” 2. “Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century’s End”</p> <p><b>ATTEND:</b> Live Zoom Session <b>October 21<sup>st</sup> at 9am</b></p> <p><b>COMPLETE:</b> Anatomy of an Illness Paper, Part 1, due by <b>Tuesday, October 26<sup>th</sup></b></p>
<p><b>Week 9</b> <b>Oct 28, 2021</b></p>	<p>Module 9: Multi-level Evidence-Based Health Behavior Change Strategies and Pharmacology Competencies</p>	<p><b>WATCH:</b> Dan Ariely: How to Change Your Behavior for the Better</p> <p><b>READ:</b> 1. “Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems”</p> <p><b>ATTEND:</b> Live Zoom Session <b>October 28<sup>th</sup> at 9am</b></p>

<p><b>Week 10</b> <b>Nov 4, 2021</b></p>	<p>Module 10: Social Construction of Illness and Meaning Making</p>	<p><b>READ:</b> 1. “The Social Construction of Illness: Key Insights and Policy Implications” 2. “Disability Through a Native American Lens: Examining Influences of Culture and Colonization”</p> <p><b>ATTEND:</b> Live Zoom Session <b>November 4<sup>th</sup> at 9am</b></p> <p><b>COMPLETE:</b> Video Case Study Presentation by <b>Tuesday, November 9<sup>th</sup></b></p>
<p><b>Week 11</b> <b>Nov 11, 2021</b></p>	<p>Module 11: Common Chronic Disease and Conditions in Social Work Practice – Part I</p>	<p><b>WATCH (Choose 1):</b> Noel Bairey Merz: The Single Biggest Health Threat Women Face <u>or</u> Dorothy Roberts: The Problem with Race-Based Medicine</p> <p><b>ATTEND:</b> Live Zoom Session <b>November 11<sup>th</sup> at 9am</b></p> <p><b>READ:</b> 1. “Chapter 15: Families, Health, and Illness” 2. “Chapter 20: Chronic Disease and Social Work, Diabetes, Heart Disease, and HIV/AIDS”</p> <p><b>COMPLETE:</b> Perusall-facilitated discussion of Overview of the Family Systems-Illness Model, Psychosocial Types of Illness, and Time Phases of Illness (p. 332-338, Chapter 15) Primary Comment by <b>Saturday, November 13<sup>th</sup></b>; Two (2) Response by <b>Tuesday, November 16<sup>th</sup></b></p>
<p><b>Week 12</b> <b>Nov 18, 2021</b></p>	<p>Module 12: Common Chronic Disease and Conditions in Social Work Practice – Part II</p>	<p><b>READ (Choose 1):</b> 1. Chapter 16: Social Work with Children and Adolescents with Medical Conditions 2. Chapter 17: Social Work with Older Adults in Healthcare Settings 3. Chapter 18: Nephrology Social Work 4. Chapter 19: Oncology Social Work</p> <p><b>ATTEND:</b> Live Zoom Session <b>November 18<sup>th</sup> at 9am</b></p> <p><b>COMPLETE:</b> Discussion board post on selected chapter from options for today. Primary Post by <b>Saturday, November 20<sup>th</sup></b>; Two (2) Response Posts by <b>Tuesday, November 23<sup>rd</sup></b></p>

<p><b>Week 13</b></p> <p><b>Nov 25, 2021</b></p>		<p><b>No Class</b></p>
<p><b>Week 14</b></p> <p><b>Dec 2, 2021</b></p>	<p>Module 13: Religion and Spirituality in Health Care, the Future of Medical Social Work</p>	<p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. "Chapter 13: Religion, Belief, and Spirituality in Health Care"</li> <li>2. "Is there a social worker in the house? Health care reform and the future of medical social work."</li> </ol> <p><b>ATTEND:</b> Live Zoom Session <b>December 2<sup>nd</sup> at 9am</b></p>
<p><b>Week 15</b></p> <p><b>Dec 9, 2021</b></p>	<p>Module 14: Pain Management, Palliative Care and End of Life</p>	<p><b>READ:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 22: Pain Management and Palliative Care</li> <li>2. Chapter 23: End-of-Life Care</li> </ol> <p><b>ATTEND:</b> Live Zoom Session <b>December 9<sup>th</sup> at 9am</b></p> <p><b>COMPLETE:</b> Anatomy of an Illness Paper Part 2 by <b>Tuesday, December 14<sup>th</sup></b></p>

### c. Assignments

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

Assignment	Due date	Percent of overall grade
<b>Discussions and Annotations</b>		<b>25%</b>
Module 1: Introduce Yourself Discussion Post	Primary Post: <b>Saturday, September 4<sup>th</sup></b>  Two Response Posts: <b>Tuesday, September 7<sup>th</sup></b>	5%
Module 2: Social Determinants of Health Literature Summary Discussion + Image Post	Primary Post: <b>Saturday, September 11<sup>th</sup></b>  Two Response Posts: <b>Tuesday, September 14<sup>th</sup></b>	5%
Module 4: Perusall-facilitated discussion of "Health disparities and health equity: the issue is justice"	Primary Comment: <b>Saturday, September 25<sup>th</sup></b>  Two Response Comments: <b>Tuesday, September 28<sup>th</sup></b>	5%
Module 11: Perusall-facilitated discussion of Overview of the Family Systems-Illness Model, Psychosocial Types of Illness, and Time Phases of Illness (p. 332-338, Chapter 15)	Primary Comment: <b>Saturday, November 13<sup>th</sup></b>  Two Response Comments: <b>Tuesday, November 16<sup>th</sup></b>	5%
Module 12: Common Chronic Diseases and Conditions in Social Work Practice – Part II Discussion Post	Primary Post: <b>Saturday, November 20<sup>th</sup></b>  Two Response Posts: <b>Tuesday, November 23<sup>rd</sup></b>	5%
<b>Group Presentations</b>		<b>15%</b>
Health in the News	<b>Variable Dates</b> (see Sign-Up sheet from Week 1)	7.5%
Video Case Study	<b>Tuesday, November 9<sup>th</sup></b>	7.5%

<b>Personal Reflections</b>		<b>20%</b>
IPE Reflection	<b>Tuesday, October 5<sup>th</sup></b>	10%
Implicit Association Test Reflection	First Draft: <b>Thursday, October 7<sup>th</sup></b> (before class; not submitted on Canvas)  Final Version (submitted): <b>Tuesday, October 12<sup>th</sup></b>	10%
<b>Anatomy of an Illness Paper</b>		<b>40%</b>
Part 1	<b>Tuesday, October 26<sup>th</sup></b>	20%
Part 2	<b>Tuesday, December 14<sup>th</sup></b>	20%

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

See Canvas for full assignment descriptions and associated rubrics.

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

**Group Presentations:** Students will complete two group presentations: 1) a video case study (to be posted on Canvas) and 2) a group presentation during class about media coverage of a health issue.

**Personal Reflections:** Students will complete 2 personal reflections. The first personal reflection will be completed with respect to students' engagement in an online interprofessional education (IPE) module. The second personal reflection will be completed with respect to students' experience completing one or more implicit association tests (IATs). Each personal reflection will be a 1.5 pages (minimum) to 2.5 pages (maximum), double-spaced, with 12-point font and 1-inch margins.

**Anatomy of an Illness Paper:** Students will complete a 2 part assignment in order to gain an understanding of the nature and distribution of a particular physical, mental or behavioral health problem; the etiology of the health condition; its prognosis and treatment; noted social determinants and health disparities in these dimensions and the experience of the illness. This assignment focuses on examining issues of the behavioral, psychosocial and ecological aspects of the health problem, with focused attention to the role of social work/your discipline in addressing micro and macro features of the health problem. This assignment is designed to measure required CSWE EPAS competencies 1, 2, 3, 4, and 5 and address PODS capacities.

#### d. Attendance and Class Participation

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

During virtual (Zoom) sessions, students are expected to turn on and leave their cameras on. Having cameras on is a way to increase engagement and can help faculty assess student understanding. All students are welcome to enable a [virtual background](#). Please speak with me individually if you have circumstances which may interfere with you meeting this expectation. The SSW also has study areas available within the SSWB for students to participate in online courses if they lack stable or reliable internet access. The process for reserving these spaces has been shared with students. More information regarding [online learning essentials can be found in this guide](#).

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

#### e. Grading

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

Letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

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

Your grade will be a reflection of both your effort and the quality of your engagement and assignments. Key grading criteria include: a) thoroughness and completeness of

content; b) clarity and logic of presentation; c) evidence of critical thought and self-reflection; and d) writing and editing quality.

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

**Late Assignments.** Meeting deadlines, planning ahead and timeliness in completing tasks are all important in demonstrating competencies. Assignments are due at or before the dates listed on the syllabus. Unless this is due to an unexpected event/emergency, a formal request needs to be made to the instructor at least 72 hours (3 days) in advance of the due date; a deduction of up to 10% may be assessed. Otherwise, and unless noted on the specific assignment, late assignments submitted within one week of the due date/time will receive a 10% deduction and late assignments submitted after one week will receive a 20% deduction. All late assignments must be submitted before midnight on the final day of class (**Thursday, December 9<sup>th</sup>**).

#### **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. Additional information on class recordings can be found on the [Recording and Privacy Concerns FAQ](#).

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

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

matter how brief, affect your ability to focus and your level of productivity. Computer use during class time that supports the mission of the course is encouraged.

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

Strong writing and communication skills are essential to students' academic success and professional career. I will consider writing quality in grading. Proofread written work carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Assignments should be submitted using [APA style 7](#) formatting unless otherwise notes.

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

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

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

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

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

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

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

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

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact [Services for Students with Disabilities](#). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

## **k. COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. 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 [Wolverine Access](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

## **l. Health-Related Absences**

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

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

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