



<b>Course title:</b>	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease
<b>Course #/term:</b>	SW600-006 / Fall 2021
<b>Time and place:</b>	Thursday, 8-10pm EST
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	Foundation Essentials Required
<b>Instructor:</b>	Cara Alexander, PhD, LCSW, MSW
<b>Pronouns:</b>	[She/Her/Hers]
<b>Contact info:</b>	<b>Email:</b> carajw@umich.edu You may expect a response within 48 hours
<b>Office:</b>	<b>Online</b>
<b>Office hours:</b>	By appointment

## 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 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).

**c. Course design**

The course format will include lectures, discussion, individual and group projects, written assignments, and guest speakers.

**d. 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, 3rd Edition. John Wiley & Sons, Inc. ISBN-13: 978-1-119-42072-9.

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. 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

This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement).

Date/ Time	Agenda	Required Readings & Assignments
Week 1  Live Class Thursday 9/16	Module 1: Definitions of Health	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● Text, Chapter 1: "<a href="#">The Conceptual Underpinnings of Social Work in Health Care</a>"</li> <li>● Article 1: "<a href="#">Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care</a>"</li> <li>● Recorded Lecture: "<i>The History of Health Social Work</i>"</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Discussion of Chapter 1: The Conceptual Underpinnings of Social Work in Health Care; Primary comment due Day 3 (Sunday), Two response comments due Day 6 (Wednesday)</li> </ul>

<p>Week 2</p> <p>Live Class Thursday 9/23</p>	<p>Module 2: Social Work Practice in Healthcare: Integrated Health and Interprofessional Practice Models</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Text, Chapter 9: "<a href="#">The Implementation of Integrated Behavioral Health Models</a>"</li> <li>● Article 1: "<a href="#">Moving Toward Integrated Health: An Opportunity for Social Work</a>"</li> <li>● Online Resource: "<a href="#">Institute for Healthcare Improvement</a>"</li> <li>● TED Talk: "<a href="#">Integrated care: Connecting medical and behavioral care</a>"</li> <li>● Case Study: "<a href="#">The Mendocino Community Health Clinic Case Study</a>"</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Personal Reflection on Narrative Health due Day 3 (Sunday)</li> </ul>
<p>Week 3</p> <p>Live Class Thursday 9/30</p>	<p>Module 3: Epidemiology: Recognizing Patterns and Distributions of Health, Disease, and Health Disparities in Populations</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: "<a href="#">What are Health Disparities and Health Equity? We Need to be Clear</a>"</li> <li>● Article 2: "<a href="#">NASW Standards for Social Work Practice in Health Care Settings</a>"</li> <li>● Text, Chapter 3: "<a href="#">Epidemiology: The Study of Disease, Injury, and Death in the Community</a>"</li> <li>● Podcast Choice 1: "<a href="#">Black Mothers Keep Dying After Giving Birth. Shalon Irving’s Story Explains Why</a>" OR Podcast Choice 2: "<a href="#">Why is the Pandemic Killing so Many Black Americans?</a>" OR Podcast Choice 3: "<a href="#">Improving LGBTQ Health With Brian Mustanski, PhD</a>"</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Discussion of "What are Health Disparities and Health Equity? We Need to be Clear"; Primary comment due Day 3 (Sunday); Two response comments due Day 6 (Wednesday)</li> </ul>
<p>Week 4</p> <p>Live Class Thursday 10/7</p>	<p>Module 4: Multi-level Stigma and Health Disparities</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: "<a href="#">Stigma as a Fundamental Cause of Population Health Inequities</a>"</li> <li>● Article 2: "<a href="#">A Systematic Review of Allostatic Load, Health, and Health Disparities</a>"</li> <li>● Recorded Lecture: <i>Overview of "How Does Sexual Minority Stigma 'Get Under the Skin'? A Psychological Mediation Framework"</i></li> </ul> <p><b>COMPLETE</b></p>

		<ul style="list-style-type: none"> <li>● Discussion on “How Does Sexual Minority Stigma ‘Get Under The Skin?’”; Primary post due Day 3 (Sunday); Two response posts due Day 6 (Wednesday)</li> <li>● Personal Reflection on Implicit Association Test; First draft due Day 6 (Wednesday)</li> </ul>
<p>Week 5</p> <p>Live Class Thursday 10/14</p>	<p>Module 5: Implicit Bias in Healthcare and Evidence-Informed Stigma Reduction Interventions</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">“From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence”</a></li> <li>● Article 2: <a href="#">“Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review”</a></li> <li>● TED Talk (Pre-Work for Week 6): <a href="#">“What makes us sick? Look upstream”</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Case Study: <a href="#">“The Mendocino Community Health Clinic Case Study”</a></li> <li>● Applying Concepts of Interprofessional Practice and Integrated Health: Group Case Study Activity; Group draft due Sunday; Group final submission due Wednesday</li> <li>● Introduction to IPE Module Personal Reflection due Wednesday</li> <li>● Personal Reflection on Implicit Association Test; Final Submission due Wednesday</li> </ul>
<p>Week 6</p> <p>Live Class Thursday 10/21</p>	<p>Module 6: Social Determinants of Health, Environmental Health, and Social Policy</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Text, Chapter 8: <a href="#">“Community and Health”</a></li> <li>● Article 1: <a href="#">“Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health”</a></li> <li>● Article 2: <a href="#">“Social Determinants of Health”</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Midterm feedback survey</li> </ul>
<p>Week 7</p>	<p>Module 7: Social</p>	<p><b>READ/WATCH/LISTEN</b></p>

<p>Live Class</p> <p>Thursday 10/28</p>	<p>Ecological Risk and Protective Factors for Health and Disease</p>	<ul style="list-style-type: none"> <li>● Article 1: "<a href="#">How Does the Social Environment 'Get Into the Mind?' Epigenetics at the Intersection of Social and Psychiatric Epidemiology</a>"</li> <li>● Article 2: "<a href="#">Targeting Health Disparities: A Model Linking Upstream Determinants to Downstream Interventions</a>"</li> <li>● Article 3: "<a href="#">After the Biomedical Technology Revolution: Where to now for a Bio-Pscho-Social Approach to Social Work</a>"</li> <li>● Video (Pre-Work for Week 7): "<a href="#">Epigenetics research at the human early learning partnership</a>"</li> <li>● Recorded Lecture: "Pre-exposure Prophylaxis for the Biomedical Prevention of HIV: Implications for Social Work Practice"</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Discussion Board Post Environmental Health Disparities; Primary post due Sunday; Two response posts due Wednesday</li> </ul>
<p>Week 8</p> <p>Live Class</p> <p>Thursday 11/4</p>	<p>Module 8: Applying Theories of Health Behavior Change</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: "<a href="#">Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century's End</a>"</li> <li>● Text, Chapter 7: "<a href="#">Theories of Health Behavior</a>"</li> <li>● Video: "<a href="#">FNH 473 Video 1: Introduction to Health Behaviour Theories</a>"</li> <li>● Case Study: "<a href="#">Theories of Health Behavior Case Studies</a>"</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Anatomy of Illness Research Paper, Part I: Understanding Your Health Condition; Due Day Wednesday</li> </ul>
<p>Week 9</p> <p>Live Class</p> <p>Thursday 11/11</p>	<p>Module 9: Multilevel Evidence-based Health Behavior Change Strategies</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: "<a href="#">Health by Design: Interweaving Health Promotion in to Environments and Settings</a>"</li> <li>● Text, Chapter 11: "<a href="#">Translation of Evidence-Based Practices in Health</a>"</li> <li>● Podcast: "<a href="#">Self-Determination Theory and MI</a>"</li> <li>● Audio File (Pre-Work for Week 10): "<a href="#">Thembi's</a>"</li> </ul>

		<p><a href="#">AIDS Diary</a></p> <ul style="list-style-type: none"> <li>Case Study: <a href="#">“Theories of Health Behavior Case Studies”</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Case Study: Stigma-Reduction Intervention Video or Audio due Day 3</li> <li>For activity, you will read one of the following based on group number. Group 1 Article: <a href="#">“The TRANScending Love Arts-Based Workshop to Address Self-Acceptance and Intersectional Stigma Among Transgender Women of Color in Toronto, Canada: Findings From a Qualitative Implementation Science Study”</a>; Group 2 Article: <a href="#">“Recovery Speaks: A Photovoice Intervention to Reduce Stigma Among Primary Care Providers”</a>; Group 3 Article: <a href="#">“Taking Charge of Epilepsy: The Development of a Structured Psychoeducational Group Intervention for Adolescents With Epilepsy and Their Parents”</a>; Group 4 Article: <a href="#">“A Pre-Post Evaluation of OpenMinds: A Sustainable, Peer-Led Mental Health Literacy Programme in Universities and Secondary Schools”</a>; Group 5 Article: <a href="#">“Reducing Stigma Toward People With Bipolar Disorder: Impact of a Filmed Theatrical Intervention Based on a Personal Narrative”</a>; Group 6 Article: <a href="#">“Civil Rights as Determinants of Public Health and Racial and Ethnic Health Equity: Health Care, Education, Employment, and Housing in the United States”</a></li> </ul>
<p>Week 10 Live Class Thursday 11/18</p>	<p>Module 10: Social Construction of Illness, Meaning- Making, and Community- based Interventions</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Text, Chapter 12: <a href="#">“Communication in Health Care”</a></li> <li>Article 1: <a href="#">“The Social Construction of Illness: Key Insights and Policy Implications”</a></li> <li>Article 2: <a href="#">“Disability Through a Native American Lens: Examining Influences of Culture and Colonization”</a></li> <li>Video <a href="#">“The Spirituality of Whole-Person Healthcare”</a> (pre-work for Module 11)</li> </ul>
<p>Week 11</p>	<p>Module 11:</p>	<p><b>READ/WATCH/LISTEN</b></p>



<p>Live Class Thursday 12/2</p>	<p>Religion and Spirituality in Healthcare and End-of-Life Decision-Making</p>	<ul style="list-style-type: none"> <li>● Article 1: <a href="#">"The Influence of Spirituality on Decision-Making in Palliative Care Outpatients: A Cross-Sectional Study"</a></li> <li>● Text, Chapter 13: <a href="#">"Religion, Belief, and Spirituality in Health Care"</a></li> <li>● Text, Chapter 23: <a href="#">"End-of-Life Care"</a></li> <li>● TED Talk: <a href="#">"The Epidemic of Chronic Disease and Understanding Epigenetics"</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>● Meaning-Making in the Context of Illness: Resisting Dominant Discourses Case Study Video; Due Sunday</li> <li>● For activity, you will read one of the following based on group number. Group 1 Article: <a href="#">"Cancer Diagnosis as Discursive Capture: Phenomenological Repercussions of Being Positioned Within Dominant Constructions of Cancer"</a>; Group 2 Article: <a href="#">"What Would a Loving Mom Do Today?: Exploring the Meaning of Motherhood in Stories of Prenatal and Postpartum Depression"</a>; Group 3 Article: <a href="#">"I Have to go the Extra Mile.' How fat Female Employees Manage Their Stigmatized Identity at Work"</a>; Group 4 Article: <a href="#">"The Cultural Hegemony of Chronic Disease Association Discourse in Canada"</a>; Group 5 Article: <a href="#">"Through the Eyes of Others – The Social Experiences of People With Dementia: A Systematic Literature Review and Synthesis"</a>; Group 6 Article: <a href="#">"You Comfort Yourself and Believe in Yourself': Exploring Lived Experiences of Stigma in HIV-Positive Kenyan Women"</a></li> </ul>
<p>Week 12 Thursday 12/9</p>	<p>Module 12: Chronic Disease and Social Work Practice- Part 1</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">"The Role of Social Work in Managing Chronic Illness Care"</a></li> <li>● Text, Chapter 15: <a href="#">"Families, Health, and Illness"</a> section titled "Overview of the Family Systems-Illness Model" (pp. 332-338)</li> <li>● Text, Chapter 20: <a href="#">"Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS"</a>, sections: "Heart Disease: A Leading Killer" (pp. 466–468), "Diabetes: A Global Epidemic" (pp.</li> </ul>

		<p>468–470), and “Patient Self-Management on Chronic Disease” (pp. 472–482)</p> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• End-of-Life Decision-Making: Discussion Activity; Primary post due Day 3; Two response posts due Wednesday</li> </ul>
<p>Week 13 Thursday 12/16</p>	<p>Module 13: Chronic Disease and Social Work Practice- Part 2 and Course Wrap-up</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">“Grieving Chronic Illness and Injury -- Infinite Losses”</a></li> <li>• Text, Chapter 20: <a href="#">“Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS”</a> ONLY pp. 465–466 (multiple chronic conditions) and “The Relationship Between Mental Health and Chronic Disease” (pp. 482–489)</li> <li>• Report: <a href="#">“NASW Standards for Social Work Practice in Health Care Settings”</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Wrapping-up SW 600: Synthesis Discussion Board; Primary post Sunday; Two response posts due Day Wednesday</li> <li>• Anatomy of an Illness Paper, Part II: Experience of Illness Research Paper; Due 12/17/2021 by 11:59pm EDT</li> </ul>

b. Assignments

\*All assignments are due at 11:59 p.m. EDT unless otherwise specified.

Assignment		Deadline	%
Discussion	<p>6 discussions (Module 1, 3, 4, 7, 12, 13) Note: M1 Discussion is non-graded</p>	<p>Day 3 (initial post) Day 6 (feedback)</p>	20%
Reflection	<p>3 reflections (Module 2, 4, 5)</p>	Day 6	15%
Case Study	<p>3 Case Studies (Module 5, 9, 11)</p>	Day 6	25%

Anatomy of An Illness Paper	Part I: Understanding Your Health Condition	Week 8	20%
	Part II: Experience of Illness Research Paper	Week 13	20%
Total			100%

See Canvas for full assignment descriptions and associated rubrics. Students can expect to receive feedback and grades on assignments within 2 weeks of the deadline.

c. Attendance and class participation

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

Should something prevent you from attending the Zoom class (i.e. illness, a conference, a religious observance, personal emergency, internet or other access issues) please let me know, *when possible at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency*). Note: If you are absent from class, you are still responsible for any assignments due that day. **I will also ask you to complete 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.

d. Grading

From MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#): 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.

Grading Scale:

90-100 = A+      75-79 = B+

85-89 = A      70-74 = B

80-84 = A-      65-69 = B-

Late Assignment Policy: Please communicate with me as soon as possible if you anticipate problems with a due date. Unless this is due to an unexpected event/emergency, requests for an extension on an assignment must be made at least 24 hours in advance. Without advance arrangements, assignments turned in after the due date/time will receive a 3% deduction from your overall grade for each day past due and be considered incomplete after one week.

Please review the [Student Grievance procedures](#) and [policy for grading in 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 be found the [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. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### 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*