



Course title:	Research-Informed Practices to Prevent Substance Abuse in Racial and Ethnic Minority Adolescents	
Course #/term:	SW618, 001, Fall, 2021	
Time and place:	Fridays, 2:00PM, Virtual	
Credit hours:	3	
Prerequisites:		
Instructor:	David Cordova, Ph.D.	
Pronouns:	He, El	
Contact info:	Email: cordovad@umich.edu	Phone: 734-763-6201
	You may expect a response within 2 business days	
Office:	2772 SSW	
Office hours:	By Appointment	

1. Course Statement

a. Course description

Substance abuse represents a major public health concern facing America’s youth. Although all adolescents are directly or indirectly impacted by substance abuse, racial and ethnic minority youth are disproportionately impacted. Social workers play a key role in health promotion and disease prevention, including prevention, intervention and rehabilitation of substance abuse among racial and ethnic minority adolescents in urban settings. This course will draw from multiple disciplines, including social work, epidemiology, public health, psychology, policy and couple and family therapy, to introduce students to theory and knowledge on substance abuse to inform social work practice with racial and ethnic minority adolescents in urban settings. This course will be guided by models, and the theoretical frameworks which inform them, that have been shown to be efficacious or effective in prevention, intervention, and rehabilitation of substance abuse in adolescents. Therefore, students will be introduced to research-informed substance abuse practices among racial and ethnic minority urban adolescents. For the purposes of this course, substance abuse will include both licit and illicit substances. Students will be asked to demonstrate the ways in

which to apply research-informed theory and knowledge in practice settings with racial and ethnic minority urban adolescents.

b. Course content

This course will focus on research-informed practice models that have been shown to be efficacious or effective in prevention, intervention and rehabilitation of substance abuse in racial and ethnic minority adolescents, as well as a few models that have moved from effectiveness to implementation to scale. We will cover models implemented in several different contexts, including individual, peer-led/social networks, parent/family, school and community. Additionally, we will explore the use of mobile-health (mHealth) technology to prevention, intervention or rehabilitation of substance abuse in adolescents, and discuss those mHealth models which have been shown to be efficacious. We will work to identify the common pathways and mechanisms by which change occurs (i.e., mediators), as well as identifying for whom are interventions efficacious for and for whom not (i.e., moderators) of the various research-informed models discussed.

Content will include epidemiologic approaches to understand the etiology and antecedents of substance abuse, as well as prevalence rates of substance abuse in racial and ethnic minority urban youth. Additionally, this course will cover etiologic and theoretical models, including the social determinants of health and ecological frameworks, which help inform the development and testing of substance abuse prevention, intervention, and rehabilitation programs. Grounded in a developmental perspective, content will also include genetic, psychological and environmental perspectives to work toward a fuller understanding of substance abuse risk and promotive factors- some of which are proximal to the adolescent, whereas others are more distal- among racial and ethnic minority adolescents.

Content will cover substance abuse health disparities among racial and ethnic minority adolescents as well as important reports and strategic plans, including the U.S. Department of Health and Human Services National Prevention Strategy, aimed at working toward health equity and narrowing and ultimately eliminating health disparities experienced by vulnerable populations, including racial and ethnic minority adolescents.

c. Course objectives and competencies

- Better understand substance abuse health disparities among racial and ethnic minority adolescents.
- Develop knowledge with respect to national prevention efforts, including the National Prevention Strategy, aimed at achieving health equity and narrowing and ultimately eliminating substance abuse health disparities.

- Develop knowledge about epidemiologic methodology to: (1) identify substance use and abuse patterns among racial and ethnic minority adolescents, and (2) work toward understanding antecedents and etiology of substance abuse in racial and ethnic minority adolescents.
- Develop a comprehensive understanding of theoretical frameworks to help guide and inform the development of substance abuse prevention, intervention, and rehabilitation programs.
- Develop knowledge with respect to efficacious and effective substance abuse prevention, intervention, and rehabilitation models for racial and ethnic minority adolescents.
- Identify pathways and mechanisms by which change occurs with regard to substance abuse prevention, intervention, and rehabilitation models.
- Apply theoretical and practical information about research-informed models to relevant practice situations.

d. Course design

This course will include lecture, discussion, outside resource persons, problem solving exercises, and audiovisual materials. Students will be given an opportunity to reflect on their own biases and values regarding substance use and abuse in an effort to work toward minimizing bias when practicing with this population. Additionally, our shared goal is to establish a classroom environment that will foster the expression of different attitudes, perspectives, and exchange of information among students

e. Curricular themes

Theme Relation to Multiculturalism & Diversity: Multiculturalism and Diversity: Students will work to develop the capacity to identify ways in which substance use and abuse differentially impact racial and ethnic minority adolescents. Additionally, we will discuss models which have been found to have an effect on problem behaviors, including substance abuse, in diverse populations. Assigned readings will reflect this theme.

Theme Relation to Social Justice: Social Justice and Social Change will be addressed through discussion on substance abuse health disparities experienced by racial and ethnic minority adolescents. Social justice plays an essential role in working toward health equity and narrowing and ultimately eliminating substance abuse health disparities in racial and ethnic minority adolescents. We will discuss various mechanisms in place aimed at health promotion and disease prevention, including substance abuse in racial and ethnic minority adolescents in urban environments.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Promotion, Prevention, Treatment and Rehabilitation will be addressed through discussion on different etiologic and theoretical models, including developmental and ecological perspectives, used

to inform the development and testing of substance abuse prevention, treatment, and rehabilitation models. Additionally, this theme will be addressed through analyzing the various research-informed practices implemented in different contexts.

Theme Relation to Behavioral and Social Science Research: Behavioral and Social Science Research will be addressed through discussion on identifying efficacious and effective research-informed practices, the pathways and mechanisms by which change occurs, as well for whom interventions are efficacious/effective for and for whom not. Additionally, we will critically evaluate the various models and their relevance when applied to racial and ethnic minority adolescents who reside in urban settings.

f. Relationship to social work ethics and values

Social work ethics and values with regard to confidentiality, self-determination and respect for cultural and religious differences are particularly important when working with youth. Social workers working with adolescents often need to make critical intervention decisions which may have to balance risks to the adolescent's safety or emotional well-being with their need for ongoing connection to their families and communities. This course will cover the complexities of ethical dilemmas as they relate to working with racial and ethnic minority adolescent populations and the ways that the Professional Code of Ethics may be used to guide and resolve value and ethical issues.

2. Class Requirements

a. Text and class materials

See Resource List (Below)

- All materials will be posted to Canvas
- Expectations around completing readings: 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.
- Required readings will be discussed/debriefed in class via small group and large group discussions.
- Additional (supplemental) readings are available in Canvas. Although these readings are not required, they may be helpful in developing a fuller understanding of the content and process related to the course.
- All readings will be posted on Canvas at the beginning of the course.

b. Class schedule

Date/Time	Agenda & Assignments	Required Readings & Supplemental Readings
Session 1: Sept 3	<p>Topic: Introductions and overview of the course</p> <p>Selection of groups for presentation, group paper, and mixtape</p>	
Session 2: Sept 10	<p>Topic: Locating The “Selves” In Relation To The Other: Promoting Reflexivity When Working With Racial And Ethnic Minority Adolescents Who Report Substance Use</p>	<p>Required Readings: Watts-Jones, T. D. (2010). Location of self: Opening the doors to dialogue on intersectionality in the therapy process. <i>Family Process</i>, 49, 405-20.</p> <p>Waldegrave, C. (2009). Cultural, gender, and socioeconomic contexts in therapeutic and social policy work. <i>Family Process</i>, 48, 85-101.</p> <p>Watch: Please see Canvas site for embedded video. Listen: Please see Canvas site for embedded podcast.</p>
Session 3: Sept 17	<p>Topic: The Epidemiology Of Adolescent Substance Use</p>	<p>Required Readings: Hart, C. L. (2017). Viewing addiction as a brain disease promotes social injustice. <i>Nature Human Behaviour</i>, 1(3).</p> <p>Bedi, G., Martinez, D., Levin, F. R., Comer, S., & Haney, M. (2017). Addiction as a brain disease does not promote injustice. <i>Nature human behaviour</i>, 1(9), 610-610.</p> <p>Watch: Please see Canvas site for embedded video. Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings: Johnston, L. D., O’Malley, P. M.,</p>

		<p>Bachman, J. G., & Schulenberg, J. E. (2017). Monitoring the Future national results on adolescent drug use: Overview of key findings, 2016. Ann Arbor: Institute for Social Research, The University of Michigan.</p> <p>Centers for Disease Control and Prevention. Youth Risk Behavior Surveillance—United States, 2015. MMWR 2016;61(No.4).</p> <p>Substance Abuse and Mental Health Services Administration, Report to Congress on the Prevention and Reduction of Underage Drinking. U.S. Department of Health and Human Services: Washington DC, Substance Abuse and Mental Health Services Administration, 2015.</p> <p>Centers for Disease Control and Prevention- Youth Online Interactive Data Tables</p>
Session 4: Sept 24	<p>Topic: The Role Of Basic Science In Translational Research and Practice</p> <p>Guest Speaker: Emily Jutkiewicz, Ph.D., University of Michigan, Pharmacology</p>	<p>Required Readings: Kalivas, P. W., & Volkow, N. D. (2005). The neural basis of addiction: A pathology of motivation and choice. Am J Psychiatry, 162, 1403-1413.</p> <p>Heitzeg MM, Cope LM, Martz ME, Hardee JE. (2015). Neuroimaging Risk Markers for Substance Abuse: Recent Findings on Inhibitory Control and Reward System Functioning. Curr Addict Rep, 2, 91-103.</p> <p>Jutkiewicz EM, Roques BP. (2012). Endogenous opioids as physiological antidepressants: complementary role of δ receptors and dopamine. Neuropsychopharmacology, 37, 303-4. doi: 10.1038/npp.2011.244.</p>

		<p>Watch: Please see Canvas site for embedded video.</p> <p>Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings: IOM (Institute of Medicine). 2012. How far have we come in reducing health disparities?: Progress since 2000: Workshop summary. Washington, DC: The National Academies Press.</p> <p>National Institutes of Health. 2012. NIH Health Disparities Research Plan and Budget Fiscal Years 2009-2013, Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health, 2012.</p>
Session 5: Oct 1	<p>Topic: Theoretical Models In Prevention, Treatment And Rehabilitation Of Substance Abuse Among Racial And Ethnic Minority Adolescents</p>	<p>Required Reading Szapocznik, José; & Coatsworth, J. Douglas. An ecodevelopmental framework for organizing the influences on drug abuse: A developmental model of risk and protection. Glantz, Meyer D. (Ed); Hartel, Christine R. (Ed), (1999). Drug abuse: Origins & interventions., (pp. 331-366). Washington, DC, US: American Psychological Association, xxiii, 492 pp. doi: 10.1037/10341-014</p> <p>Kellam, S. G., & and Van Horn, Y. V. (1997). Life Course Development, Community Epidemiology, and Preventive Trials: A Scientific Structure for Prevention Research. American Journal of Community Psychology, 25(2), 177-88.</p> <p>IOM (Institute of Medicine) and NRC (National Research Council). 2011. The Science of Adolescent Risk-Taking: Workshop Report. Committee on the Science of Adolescence. Washington, DC: The</p>

		<p>National Academies Press.</p> <p>Watch: Please see Canvas site for embedded video.</p> <p>Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings Catalano RF, Fagan AA, Gavin LE, Greenberg MT, Irwin CE Jr, Ross DA, Shek DT. (2012). Worldwide application of prevention science in adolescent health. <i>Lancet</i>, 379(9826):1653-64.</p> <p>Substance Abuse and Mental Health Services Administration’s National Registry of Evidence Based Practices and Programs http://www.nrepp.samhsa.gov</p> <p>Blueprints for Violence and Drug Prevention http://www.colorado.edu/cspv/blueprints/</p> <p>National Institutes on Drug Abuse NIDA (National Institute on Drug Abuse) 2003. Preventing Drug Use Among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders (2nd Ed.). U.S. Department of Health and Human Services. National Institutes of Health. Bethesda, MD.</p> <p>Office of Juvenile Justice and Delinquency Prevention Model Programs Guide Http://www.ojjdp.gov/mpg/</p> <p>National Prevention Council, National Prevention Strategy, Washington, DC: U.S. Department of Health and Human</p>
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		Services, Office of the Surgeon General, 2011.
Session 6: Oct 8	<p>Topic: Assessment of Substance Use Behaviors and Disorders</p>	<p>Required Readings: Please review the following assessment tools on Canvas: 1. Michigan Alcohol Screening Tool (MAST) 2. Alcohol Use Disorders Identification Test (AUDIT) 3. Car, Relax, Avoid, Forget, Family, Try (CRAFFT)</p> <p>Watch: Please see Canvas site for embedded video. Listen: Please see Canvas site for embedded podcast.</p>
Session 7: Oct 15	<p>Topic: Innovative and Alternative Approaches to Preventive Interventions</p> <p>Guest Speaker: Camille Jones, LMSW</p>	<p>Required Readings: Butzer, B., LoRusso, A., Shin, S. H., & Khalsa, S. B. S. (2017). Evaluation of Yoga for Preventing Adolescent Substance Use Risk Factors in a Middle School Setting: A Preliminary Group-Randomized Controlled Trial. <i>Journal of Youth and Adolescence</i>, 46(3), 603–632. https://doi.org/10.1007/s10964-016-0513-3</p> <p>Lin, J., Chadi, N., & Shrier, L. (2019). Mindfulness-based interventions for adolescent health. <i>Current Opinion in Pediatrics</i>, 31(4), 469–475. https://doi.org/10.1097/mop.0000000000000760</p> <p>Nock, N. L., Minnes, S., & Alberts, J. L. (2017). Neurobiology of substance use in adolescents and potential therapeutic effects of exercise for prevention and treatment of substance use disorders. <i>Birth Defects Research</i>, 109(20), 1711–1729. https://doi.org/10.1002/bdr2.1182</p>

		<p>Watch: Please see Canvas site for embedded video.</p> <p>Listen: Please see Canvas site for embedded podcast.</p>
Session 8: Oct 22	<p>Topic: Individual-Focused Best Practices</p>	<p>Required Readings: Parsons, J. T., Lelutiu-Weinberger, C., Botsko, M., & Golub, S. A. (2014). A randomized controlled trial utilizing motivational interviewing to reduce HIV risk and drug use in young gay and bisexual men. <i>Journal of Consulting and Clinical Psychology</i>, 82(1), 9–18. http://doi.org/10.1037/a0035311</p> <p>Jensen CD, Cushing CC, Aylward BS, Craig JT, Sorell DM, Steele RG. (2011). Effectiveness of motivational interviewing interventions for adolescent substance use behavior change: a meta-analytic review. <i>J Consult Clin Psychol</i>, 79(4):433-40.</p> <p>Barnett E, Sussman S, Smith C, Rohrbach LA, Spruijt-Metz D. (2012). Motivational Interviewing for adolescent substance use: a review of the literature. <i>Addict Behav</i>;37(12):1325-34.</p> <p>Watch: Please see Canvas site for embedded video.</p> <p>Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings: Hendriks V, van der Schee E, Blanken P. (2012). Matching adolescents with a cannabis use disorder to multidimensional family therapy or cognitive behavioral therapy: treatment effect moderators in a randomized controlled trial. <i>Drug Alcohol Depend</i>, 125(1-2):119-26.</p>
Session 9: Oct 29	<p>Topic:</p>	<p>Required Readings:</p>

	<p>Family-Based Best Practices</p>	<p>Szapocznik, Hervis, & Schwartz (2003). Brief strategic family therapy for adolescent drug abuse. U.S. Department of Health and Human Services National Institutes of Health. Bethesda, MD.</p> <p>Watch: Please see Canvas site for embedded video. Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings: Sandler IN, Schoenfelder EN, Wolchik SA, MacKinnon DP. (2011). Long-term impact of prevention programs to promote effective parenting: Lasting effects but uncertain processes. <i>Annu Rev Psychol</i>, 62:299-329.</p> <p>Prado G, Cordova D, Huang S, Estrada Y, Rosen A, Bacio GA, Leon Jimenez G, Pantin H, Brown CH, Velazquez MR, Villamar J, Freitas D, Tapia MI, McCollister K. (2012). The efficacy of Familias Unidas on drug and alcohol outcomes for Hispanic delinquent youth: main effects and interaction effects by parental stress and social support. <i>Drug Alcohol Depend</i>, 125 Suppl 1:S18-25.</p> <p>Brody GH, Chen YF, Beach SR, Philibert RA, Kogan SM. (2009). Participation in a family-centered prevention program decreases genetic risk for adolescents' risky behaviors. <i>Pediatrics</i>. 3, 911-7.</p>
<p>Session 10: Nov 5</p>	<p>Topic: Group Presentation</p> <p>Assignment Due: Electronic version of presentation</p>	<p>Film: <i>The House I live In</i> (2012): Note, this film will be available for you to stream via the library from Nov 2nd-Nov 15th. Once I receive the link, I will send it out via Canvas notifications.</p>
<p>Session 11: Nov 12</p>	<p>Topic: Group Presentation</p>	

	<p>Assignment Due: Electronic version of presentation</p>	
<p>Session 12: Nov 19</p>	<p>Topic: Community and Policy Best Practices</p> <p>Speaker: Ritesh Mistry, Ph.D., University of Michigan, School of Public Health</p>	<p>Required Readings: National Prevention Council, National Prevention Strategy, Washington, DC: U.S. Department of Health and Human Services, Office of the Surgeon General, 2011.</p> <p>National Institute on Drug Abuse. Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders. https://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf</p> <p>Watch: Please see Canvas site for embedded video. Listen: Please see Canvas site for embedded podcast.</p> <p>Supplemental Readings: keepin' it REAL Binder (curriculum).</p> <p>Kulis S, Marsiglia FF, Elek E, Dustman P, Wagstaff DA, Hecht ML.(2005). Mexican/Mexican American Adolescents and keepin' it REAL: An Evidence-Based Substance Use Prevention Program. Child Sch, 27(3):133-145.</p> <p>Brown EC1, Hawkins JD, Rhew IC, Shapiro VB, Abbott RD, Oesterle S, Arthur MW, Briney JS, Catalano RF. (2014). Prevention system mediation of communities that care effects on youth outcomes. Prev Sci., 5, 623-32. doi: 10.1007/s11121-013-0413-7.</p> <p>Hawkins JD, Oesterle S, Brown EC, Monahan KC, Abbott RD, Arthur MW, Catalano RF. (2012). Sustained</p>

		<p>decreases in risk exposure and youth problem behaviors after installation of the Communities That Care prevention system in a randomized trial. Arch Pediatr Adolesc Med, 166(2):141-8.</p> <p>Kellam SG, Wang W, Mackenzie AC, Brown CH, Ompad DC, Or F, Ialongo NS, Poduska JM, Windham A. (2012). The Impact of the Good Behavior Game, a Universal Classroom-Based Preventive Intervention in First and Second Grades, on High-Risk Sexual Behaviors and Drug Abuse and Dependence Disorders into Young Adulthood. Prev Sci. [Epub ahead of print]</p> <p>Botvin GJ, Kantor LW. (2000). Preventing alcohol and tobacco use through life skills training. Alcohol Res Health, 24(4):250-7.</p> <p>Stormshak EA, Dishion TJ. (2009). A school-based, family-centered intervention to prevent substance use: the family check-up. Am J Drug Alcohol Abuse, 35(4):227-32.</p> <p>Spoth R, Redmond C, Shin C, Greenberg M, Clair S, Feinberg M. (2007). Substance-use outcomes at 18 months past baseline: the PROSPER Community-University Partnership Trial. Am J Prev Med, 32(5):395-402.</p> <p>IOM (Institute of Medicine). 2012. An integrated framework for assessing the value of community-based prevention. Washington, DC: The National Academies Press.</p> <p>IOM (Institute of Medicine). 2012. Primary Care and Public Health: Exploring Integration to Improve</p>
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		Population Health. Washington, DC: The National Academies Press. National HIV/AIDS Strategy for the United States: Updated to 2020, Washington, DC, 2015.
Nov 26	No Class	
Session 13: Dec 3	Class Wrap-up and Conclusions: Assignment Due: Group Paper Mixtape playlist and presentation	

c. Assignments

Assignment	Due date	Percent of Overall Grade
Group Presentation	November 5 or 12	30%
Group Paper	December 3rd	30%
Mixtape	December 3rd	20%
Class Participation	--	20%

Assignment Descriptions

1. Required Readings

There are no required textbooks for this class. Therefore, the reading assignments will include peer-reviewed articles, book chapters, and intervention manuals. These reading materials are listed in the course syllabus and are located on the Canvas site for the course.

2. Group Presentations- Due Nov 5th or Nov 12th- Worth 30% of Final Grade

Groups are strongly encouraged to utilize media, small group discussion, or activities in your presentation as appropriate, meaningful, or helpful. Sign up for presentation dates and topics will occur during class on 9/3/2021.

A. Each group will select a topic that relates to racial/ethnic minority (and any other positionality) adolescent substance use (and co-occurring behaviors). This should be a topic that is not covered extensively in class. All topics will be approved by the instructor.

- I. In a 20-30 minute presentation, your group will discuss the following:
 - i. What is the significance of your topic?

1. Describe the prevalence of your topic area. Why is this important?
 2. What are the etiological factors and antecedents that shape the outcomes of interest?
 - ii. Theoretical Framework
 1. What theoretical frameworks or models guide how you conceptualize the topic of interest? Examples may include, but not limited to brain development, cognitive, ecological, cultural, trauma-informed, and other developmental perspectives.
 - iii. Intervention, Clinical, and Policy Implications
 1. What are the intervention implications?
 - a. Will you take a prevention, intervention, or risk reduction approach?
 - b. At what levels (micro, mezzo, macro) will you aim to target?
 - c. How does your approach address limitations of current best-practices?
 2. What are the social work clinical implications?
 3. What are the policy implications of your work?
 - iv. PODS – privilege, oppression, diversity, and social justice
 1. How does having or lacking privilege impact your topic?
 2. How does oppression play a role in this topic?
 3. What does diversity mean as it relates to this topic (is there a need for inclusivity of some sort, does lack of diversity make the issue worse, etc.)?
 4. How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this topic or adolescents affected by/involved in the topic?
- II. Each group will turn in an electronic copy of their presentation to the instructor prior to the presentation
- i. Should be in the form of a PowerPoint or other presentation application.
- III. Each group member will submit a one-page reflection that discusses how your learning as it relates to this topic will impact your social work practice in the future. Papers will be due on Canvas by midnight on the day of your presentation.

3. Group Paper – Due Dec 3rd – Worth 30% of Final Grade

- i. In 6-8 pages, your group will submit one collective paper discussing:
 1. The prevalence of your topic
 2. The etiological factors that shape your outcomes
 3. The theory or theoretical framework guiding your work
 4. Describe your intervention (e.g., prevention, intervention/treatment, risk-reduction) and the level (micro, mezzo, macro) you plan to focus on
 5. Intervention, clinical and policy implications
 6. PODS

4. Mixtape - Due Dec 3rd– Worth 20% of Final Grade

You may complete this activity individually or in groups. For this assignment, you will put together a playlist of songs that resonate with your (or your group's) experiences related to each week's topics covered in class. Therefore, you will have a playlist of a total of 13 songs. In weeks we do not cover content (e.g., week 1), you may use this as an opportunity to include bonus tracks and songs that relate to adolescent substance use. We will use the final day of class (Dec 3rd) to share the playlist with our peers.

5. Class Participation- Worth 20% of Final Grade

Satisfactory participation is defined as regularly making contributions to class discussions and exercises. Students are expected to read the assigned materials for each class and understand and discuss the relevant concepts.

d. Attendance and class participation

As a graduate level course, it is expected that you attend each class session. In fact, class participation constitutes 20% of your final grade. The class sessions involve interactive experiences that go beyond course readings. This course will be very participatory, including the use of small discussion groups that require your regular participation during class sessions. Missing class sessions will lower your grade since your participation as a co-teacher and co-learner is essential to meet our shared learning goals. If you are not able to attend a particular class session, please notify the instructor prior to the class session so that arrangements can be made for you to address the material that you missed. If more than two class sessions are missed –whatever the reason- the final grade at the end of the term will be lowered by 5 points for each session over two.

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“ distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

A+ = 99-100 B+ = 88-90 C+ = 78-80 D= 65-70

A = 95-98 B = 85-87 C = 75-77 E= less than 65

A- = 91-94 B- = 81-84 C- = 71-74

Please note: A grade of “B” indicates mastery of the subject content at a level of expected competency for graduate study. A “B” grade indicates that the work has met the expectations of an assignment for graduate study performance. A grade in the “A” range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A “C” grade range indicates minimal understanding of subject content and significant areas need improvement.

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.

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*