Course title: Integrated Health Scholars Seminar 1
Course #/term: SW631 Fall, 2021
Time and place: 6 Selected Thursdays 6-9:00 p.m.
          Sept. 9, Sept. 23, Oct. 7, Oct. 21, Nov. 11, Dec. 9
Credit hours: 1 credit
Prerequisites: Students accepted in the Integrated Health Scholar Program
Professor: Debra Mattison
Pronouns: She, her, hers
Contact info: Email: debmatt@umich.edu       Phone: 723-763-1624
               Please indicate SW631 in the subject line. You may generally
               expect a response within 24-48 hours Monday-Friday.
Office: SSW 3841
Office hours: I welcome scheduling meetings with you via phone, Zoom, an/or
              in person based on current public health guidelines.

Students are responsible for reading the syllabus no later than the first session of
class as it serves as our guiding contractual agreement for the term. You are also
encouraged to read pre-work and assignment information posted on Canvas in
advance of due dates to best track and manage due dates throughout the class.
Please feel free to initiate asking questions early in the term to ensure you
understand the plan for the course including assignments and due dates.
Changes may be made in the syllabus as appropriate at any time at the instructor's
discretion to support course learning goals. Course assignments, class PowerPoints
and other relevant documents can be found on Canvas/Modules.

WELCOME TO THIS CLASS

Becoming a professional social worker is a gradual process which involves a
commitment to lifelong learning, skill development and thoughtful self-reflection.
This Integrated Health Scholar Seminar 1 course will focus on experiential, reflective
and application activities to strengthen your knowledge, understanding and application
of Integrated Health in Social Work practice and to prepare you for further integrated
health and interprofessional education learning opportunities in later semesters.
Engagement and the ability to integrate and apply learning concepts into practice will be
emphasized.
COVID-19
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures put in place for our protection. Applicable public health safety guidelines may evolve over the semester and up-to-date information may be found at https://ssw.umich.edu/about/covid-19

The health of each individual is connected to the health of others. We are all in this together. We commit to caring for one another and for the members of the communities in which we live, work, and learn. We are all invited to actively demonstrate a compassionate spirit by intentionally and consistently following health guidelines and requirements.

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. You are encouraged to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Student Video Cameras
Students are invited and expected to turn and leave their cameras on during class. Having cameras on is a way to increase engagement, support your learning, contribute your part to class learning and can help faculty assess student understanding. It also provides valuable real-world practice and skill development with tele-health communications, online use-of-self and maintaining attention and presence with online clients. Students have consistently commented that having cameras on has made a significant difference in both their experience and learning in this class.

Please speak with me individually if you have circumstances which may interfere with you meeting this expectation regarding cameras. For students concerned about sharing personal environments, we suggest enabling a virtual background. Study areas may be available within the SSWB for students to participate in online courses if they lack stable or reliable internet access.
Zoom Login
Please be sure you log in through Canvas Zoom and use your licensed UM Zoom Account with your UM credentials rather than simply accessing Zoom via other methods. This will decrease problems with login to class Zoom meetings.

Watch this video for details. https://www.youtube.com/watch?v=rziSpZNnhfI
If you had a free Zoom account prior to coming to UM, you will need to be sure you use your UM licensed account for class related thing. You can merge your Zoom accounts through this link: https://documentation.its.umich.edu/zoom-account-switch

Also please regularly update your Zoom account to ensure access to new features that may be used in class.

This course will also have a password for safety and this is noted in the Zoom invitation. Please note passwords have to be typed EXACTLY as written including spacing and any capitalization. A common error is having a space before or after the password which makes it invalid.

For IT Assistance contact
Please keep contact information available for easy access should you have any difficulties with log in or other IT needs.
https://its.umich.edu/help

COURSE STATEMENT

Course description
This seminar course will actively foster learning in the context of Integrated Health models of service delivery and the growing Interprofessional Education (IPE) movement internationally, nationally and at the University of Michigan. The Integrated Health Seminar 1 will introduce scholars to concepts related to Integrated Health and Interprofessional Education and explore how they are integral to future Social Work practice. Foundational exploration of holistic models of care delivery and the vital skills of interprofessional teamwork will be a focus.

Course objectives and competencies
Upon successful completion of the course, students will be able to:
1. Identify relationships between and intersections of physical, mental, social, and spiritual health and social determinates of health such as race, gender, social class, health care policies, environmental factors, etc. in relationship to their social work practice
2. Articulate social work role in integrated health delivery ranging from the impact on policy and program development to direct services
3. Begin development of a strong diversity lens to apply to integrated health practice
4. Identify and explore key skills, competencies and theoretical knowledge central to professional social work practice in integrated health including SAMHSA integrated health core competencies
5. Demonstrate ability to self-reflect on learning choices and demonstration of SSW Technical Standards
6. Articulate self-awareness of strengths and areas for further development.

Course design format

The seminar is scheduled to be online but may have some scheduled in-class meetings based on mutual decision making. Opportunities for IHS cohort development and learning through class sessions as well as opportunities to be engaged in innovative Interprofessional experiential learning with students from other health science schools. An expectation of this course and of being an IHS is required participation in IPE events/activities outside of the classroom.

This course uses a relationship-based engaged approach to learning in which we learn from and with each other. A variety of collaborative learning methods will be used to promote skill development including pre-class preparation, interactive brief lectures and discussions with active student participation, in-class application exercises, role plays, required readings and videos.

Relationship to social work ethics and values

Social work ethics and values related to behavioral, psychosocial, and ecological aspects of health and disease will be integrated into this course. This course re-enforces awareness of ethical issues involved in health care delivery, medical-ethical issues and dilemmas and decision making in health social work and the impact of social workers’ values, professional use of self and reactions and responses to these issues.

Sources of guiding ethical and value-based principles include:

- National Association of Black Social Workers(NABSW) Code of Ethics https://www.nabsw.org/page/CodeofEthics and
Application of NASW Code of Ethics & professional use of self

The Social Work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire and demonstrate professional values, to integrate knowledge from a range of courses, to develop professional skills and to effectively represent Social Work ethics and values.

The NASW Code of Ethics outlines a set of core values that form a basis of the Social Work profession’s purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.

It is expected that all students conduct themselves in a manner consistent with the NASW Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with fellow students and the instructor.

“Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.” NASW Code of Ethics (2017): Standard 2.02-2.03

• As professionals, you are expected to maintain confidentiality and respect differences.
• You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the NASW Code of Ethics at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English and the Student Guide (Chapter 13).

Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course invites and has the expectation that the instructor and students will integrate PODS consideration in course learning and discussions.

Students are invited and expected to actively contribute from their experiences and completion of required readings, etc. 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 and strengthen critical consciousness, self-knowledge and self-awareness of PODS learning.

ABOUT MY TEACHING PHILOSOPHY

Relationship focused partnership: Mutual learning commitment
You are invited to enter into a mutual learning commitment as active partners. Many times learning experiences can be approached from transactional expectations of what one will get from them. This approach focuses on the professor giving information and the student getting information. Relationship-based learning focuses instead on mutually “giving, getting and growing together” as we learn with and from each other. This will be the intentional learning philosophy used as the foundation for this course.

My commitment is to provide organized, meaningful course material and opportunities for learning in a respectful, safe and encouraging learning environment.

Students are invited and expected to be active and engaged partners in the learning process by coming to every class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. Please feel free to contact and meet with me throughout the semester as needed with questions, concerns and suggestions.

Intentionality
Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It happens when one intentionally chooses: what they want to achieve in this class, why these goals are important to them and how they engage and invest to reach these goals.

I invite you to come to this class with the intention that you are going to actively engage and connect with the experience.

Guiding Principles and Commitments
Our commitment to learning is in service to our clients. We seek mutual growth, learning and benefit from sharing with each other. We respect even when we disagree or have conflict. We recognize and honor that each person is at a different point in their learning and life experience. We do not ridicule or belittle others. We do not assume or pre-judge the intent or motivation of others.
We commit to not intentionally harm another nor to assume that harm was intended. We take responsibility for our actions and words. We seek to replace assumptions with curious questions and invitations to share and listen. We seek to diminish fear, shame and blame that immobilizes the learning process. We view mistakes and not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance. We take responsibility for talking with people rather than about them. We find ways to be curious and humane in our interactions. We are committed to personal and professional growth and self-exploration. We are committed to self-awareness of our areas of bias, preferences, discomfort and resistance.

Providing Feedback
Please provide feedback on your learning needs, how the class is going for you and suggestions on what we can do together to improve throughout the class. The opportunity to respond to feedback is much more beneficial for the both the professor and class members if it is ongoing and not just provided at the end of the term. You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.

Self-reflection regarding feedback received from the instructor and other students is also encouraged. The ability to evaluate, accept and integrate constructive feedback into practice both in the classroom, field setting and future practice is critical to effective social work, lifelong learning and development.

How we commit to communicate with each other
It can often be easier to talk about people than talking with them. Talking with people often requires taking the risk to be honest, courageous and humble. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill.

We take responsibility to talk WITH each other rather than ABOUT each other.

EXPECTATIONS OF STUDENTS

Demonstrate School of Social Work Technical Standards
Please review these technical standards here which acknowledge the ethical responsibilities of professional social work practice regarding communication, intellectual and cognitive skills, and emotional and behavioral readiness. These
standards seek to promote and protect the well-being of the clients and communities we serve, that the following abilities and attributes are essential for the profession and apply in the classroom, file placements, our school, university and community.

**Personal accountability in learning**

| Personal accountability shifts the focus from being solely on what one is taught, to self-determination and what one consciously chooses to learn. |

Your learning is not just about academic learning but also involves **learning and improving life skills and professional use-of-self**. Students are expected to take personal responsibility and be committed to their own learning experience by being active and response-able members of each class session.

**Students are invited and expected to be active and engaged partners in the learning process** by coming to class **prepared, ready, willing and able to contribute to meaningful discussion and learning**.

An optimal individual learning experience is one that is **active, self-directed** and requires **engagement**.

**Professional use of self**

**Respect for Others**

- Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences.
- Listening and learning require a safe place and we commit to provide this safe space in this class.
- Sharing differing ways of thinking and how one sees the world is not always focused on changing others’ minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another’s point of view.
- We will be mindful that in our desire to advocate for our beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we may have experienced and/or are attempting to prevent.

**Academic conduct and honesty**

UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one form of
cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating (i.e. use of someone else’s work, obtaining or sharing tests from previous semesters, re-use of assignments from other classes), plagiarism (verbatim copy of another’s material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one’s own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion.

You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program and see http://www.lib.umich.edu/academic-integrity/resources-students and https://guides.lib.umich.edu/swintegrity for further information.

Class participation and engagement

As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole.

Presence is also crucial to our ultimate goal of service to our clients. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. Thus, we will practice the important competency and art of presence through “being here” in this class throughout the semester.

Presence is a professional skill. Beyond physical presence through attendance in person or via Zoom, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected. In service to our clients, we must learn to use our voices on their behalf. Learning to use our voices in this class is a part of learning to use our voices for our clients. Thus, participating in class will be an opportunity to practice and develop this skill even when it is sometimes challenging and/or uncomfortable.

Students should be prepared each week to both be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from assigned readings and weekly class discussions with integration across progressive weeks. The quality and preparedness of responses will be used as a part of the assessment of one’s professional use of self of levels of demonstration of course goals.
Our class colleagues have a right to anticipate and expect our presence and professional use-of-self.

Being present is more than just “showing up.” It involves presence. Presence is perhaps one of the most important interventions we offer to our clients and thus we will practice the art of presence in this class.

Attendance

You and Your Learning are Important to the Class

The School of Social Work Class Attendance Policy states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” Attendance, participation and engagement are expectations and requirements. The Policy on Class Attendance can be found in this link to the MSW Student Guide.

Attendance is particularly important to discuss as this course only meets 6 times during the semester and thus any absence is a substantial part of the overall course. A significant part of learning in this course will be interactive and experiential with discussion and in-class activities which cannot be fully replicated or replaced with make-up work. Therefore, both your learning and the learning of your colleagues can be benefitted by your attendance and negatively impacted by your absence.

Demonstration of the ability to manage demanding workloads, adapt to changing environments and situations while also being willing and able to seek appropriate help to address personal issues that may interfere with professional and academic performance are components of the University of Michigan School of Social Work Technical Standards for students. The SSW is here to assist and support students in a mutual partnership of learning, engagement and responsibilities, so please communicate if you need assistance.

Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another. Being punctual and dependable, prioritizing responsibilities, managing time and observing deadlines and conscientiously keeping time commitments are key professional competencies. We will begin and resume class promptly after designated breaks.
Absence Policy

Students are asked to notify the instructor of any planned absence with as much advanced notice as feasible, and for an unanticipated absence when they are reasonably able to make contact.

Absences are not evaluated as “excused” or “unexcused.” Life happens and each individual student may have absences from personal choices regarding prioritization of competing demands as well as related to uncontrollable events. I believe students are the best equipped to prioritize and manage their time and their choices.

However, it is a reality that being absent has an impact in class as in professional employment. Many of the experiential and application activities are not easily reproducible outside of the classroom. As in other arenas of life (employment, professional commitments) you are accountable for missed class content/material and the learning opportunities for that day and for mitigating the impact of the absence. If you are absent from a class, you are asked to initiate and present your specific plan to the instructor to make-up the learning content as soon as possible, preferably within 2 weeks of the absence. Meeting with the instructor to demonstrate competencies reviewed and/or practiced in a missed class may also be required as appropriate.

Absences beyond 1 absence will require initiation by the student as timely as possible after the absence to meet with the instructor to discuss the potential for completion independent assignments and activities. There may be circumstances of multiple absences (2 or more) in which make-up assignments are not adequate to learn, practice, integrate and demonstrate competencies, and may result in a non-credit grade.

Digital citizenship: Use of phones, computers and electronic devices

The concept of “digital citizenship” is a complex topic that has become increasingly important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use.

Research regarding portable technology (laptop computers, tablets, phones, etc.) confirms that these devices can be a supportive classroom tool when used with a clear goal (i.e. note taking, interactive exercises) while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices).

To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions,
sharing integrative ideas, giving examples, writing notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way.

- Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.
- If you feel you must monitor email and text messages, you are respectfully asked to do so during breaks and/or to leave the classroom to do so.
- Audio and/or video recording in class of lecture and/or class discussion is prohibited without written permission of professor and students.

*Presence and attention are professional use-of-self skills.* Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will impact attendance and class participation grades.

**Weekly Preparation**

Advanced preparation for class is considered a foundation of the course and you will be expected to complete readings and any assignments by due dates in order to be meaningful contribute to in-class discussion and activities.

**COURSE REQUIRED READINGS**

Required course readings will be provided in Canvas. There is no textbook for this class.

*Additional relevant handouts* may also be distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term.

**COURSE ASSIGNMENTS**

Pre-work required readings and/or assignments are designed to promote integration and application of the material to prepare you to serve clients. There will also be in-class assignments and activities.

**Writing Skills**

Strong writing and communication skills are essential to effective professional practice. As professionals we will be continually assessed on one’s ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. *Graduate level writing skills are expected in this course* including appropriate grammar, in-text citations, references, organization of thought, clarity of
expression and creativity in your writing. Students are expected to communicate clearly in written assignments at a level appropriate for their stage of graduate education.

The Writing Coordinator for the School of Social Work is available to meet with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing AssistanceCareer Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic in Angel Hall: http://www.lsa.umich.edu/sweetland/; English Language Institute http://www.lsa.umich.edu/eli

APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Late completion of assigned readings and/or written assignments
Meeting scheduled deadlines, advanced planning and timeliness in completing tasks are all important parts of our professional lives. They are also particularly impactful in this class as your preparation with influence your preparation to contribute to class discussions, activities and learning of colleagues. Fairness goals also guide consistent application of expectations for all students. Therefore, late assignments may be accepted with deduction in rare and compelling circumstances when discussed in advance and mutually agreed upon.

Submission of assignments
Please submit assignments via Canvas. Please note that Canvas does not integrate well with .pages documents. Please use WORD, pdf or text files.

ASSIGNMENT AND GRADING

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.

Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.” While this course has been designed to provide
information and learning experiences, what you ultimately gain will largely depend on your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend additional time outside of the classroom to complete readings and assignments at a level of mastery. The School of Social Work utilizes a 1:2 ratio: for every one hour of classroom instruction, approximately two hours of out-of-class activity is anticipated. It is estimated that one credit courses are equal to approximately 45 hours of total work distributed using this 1:2 ratio as a guide: in classroom (in this course approximately 18 hours) and out of classroom (approximately 27 hours or 4.5 hours for each class session) over the semester. Time constraints are validated as a part of life. We acknowledge that while not every assignment may be completed at the exceptional mastery level of an A grade, that meaningful learning can still occur.

Weekly Self-Evaluation and Instructor Evaluation  Approximately 70% of grade
Grades in this seminar will be largely based on the quality of engagement and preparation, demonstration of required readings and ability to apply concepts, professional use-of-self and class participation. Students will be asked to thoughtfully do self-evaluation, provide rationale, articulation and attestation of one’s demonstration of pre-work assignments and expectations. This approach seeks to foster skills in life long self-reflection and evaluation of areas of strength, areas of growth and intentionality in assessing competencies and impact of one’s choices and taking responsibility for their learning. The instructor will also provide feedback and evaluation of the demonstration of above criteria which will be factored into grading.

IPE related activity and written assignment  Approximately 15% of grade
There will be one self-initiated IPE activity and written reflection assignment for this course. Please see Canvas for more detailed information and instructions.

A 140 point system will be used. The total accumulation of points earned reflect competencies demonstrated.

Final letter grades are defined by the School of Social Work and applied as follows:

A grades  Earned for exceptional individual performance and superior mastery of the material. The use A (95-99%:133-140 points), and A- (90-94%:126-132 points) should distinguish the degree of superiority.

B grades  Earned for students who demonstrate mastery of the material. B+ (87-89%: 122-125 points) indicates performance just above the mastery level but not in an exceptional manner. B (84-86%:118-121
points) indicates mastery and B- (80-83%: 112-117 points) indicate just below the mastery level.

**C grades**  Mastery of the material is **limited**.

C- is the lowest grade which carries credit. C+ (77-79%: 108-111), C (74-76%: 104-107 points) and C- (70-73%: 98-103 points).

**D grades**  Indicate deficiency and carry no credit. (Below 70%: less than 98 points)

**E grades**  Indicate failure and carry no credit.

**I grades**  Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a **definite plan and date for completion pre-approved by the instructor**.

- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without communication and needs beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

The MSW Student Guide policies on **Grades in Academic Courses and in Field Instruction** as well as **Student Grievance procedures** can be referenced as needed.

**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.

**Accommodations for students with disabilities:** If you are in need of any accommodations, please let me know at your earliest convenience so that I may best
assist you. Any information you provide is private and confidential and will be treated as such. More information may be found as well as through Services for Students with Disabilities at: Phone: (734) 763-3000; Email: ssdoffice@umich.edu

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. Please review them for more information. 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

Weekly Course Schedule:
Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion to meet class needs. Students will be notified of any changes.

Please refer to and use Canvas Modules which provide week-by-week specific information and guidance.

Required Pre-Work Assignments in Red

Sept. 9
#1 Welcome and Introduction to Course
Understanding Integrated Health
Self-Assessment and Goal Setting

Sept. 23
#2 Diversity Lens: Be Current and Relevant

READ:

LISTEN: PODCAST: Linda Villarosa (2020). Why is the pandemic killing so many Black Americans?  

Optional  
https://www.nytimes.com/2021/08/30/upshot/black-health-mortality-gap.html?campaign_id=29&emc=edit_up_20210830&instance_id=39176&nl=the-upshot&regi_id=23924059&segment_id=67613&te=1&user_id=774fc43f5b5c0967ae2d561d0feac147

Oct. 7  
#3  
Integrated Health Practice Skills  
Presence and Listening  
Soft Skills Assessment  
BPSS  


https://www.youtube.com/watch?v=yg6v6HH0WmQ

Oct. 21  
#4  
Applying an Integrated Health Lens  
READ: Jigsaw reading group assigned article from Canvas list

Nov. 11  
#5  
Interprofessional Practice (IPP) & Collaboration (IPC) Skills  
READ: Jigsaw reading group assigned article from Canvas list

Dec. 9  
#6  
Articulation of Values and Value Added  
Interprofessional Practice and Articulating Value  
Social Workers as Leaders
Planning for leadership projects, future semesters and opportunities

**READ**