1. Course Statement

Participants in this course will examine racial microaggressions in practice as a source of these outcomes. Participants will define and identify racial microaggressions and their impact on clients and on the professional relationship. Attention will be given to the cultural context in the way racial microaggressions are experienced and dilemmas about how to respond. The effect of power differentials on the interpretation of racial microaggressions will be examined. Using an African-centered perspective, the course will be knowledge-, skills-, and values-based.
a. Course Description
Distrust based on a history of unsatisfactory experiences with human service professionals and low retention in, and premature termination of services can reduce successful outcomes for members of African American communities. Participants in this course will examine racial microaggressions in practice as a source of these outcomes. Participants will define and identify racial microaggressions and their impact on clients and on the professional relationship. Attention will be given to the cultural context in the way racial microaggressions are experienced and dilemmas about how to respond. The effect of power differentials on the interpretation of racial microaggressions will be examined. Using an African-centered perspective, the course will be knowledge-, skills-, and values-based and will include assigned readings, powerpoint presentations, video-clips, case studies, and small-group problem-solving. Participants will practice alternative methods of intervening when in the presence of racial microaggressions.

b. Course Objectives and Competencies

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

- Define racial microaggressions and their relation to racism.
- Describe three forms of racial microaggressions and the themes observed in the various forms.
- Explore racial microaggressions in one-on-one, community, management, policy, and practice interactions.
- Examine the impact of encounters with racial microaggressions on outcomes of social work services.
- Demonstrate intervening strategies in the occurrence of a racial microaggression in a one-on-one interaction.
- Analyze competing perspectives in labeling or interpreting the occurrence of a racial microaggression.
- Assess effects of racial microaggressions on the physical, social, and psychological well-being of African Americans as identified in current research literature.

c. Course Design
This is an online course and will be open from 09/08 and to 10/21. Each week, you will be assigned to readings, view lecture materials, watch treatment videos, engage in clinical practice and discussions within the live class time, and complete individual
assignments. All tasks can be found in each weekly module. Make sure to read the announcements section thoroughly at the beginning of each week. This is where you will find a summary of each week's tasks, any supplemental reading or videos I suggest, and any additional information directed to the class.

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on engaging in active clinical practice of interventions using client vignettes which represent diverse populations, health concerns/diagnoses, comorbidities, and lived experiences.

Active practicing of skills, engaging in role-play, observation and critical analysis of the assessment process, and mutual constructive feedback is critical to the skill development focus of this class.

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.

Consideration will be given to the ways in which diversity factors such as age, race, ethnicity, gender, sexual orientation, sexual identity, socioeconomic status and class, immigration status, ability, family status, geographic location, and ethnicity and culture interact with and impact health, mental health, and behaviorally focused interventions.

e. Instructor Communication
Email is the best way to reach me. I try to respond to students within 48-72 hours. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment.
2. Class Requirements

a. Technology

Internet access will be needed for engagement with this course. Access will also be needed to a professional word processor and a presentation program such as Google Suite or Microsoft Office to complete assignments. For technological support, please contact the U-M ITS Service Center.

b. Text and class materials (all available via U of M Library)

Required Books for Course:


Recommended Book if interested in learning more (not required for course):

c. Class Schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1: 9/9</td>
<td>Lesson 1: Understanding Racial Microaggressions</td>
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<tr>
<td></td>
<td>● In-class reading and discussion groups</td>
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<tr>
<td></td>
<td>● Definition</td>
<td></td>
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<tr>
<td></td>
<td>● Distinguishing from racism</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
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</table>
- three forms
- Six themes with examples
- (Individual activity and report-outs)

<table>
<thead>
<tr>
<th>Week 2 9/16</th>
<th>Lesson 2: Impact of Microaggressions and Competing Perspectives</th>
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<tbody>
<tr>
<td></td>
<td>Interpretations and competing perspectives</td>
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<td></td>
<td>Dilemmas (Small group activity)</td>
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<tr>
<td></td>
<td>Same-race vs. cross-racial considerations</td>
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<td></td>
<td>Effects of racial microaggressions on Black Americans (what’s known)</td>
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<td>Readings:</td>
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<table>
<thead>
<tr>
<th>Week 3 9/23</th>
<th>Lesson 3: Microintervention Strategies</th>
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<tbody>
<tr>
<td></td>
<td>Impact of racial microaggressions on the therapeutic alliance (What’s known from the research)</td>
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<td></td>
<td>Examples (Small group activity)</td>
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<td>by method/practice area and report-outs</td>
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<tr>
<td></td>
<td>Interpersonal</td>
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<tr>
<td></td>
<td>Community practice</td>
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<td>Management of human service</td>
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<td>Policy and evaluation</td>
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<td>Readings:</td>
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<tr>
<th>Week 4 10/7</th>
<th>Lesson 4: Intervening in Practice</th>
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<tbody>
<tr>
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<td>Readings:</td>
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<table>
<thead>
<tr>
<th>Week 5 10/14</th>
<th>Lesson 5: Racial Microaggression Case Study</th>
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### d. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Participation:</td>
<td>Ongoing (see below):</td>
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<td></td>
</tr>
<tr>
<td>Discussion Board (x3)</td>
<td>Discussion Board Initial posts due Day 3 of Module, by 11:59 p.m. ET Peer responses due Day 6 of Module, by 11:59 p.m. ET</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 1: Case Example Practice: Identify Microaggression Themes and Dilemma**

10 points
Students will find online case examples illustrating racial microaggressions and briefly analyze it, naming the themes, dilemmas and impacts.
- [CLOs 2, 6, and 7]
- [PODS Capacities: Areas B and C]

Complete and submit to Canvas by 11:59 p.m. ET Module 2

**Assignment 2: Outline – Group Case Study (Intervening) Presentations**

30 points
Students will be placed in groups to choose a racial microaggressions case scenario to present during session 5. Students will submit an outline for the presentation with a summary and division of work among group members.
- CLOs 1, 2, 3, 4, 5
- [PODS Capacities: Areas A, B, and C]

Complete and submit to Canvas by 11:59 p.m. ET Module 3

**Assignment 3: Group Presentations – Intervening**

100 points
Student groups will present their case study analysis of a racial microaggression incident involving an Black or African American individual, community, or organization. Students will include an analysis of the themes and dilemmas observed, as well as strategies and tactics to intervene directly and how they would support Live, virtual group presentations Module 5 Presentations submitted by 11:59 p.m. ET Module 5

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clients and communities in intervening and advocating for themselves as they work to dismantle racial microaggressions.
- CLOs 1, 2, 3, 4, 5, 6, 7
- [PODS Capacities: Areas A, B, C, D, E]

**Assignment 4: 2-Page Reflection Paper**

20 points
Students will write a 2- to 3-page reflection paper on how they will integrate the principles and strategies that they have learned in this course into their social work practice. The paper should demonstrate the student's working knowledge of the three types of racial microaggressions, themes, and microintervention strategies.
- CLOs 1, 2, 3, 4, 5, 6, 7
- [PODS Capacities: Areas A, C, D, E]

Complete and submit Assignment to Canvas by 11:59 p.m. ET Module 5

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e. Attendance and Class Participation

**Student Time Expectation.** You are expected to read assigned materials, submit assignments, and participate in live (synchronous) class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. This is a 1-credit course and is offered online. This means that, as a student, you are expected to spend a total of 45 hours throughout the 5 weeks (i.e., **8.5 hours per week**), including synchronous and asynchronous classroom time. For more details, please go to the [UM Center for Academic Innovation website](#).

**Discussion Participation:** You are required to post your response to the discussion question(s) asked by Day 3, by 11:59 p.m., reading other posted responses and responding back to your classmates’ posts (at least 2 posts) by Day 6, by 11:59 p.m. You are encouraged to provide additional resources relating directly to the topic under discussion. You may receive partial credit for responses posted up to one week late. No credit will be given for responses posted beyond two weeks after the discussion assignment is due. Please be sure to be courteous in your replies to your fellow classmates. Points for your weekly participation grade will be awarded as follows by either me or one of your classmates assigned by me.

**Synchronous and Asynchronous for Classroom Time.** The current known best practice of online teaching is a combination of synchronous and asynchronous teaching, which means some of the classroom learning will now be obtained before and/or after
each week’s synchronous (live) session. In principle, each week’s synchronous session will be approximately 2 hours with a 10-minute break.

**Student Camera On Expectation.** When possible, it is expected that the students keep their cameras turned on during the synchronous session. This requirement is important to create a collegial environment of learning as well as a sense of belonging to the course community. Please communicate with the instructor individually with reasons why this may be a challenge for you and exceptions to this expectation will be granted on a case-by-case basis.

**Attendance and Class Participation Evaluation.** You must attend 80% of the regularly scheduled live class sessions for the semester. 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.

Sign in to the live class session before it begins and remain engaged for the duration of the session. Prepare for each live session by engaging the preassigned content and activities. I highly encourage you to attend all Zoom classes and to actively participate in class. 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 the synchronous live class, you are still responsible for any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide.

*Exceptions* to the above-mentioned student absences policy will only be granted on a case-by-case basis at the discretion of the instructor.

**f. Grading**

For the grading policy, please refer to the MSW Student Guide, Vol. 1, Chapter 7. The grading system for this course consists of S (satisfactory), M (marginal), and U (unsatisfactory). S is used when the quality of performance is acceptable and credit is granted
for the course. M is used when the quality of performance is less than satisfactory, but short of failing. U is used when the quality of performance is inadequate and no credit is granted.

Students are expected to adhere to the University of Michigan School of Social Work Technical Standards and conduct themselves in a professional manner.

Incomplete Grade
Students must request an Incomplete “I” grade if they are unable to complete their assignments before the course. Students must develop a plan for completing their work and review it with me before the end of the term. Once the work is completed the student will receive a permanent grade of Satisfactory (“S”) or Marginal “M” for this work and will be eligible to have the previous Incomplete (“I”) grade changed to a grade of “IS” or “IM”.

Marginal Grade
A student that does not complete quality ON TIME assignments will receive a Marginal (“M”) grade. After the term has ended, students who receiving a grade of Marginal (“M”) who make up work that was late or of low quality can receive a grade of Satisfactory (“S”), and would have the previous Marginal (“M”) grade changed to a grade of “MS”.

Note: A grade of “MS" or “IM" or “IS" stays on the academic record permanently.

Unsatisfactory Grade
Students who do not meet the minimum requirements for the course will receive a U grade. Receiving a grade of U will require that the student repeat the course if they want credit.

[Review and include a reference link to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

**g. 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 in the Recording and Privacy Concerns FAQ:

h. 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 distance 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.

a. 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](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