Course title: Research-Informed Practices to Prevent Substance Abuse in Racial and Ethnic Minority Adolescents
Course #/term: SW618 Winter 2022
Time and place: Virtual Wednesdays, 6:00PM-8:00PM, Online
Credit hours: 3
Prerequisites: None
Instructor: David Cordova, Ph.D
Pronouns: He, El
Contact info: Email: cordovad@umich.edu  Phone: 734-763-6201
You may expect a response within 48 hours
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 interventions are 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
- Differentiate substance abuse health disparities among racial and ethnic minority adolescents.
• Summarize current national prevention efforts, including the National Prevention Strategy, aimed at achieving health equity and narrowing and ultimately eliminating substance abuse health disparities.
• Apply epidemiologic methodology to patterns of substance use and abuse, and antecedents and etiology of substance abuse among racial and ethnic minority adolescents.
• Compare the theoretical frameworks that help guide and inform the development of substance abuse prevention, intervention, and rehabilitation programs.
• Examine efficacious and effective substance abuse prevention, intervention, and rehabilitation models for racial and ethnic minority adolescents.
• Correlate pathways and mechanisms for change within 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
   - There is no required textbook for this course.
   - All required 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

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Module</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Jan 12 6:00PM]</td>
<td>Module 1: Course Introduction and Overview</td>
<td>Assignments:</td>
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<tr>
<td></td>
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<td>• Introduction Discussion</td>
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<td></td>
<td></td>
<td>• Module 1 Discussion</td>
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<td></td>
<td></td>
<td>• Group Milestone 1: Select groups for presentation, group paper, and mixtape assignments</td>
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<tr>
<td></td>
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<td>Required Readings:</td>
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<td>Watch: Please see Canvas site for embedded video.</td>
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<tr>
<td>[Jan 19 6:00PM]</td>
<td>Module 2: Self-of-the-Social Worker</td>
<td>Assignments:</td>
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<td>• Module 2 Discussion</td>
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<td>• Group Milestone 2: Create group communication plan</td>
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<td></td>
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<td>Required Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watts-Jones, T. D. (2010). Location of self: Opening the doors to dialogue on</td>
</tr>
</tbody>
</table>


**Watch**: Please see Canvas site for embedded video.

<table>
<thead>
<tr>
<th>[Jan 26 6:00PM]</th>
<th>Module 3: The Epidemiology Of Adolescent Substance Use</th>
</tr>
</thead>
</table>

**Assignments:**
- Module 3 Discussion
- Group Milestone 3: Submit topic for approval

**Required Readings:**


**Watch**: Please see Canvas site for embedded video.

**Supplemental Readings:**

<table>
<thead>
<tr>
<th>Module 4: Theoretical Models in Prevention, Treatment and Rehabilitation of Substance Abuse Among Racial and Ethnic Minority Adolescents</th>
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</thead>
<tbody>
<tr>
<td>Assignments:</td>
</tr>
<tr>
<td>● Module 4 Discussion</td>
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<tr>
<td>● Group Milestone 4: Submit group work plan, including schedule and group member roles</td>
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<tr>
<td>Required Readings:</td>
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<td>Watch: Please see Canvas site for embedded video.</td>
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</table>
### Supplemental Readings


Substance Abuse and Mental Health Services Administration’s National Registry of Evidence Based Practices and Programs  
http://www.nrepp.samhsa.gov

Blueprints for Violence and Drug Prevention  
http://www.colorado.edu/cspv/blueprints/

National Institutes on Drug Abuse  

Office of Juvenile Justice and Delinquency Prevention Model Programs Guide  
http://www.ojjdp.gov/mpg/


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<table>
<thead>
<tr>
<th>[Feb 9 6:00PM]</th>
<th>Module 5: Assessment of Substance Use Behaviors and Disorders</th>
</tr>
</thead>
</table>

**Assignments:**
- Module 5 Discussion

**Required Readings:**
https://webcampus.drexelmed.edu/nida/module_2/default_FrameSet.htm

Children’s Hospital Boston. (2009). *The


MDApp. (n.d.) *The Michigan alcoholism screening test (MAST)*. https://www.mdapp.co/michigan-alcohol-screening-test-mast-287/#:~:text=The%20Michigan%20alcohol%20screening%20test%20(MAST)%29%20was%20first,have%20an%20effectiveness%20rate%20of%20up%20to%2098%25.

**Watch**: Please see Canvas site for embedded video.

*Module 6: The Role of Basic Science in Translational Research and Practice*

**Assignments:**
- Module 6 Discussion

**Required Readings:**
| Psychiatry 162(8), 1403–1413.  
|---|
https://doi.org/10.1007/s40429-015-0048-9 |
https://doi.org/10.1038/npp.2011.244  
https://www.nature.com/articles/npp2011244 |

Watch: Please see Canvas site for embedded video.

Supplemental Readings:


<table>
<thead>
<tr>
<th>Module 7: Innovative and Alternative Approaches to Preventive Interventions</th>
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<tr>
<td>Assignments:</td>
</tr>
<tr>
<td>● Module 7 Discussion</td>
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<tr>
<td>● Annotated Bibliography</td>
</tr>
</tbody>
</table>

Required Readings:


**Watch**: Please see Canvas site for embedded video.

<table>
<thead>
<tr>
<th>Mar 9 6:00PM</th>
<th>Module 8: Individual-Focused Best Practices</th>
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<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td>● Module 8 Discussion</td>
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<tr>
<td>Module 9: Family-Based Best Practices</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>● Module 9 Discussion</td>
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<td><strong>Required Readings:</strong></td>
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<td><strong>Watch:</strong> Please see Canvas site for embedded video.</td>
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<td><strong>Listen:</strong> Please see Canvas site for embedded podcast.</td>
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<td><strong>Supplemental Readings:</strong></td>
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<td><strong>Watch:</strong> Please see Canvas site for embedded video.</td>
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<tr>
<td><strong>Supplemental Readings:</strong></td>
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### [Mar 23 6:00PM]
Module 10: Group Presentations Day 1

**Assignment Due:**
- Electronic version of presentation
- Presentation delivery

### [Mar 30 6:00PM]
Module 11: Group Presentations Day 2

**Assignment Due:**
- Presentation delivery

### [Apr 6 6:00PM]
Module 12: Community and Policy-Level Strategies

**Required Readings:**

https://www.drugabuse.gov/sites/default/files/preventingdruguse_2.pdf

National Institute on Drug Abuse. Preventing Drug Use among Children and Adolescents:


**Watch:** Please see Canvas site for embedded video.

**Supplemental Readings:**


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]


<table>
<thead>
<tr>
<th>Module 13: Class Wrap-up and Conclusions</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Group Paper</td>
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<td></td>
<td>● Mixtape playlist</td>
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<td></td>
<td>● Peer Evaluations</td>
</tr>
</tbody>
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c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Percent of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project Checkpoints</td>
<td>Jan 12, Jan 19, Jan 26, Feb 23</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>Mar 23 &amp; 30</td>
<td>25%</td>
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<tr>
<td>Group Paper</td>
<td>Apr 13</td>
<td>25%</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>Apr 13</td>
<td>10%</td>
</tr>
<tr>
<td>Mixtape</td>
<td>Apr 13</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Weekly</td>
<td>20%</td>
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</tbody>
</table>

**Group Project Checkpoints:**
These checkpoints are in place to ensure you are on track with your projects. Each checkpoint can be submitted via canvas under assignments. Only one group member needs to submit each checkpoint.
- Jan 12: Identify groups/topics
- Jan 19: Identify primary method of communications (Groupme, Zoom, email, etc.)
- Jan 26: Identify each group member’s role (John Doe will tackle pods section, Jane Doe will complete theoretical framework, etc).
- Feb 23: Annotated bibliography (list of resources for project and paper, each with annotations)

**Group Presentation:**
- There are three components to this assignment:
  - **Slides:** One member of the group submits the slides for the presentation through the Blackboard link
  - **Live Presentation:** Each member of the group participates in the live presentation on the assigned date and time
  - **Individual Reflection:** Each student will individually prepare a reflection and submit it though the Blackboard link
- **Slides and Presentation:** In a 20-to-30 minute presentation, each group is required to create slides and give a presentation that discusses the following:
  - What is the significance of your topic?
    - Describe the prevalence of your topic area. Why is this important?
What are the etiological factors and antecedents that shape the outcomes of interest?

Theoretical Framework

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.

Intervention, Clinical, and Policy Implications

What are the intervention implications?

● Will you take a prevention, intervention, or risk reduction approach?
● At what levels (micro, mezzo, macro) will you aim to target?
● How does your approach address limitations of current best practices?

What are the social work clinical implications?

What are the policy implications of your work?

PODS – Privilege, Oppression, Diversity, and Social Justice

How does having or lacking privilege impact your topic?
How does oppression play a role in this topic?
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.)?

How does the distribution of wealth, opportunities, and privileges within society (social justice) impact this topic or adolescents affected by/involved in the topic?

Individual Reflection

Each group member will submit a one-page reflection that discusses how your learning as it relates to the topic of your group’s presentation will impact your social work practice in the future.

Due

● Slides: Mar 23, Wednesday by 5:00 p.m. ET
● Live Presentation: Each member of the group participates in the live presentation on the assigned date and time
● Individual Reflection: Mar 30, Wednesday by 5:00 p.m. ET

Assignments Guidelines and Rubric

Assignment is worth 250 points and will be graded according to the rubric below.
<table>
<thead>
<tr>
<th></th>
<th>Exemplary (100%)</th>
<th>Satisfactory (85%)</th>
<th>Needs Improvement (75%)</th>
<th>Not Present (0%)</th>
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<tbody>
<tr>
<td>Completion of all checkpoints 5%</td>
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<tr>
<td>Description of topic, including</td>
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<tr>
<td>importance, prevalence, etiologic</td>
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<tr>
<td>factors 10%</td>
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<tr>
<td>Theoretical framework 20%</td>
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<tr>
<td>Intervention, Clinical, and policy</td>
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<td>implications 20%</td>
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<td>PODS 25%</td>
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<td>Stuck to time recommendation, good</td>
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<tr>
<td>visuals, reflection 20%</td>
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**Group Paper:**

This assignment uses the same topic that you've been researching as a group and is a formal report on the research each group will be presenting in Mar 23 and Mar 30.

**Instructions**

Your group must 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

The paper must be APA formatted and should be 6-8 pages in length, not counting the title and reference pages.

Due

- Apr 13, the day of our final Live Zoom Session, by 5:00 p.m. ET

Assignments Guidelines and Rubric

- Assignment is worth 250 points and will be graded according to the rubric below:

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 100%</th>
<th>Satisfactory 85%</th>
<th>Needs Improvement 75%</th>
<th>Not Present 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevalence of your topic 10%</td>
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<tr>
<td>Etiological factors 10%</td>
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<tr>
<td>Theory or framework 20%</td>
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<tr>
<td>Description of intervention 20%</td>
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<tr>
<td>Intervention, clinical and policy implications 20%</td>
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<tr>
<td>PODS 20%</td>
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Peer Evaluation:
For this assignment, you will submit a brief evaluation of the members of the group that you have worked with throughout the course.

**Instructions**

1. Download the [Peer Evaluation](#) spreadsheet.
2. Rename it using the following naming convention:
   -.FirstName_LastName_PeerEval
3. In column A, enter the first and last names of each member of your group.
4. Reflect upon the collaboration and work produced by each member of the group. The criteria to consider as you rate your team members' participation and contributions throughout the course include:
   - **Effort/Active Engagement**: following through on tasks and being accountable to group members
   - **Contribution**: improving quality of work, being creative, bringing unique skills and abilities that aid in the quality of the group's work and providing leadership
   - **Attendance**: attending team meetings and or group activities
   - **Supported Group Process**: eliciting and valuing the input of others, mediating arguments and relieving tension, lending a positive attitude, and other maintenance roles that enhance group social climate
   - **Communication**: checking in with the team before missing a meeting, clarifying expectations, keeping communication channels open, facilitating the participation of others, and speaking and listening effectively
5. In column B, enter the number that corresponds to the level and quality of participation of each team member as follows:
   - If the team member made outstanding and timely contributions throughout the project, and worked well with others, enter 10.
   - If the team member made valuable contributions throughout most of the project, and worked well with others, enter 8.
   - If the team member made some good contributions to the project, but did not remain engaged and work throughout the project, enter 7.
   - If the team member made little substantive or valuable contribution to the project, enter 5.
If the team member made no substantive or valuable participation, enter 0.

6. In the comments field, you may explain the score for a member.

Due

- Apr 13, the day of our final Live Zoom Session, by 5:00 p.m. ET

Assignments Guidelines and Rubric

- Each student will receive up to 100 points based on the evaluation of their performance.

Submission Guidelines

Submit to the assignment link by the due date.

Mixtape:

Here is an opportunity to be creative, reflect upon the materials covered in this course and “lessons learned,” and recognize any potential biases you may have that could help or hinder the therapeutic process when working with adolescents and substance use behaviors. You may complete this assignment individually or with your group.

For this assignment, you will submit 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. You may also include bonus tracks and songs that relate to your reflections on adolescent substance use. We will use the final day of class to share and discuss the playlists with our peers.

Instructions

- Decide whether you would like to do this assignment individually or with one or more members of your group.
- Reflect upon the content and activities of each module of the course. Jot down a few notes about your reflections for each module. These notes can serve as search terms for the songs you will include in the mixtape list.
- Submit a MS Word document in which you (or your group):
  - Lists the title of each of the 13 modules of this course.
  - Underneath each module title:
    - Identify one or more songs that resonated with your (or your group’s) experiences related to that module’s topics.
    - Apply theory to explain substance use and co-occurring behaviors in the song (e.g., social determinants of health, cognitive, developmental, trauma, etc).
    - Include links to the songs.
Due

- Apr 12, the day prior to our final Live Zoom Session, by 5:00 p.m. ET

Assignments Guidelines and Rubric

Assignment is worth 200 points and will be graded according to the rubric below.

<table>
<thead>
<tr>
<th>Exemplary 100%</th>
<th>Satisfactory 85%</th>
<th>Needs Improvement 75%</th>
<th>Not Present 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of 13 Modules is Complete (5%)</td>
<td>10</td>
<td>8.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Selection of Songs with Each Module (65%)</td>
<td>130</td>
<td>110.5</td>
<td>97.5</td>
</tr>
<tr>
<td>Reflection on Theory (30%)</td>
<td>60</td>
<td>51</td>
<td>45</td>
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</tbody>
</table>

5. Class Participation

Class participation is a significant component of the course and constitutes 20% of the 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. There will be 10 discussion posts, 20 points per discussion, and will be graded per the rubric below.

<table>
<thead>
<tr>
<th>Exemplary 100%</th>
<th>Satisfactory 85%</th>
<th>Needs Improvement 75%</th>
<th>Not Present 0%</th>
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</thead>
<tbody>
<tr>
<td>Initial Posting</td>
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<tr>
<td>Relevance to the topic (25%)</td>
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<tr>
<td>Insight and application of</td>
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</table>
d. 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.

e. Live 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.
f. 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:

\[
\begin{align*}
A+ &= 99-100 \\
B+ &= 88-90 \\
C+ &= 78-80 \\
D &= 65-70 \\
A &= 95-98 \\
B &= 85-87 \\
C &= 75-77 \\
F &= \text{less than 65} \\
A- &= 91-94 \\
B- &= 81-84 \\
C- &= 71-74
\end{align*}
\]

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.

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.

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
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.

e. 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