

<b>Course title:</b>	SOCIAL PROBLEMS IN SOCIAL WORK TODAY
<b>Course #/term:</b>	Fall '22, SW 400, Sect. 001
<b>Time and place:</b>	Tu/Th 11:30 AM - 1:00 PM, RM B798
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Jaclynn Hawkins, MSW PhD
<b>Pronouns:</b>	she/her/hers
<b>Contact info:</b>	
<b>Email:</b>	<a href="mailto:jachawk@umich.edu">jachawk@umich.edu</a> You may expect a response within 72 hours
<b>Office:</b>	4708 School of Social Work
<b>Office hours:</b>	Tuesday 11am and by appointment

**1. Course Statement**

**a. Course description**

This course is considered an advanced, undergraduate elective which is

- designed to familiarize students with the profession of social work
- and also to recruit undergraduate students into the school's MSW program.

The particular social problems selected for discussion will change from year to year depending on faculty and student interest and the contemporary context. The opening sessions of the course will briefly overview the social context for the kinds of roles, interventions, and fields of service that the profession generally operates from, before exploring in depth the profession's response to each selected social problem.

Important professional themes like:

- multicultural sensitivity to various diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation; empowerment;
- prevention;
- and value-based intervention will also be reviewed in this course.

Note: this course is distinguished from a more traditional course on social problems since

- it focuses specifically on a limited number of selected social problems
- and probes social work's professional involvement in preventing and assuaging each problem.

**b. Course objectives and competencies**

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

- Articulate the various roles, levels of intervention, and fields of service from which social workers practice.

- Describe the various value dilemmas, political controversies, and societal challenges that the profession of social work faces when it approaches selected social problems.
- Explain why diversity, empowerment, and strengths-based perspectives are critical to the way social workers approach social problems.
- Critique the social work profession's response to selected social problems.

### **c. Course structure**

- Most sessions begin with either a lecture or a peer-led small group discussion about the assigned out-of-class text/audio/video, move into large group discussion, practice activities, small group work, and end with time devoted to class assignments. This is a partial hybrid format course, please refer to the course calendar and Canvas for in-class session dates and online-only course materials.

### **d. CASC minor mission statement**

The CASC minor is for students interested in developing knowledge, skills, and experiences in community action and social change. The multidisciplinary 16 credit minor will prepare students to:

- examine community action and social change using a multidisciplinary framework;
- address community action and social change in multilingual and multicultural communities;
- integrate social justice values into the community action and social change processes; and
- engage in service learning to promote community action and social change.

### **e. CASC guiding principles**

The core values of the National Association of Social Workers Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence) frames our interactions with students inside and outside the classroom.

- PODS: Privilege, Oppression, Diversity and Social Justice are taught to similar degrees in every class.
- We represent Social Work – both the School and the profession – in our interactions with students, including academic and career advice.
- We strive to respond appropriately to student inquiries in a timely and personally engaging manner.

### **f. Curricular themes**

- Multiculturalism and Diversity issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation). Social Justice and Social Change issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards

social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.

- Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the student's orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.
- Behavioral and Social Science research approaches will be addressed within the context of the student's orientation and method. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

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

#### **i. 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.

## 2. Class Requirements

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### a. Text and class materials

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

*What's the difference between synchronous learning and asynchronous learning for an online course?* **Synchronous** learning is online or distance education that happens in real time, whereas **asynchronous** learning occurs through online channels without real-time interaction. Many hybrid learning models will include a blend of both asynchronous and synchronous online learning.

Date	Topic	Assignments/Readings/Media (Note: assignments will and readings will ALWAYS be due the Monday before class at 11:59pm unless Dr. Hawkins indicates otherwise)
<b>8/30 (in person)</b>  <b>9/1 (asynchronous)</b>	Introduction and Course Overview	<ul style="list-style-type: none"> <li>• <b>Readings:</b> The following will be due by the end of the day 11:59pm on Monday 9/4 (instructions posted on canvas):               <ul style="list-style-type: none"> <li>○ Review the syllabus and browse the Social Work Helper web site <a href="http://www.socialworkhelper.com">www.socialworkhelper.com</a></li> </ul> </li> <li>• <b>Discussion post (instructions on canvas):</b> What questions does the site's content raise for you about what professional Social Workers do?</li> </ul>
<b>9/6 (in person)</b>  <b>9/8 (asynchronous)</b>	Guest Speaker? Introduction to Social Work Continued	The following will be due by the end of the day 11:59pm on Monday 9/12 (instructions posted on canvas): <ul style="list-style-type: none"> <li>• <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Read Reamer (2006) (on canvas) and browse the UM Social Work Web site <a href="http://ssw.umich.edu/admissions/msw/concentrations">http://ssw.umich.edu/admissions/msw/concentrations</a></li> </ul> </li> <li>• <b>Discussion post (instructions on canvas):</b> **If you applied to this MSW program, what would be your Method Concentration and Practice Area?</li> </ul>

<p><b>9/13 (in-person)</b></p> <p><b>9/15 (asynchronous)</b></p>	<p>Social Work, Empowerment and the Strengths-Based Perspective</p>	<p>The following will be due by the end of the day 11:59pm on Monday 9/19 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Morgan Gardner, &amp; Deborah Toope. (1/7/2011). A Social Justice Perspective on Strengths-based Approaches: Exploring Educators' Perspectives and Practices. <i>Canadian journal of education</i>, 34(3), 86–102. Toronto: Canadian Society for the Study of Education.</li> <li>○ Everett, J., Homstead, K., &amp; Drisko, J. (2007). Frontline Worker Perceptions of the Empowerment Process in Community-Based Agencies. <i>Social Work</i>, 52(2), 161-170.</li> </ul> </li> <li>● <b>Due: Journal entry #1 (instructions on canvas)</b></li> </ul>
<p><b>9/20 (in-person)</b></p> <p><b>9/22 (asynchronous)</b></p>	<p>Social Work and Person-In-Environment Perspective</p>	<p>The following will be due by the end of the day 11:59pm on Monday 9/26 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings:</b> The following will be due by the end of the day 11:59pm on Monday 9/28 (instructions posted on canvas): <ul style="list-style-type: none"> <li>○ James M. Karls, Christine T. Lowery, Mark A. Mattaini, &amp; Karin E. Wandrei. (1/1/1997). the use of the pie (person-in-environment) system in social work education. <i>Journal of social work education</i>, 33(1), 49–58. Washington: Council on Social Work Education.</li> </ul> </li> <li>● <b>Discussion post (instructions on canvas)</b></li> </ul>
<p><b>9/27 (in-person)</b></p> <p><b>9/29 (asynchronous)</b></p>	<p>Access to Public Transportation and Socioeconomic Status</p>	<p>The following will be due by the end of the day 11:59pm on Monday 10/3 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Social Distancing is a Privilege</li> </ul> </li> <li>● <b>Websites:</b> <ul style="list-style-type: none"> <li>○ Stranded: How America's Failing Public Transportation Increases Inequality: <a href="https://www.theatlantic.com/business/archive/2015/05/stranded-how-americas-failing-public-transportation-increases-inequality/393419/">https://www.theatlantic.com/business/archive/2015/05/stranded-how-americas-failing-public-transportation-increases-inequality/393419/</a></li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Barriers, Stereotypes Block Transit Options in Metro Detroit: <a href="https://wdet.org/posts/2018/05/22/86815-barriers-stereotypes-block-transit-options-in-metro-detroit/">https://wdet.org/posts/2018/05/22/86815-barriers-stereotypes-block-transit-options-in-metro-detroit/</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Discussion post (instructions on canvas)</b></li> </ul>
<p><b>10/4 (in-person)</b></p> <p><b>10/6 (asynchronous)</b></p>	Environmental Health Impacts and Socioeconomic Status	<p>The following will be due by the end of the day 11:59pm on Monday 10/10 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings (Choose one reading and skim rest):</b> <ul style="list-style-type: none"> <li>○ In the Shadows of America's Smokestacks, Virus Is One More Deadly Risk</li> <li>○ Calculating Air Pollution's Death Toll, Across State Lines</li> <li>○ Urban Residence, Neighborhood Poverty, Race/Ethnicity, and Asthma Morbidity Among Children on Medicaid</li> </ul> </li> <li>● <b>Websites:</b> <ul style="list-style-type: none"> <li>○ 'They're killing us,' Texas residents say of Trump rollbacks  <a href="https://apnews.com/9553e45fd2fc46940ce5b3ca4b4a0d04">https://apnews.com/9553e45fd2fc46940ce5b3ca4b4a0d04</a></li> </ul> </li> <li>● <b>Due: Journal entry #2 (instructions on canvas)</b></li> </ul>
<p><b>10/11 (in-person)</b></p> <p><b>10/13 (asynchronous)</b></p>	Housing Disparities & Discrimination	<p>The following will be due by the end of the day 11:59pm on Monday 10/17 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Choose one of the following 3 readings <ul style="list-style-type: none"> <li>■ Why Black and Latino Home Ownership Matter to the Color Line and Multiracial Democracy</li> <li>■ How Wealthy Towns Keep People With Housing Vouchers Out</li> <li>■ The Eviction Machine: Neighborhood Instability and Blight in Detroit's Neighborhoods</li> </ul> </li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ Why Cities are Still so Segregated:  <a href="https://www.youtube.com/watch?v=O5FBJyqfoLM">https://www.youtube.com/watch?v=O5FBJyqfoLM</a></li> </ul> </li> <li>● <b>Podcasts:</b> <ul style="list-style-type: none"> <li>○ The Weeds: Devaluing black assets  <a href="https://www.stitcher.com/podcast/voxs-the-weeds/e/68177010">https://www.stitcher.com/podcast/voxs-the-weeds/e/68177010</a></li> </ul> </li> <li>● <b>Due: Check Canvas</b></li> </ul>
<p><b>10/18 (in-person)</b></p> <p><b>10/20 (asynchronous)</b></p>	Intersectionality of Education & Socioeconomic Status	<p>The following will be due by the end of the day 11:59pm on Monday 10/24 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings (Skim):</b></li> </ul>

		<ul style="list-style-type: none"> <li>○ Racial Segregation and School Poverty in the United States, 1999-2016</li> <li>○ Why I Paid \$50,000 for a Year of Child Care</li> <li>● <b>Website (Skim):</b> <ul style="list-style-type: none"> <li>○ Two States. Eight Textbooks. Two American Stories: American History Textbooks Can Differ Across The Country, In Ways That Are Shaded By Partisan Politics. <a href="https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?smid=tw-nytnational&amp;smtyp=cur">https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html?smid=tw-nytnational&amp;smtyp=cur</a></li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Segregated Education: <a href="https://as.cornell.edu/news/segregated-education">https://as.cornell.edu/news/segregated-education</a></li> </ul> </li> <li>● <b>Due: Check Canvas</b></li> </ul>
<p><b>10/25 (in-person)</b></p> <p><b>10/27 (asynchronous)</b></p>	<p>Race, Health, &amp; Socioeconomic Status</p>	<p>The following will be due by the end of the day 11:59pm on Monday 10/31 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings (Skim):</b> <ul style="list-style-type: none"> <li>○ Stress-Related Outcomes after a Period of Unrest in Two Low-Income African-American Communities</li> <li>○ The other COVID-19 risk factors: How race, income, ZIP code can influence life and death</li> </ul> </li> <li>● <b>Podcast:</b> <ul style="list-style-type: none"> <li>○ Zip Codes Matter: <a href="https://soundcloud.com/cornellcas/zip-codes-matter">https://soundcloud.com/cornellcas/zip-codes-matter</a></li> <li>○ How does socioeconomic position affect our health: <a href="https://www.theguardian.com/science/audio/2017/nov/01/how-does-socioeconomic-position-affect-our-health-science-weekly-podcast">https://www.theguardian.com/science/audio/2017/nov/01/how-does-socioeconomic-position-affect-our-health-science-weekly-podcast</a></li> </ul> </li> <li>● <b>Due: Journal entry #3 (instructions on canvas)</b></li> </ul>

<p><b>11/1 (in-person)</b></p> <p><b>11/3 (asynchronous)</b></p>	<p>Intersectionality of Mass Incarceration &amp; Economic Inequality</p>	<p>The following will be due by the end of the day 11:59pm on Monday 11/7 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Who Should Decide What Books Are Allowed In Prison?</li> <li>○ 'Here, life is cheap'</li> <li>○ 'I Got Tired of Hunting Black and Hispanic People'</li> </ul> </li> <li>● <b>Due: Check Canvas</b></li> </ul>
<p><b>11/8 (in-person)</b></p> <p><b>11/10 (asynchronous)</b></p>	<p>Barriers for Immigrant and Undocumented Populations</p>	<p>The following will be due by the end of the day 11:59pm on Monday 11/14 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b><u>Read/listen or watch at least two of the following:</u></b> <ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Latinos Unemployment Hit A Record High From Coronavirus Job Losses</li> </ul> </li> <li>● <b>Websites:</b> <ul style="list-style-type: none"> <li>○ Help a sick child or forgo citizenship? Immigrants anguish over new Trump rule  <a href="https://www.nbcnews.com/news/latino/help-sick-child-or-forgo-citizenship-immigrants-anguish-over-new-n1042526">https://www.nbcnews.com/news/latino/help-sick-child-or-forgo-citizenship-immigrants-anguish-over-new-n1042526</a></li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ The hidden life of an Undocumented US Immigrant:  <a href="https://www.youtube.com/watch?v=ZMI TmOip3ig">https://www.youtube.com/watch?v=ZMI TmOip3ig</a></li> </ul> </li> <li>● <b>Podcasts:</b> <ul style="list-style-type: none"> <li>○ COVID without papers  <a href="https://crooked.com/podcast/covid-without-papers/">https://crooked.com/podcast/covid-without-papers/</a></li> </ul> </li> </ul> </li> <li>● <b>Due: Check Canvas</b></li> </ul>



<p><b>11/15 (in-person)</b></p> <p><b>11/17 (asynchronous)</b></p>	<p>Option 1: Impacts of COVID-19 on Indigenous Populations</p>	<p>The following will be due by the end of the day 11:59pm on Monday 11/21 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b><u>Read/listen or watch at least two of the following:</u></b> <ul style="list-style-type: none"> <li>● <b>Readings:</b> <ul style="list-style-type: none"> <li>○ Checkpoints, Curfews, Airlifts: Virus Rips Through Navajo Nation</li> </ul> </li> <li>● <b>Website:</b> <ul style="list-style-type: none"> <li>○ Tribal Nations Face Most Severe Crisis in Decades as the Coronavirus Closes Casinos:<a href="https://www.nytimes.com/2020/05/11/us/coronavirus-native-americans-indian-country.html">https://www.nytimes.com/2020/05/11/us/coronavirus-native-americans-indian-country.html</a></li> </ul> </li> <li>● <b>Videos:</b> <ul style="list-style-type: none"> <li>○ Native Americans tribes struggle with coronavirus crisis: <a href="https://www.youtube.com/watch?v=TUc0iDWzfE">https://www.youtube.com/watch?v=TUc0iDWzfE</a></li> </ul> </li> <li>● <b>Podcasts:</b> <ul style="list-style-type: none"> <li>○ COVID in Indian country <a href="https://crooked.com/podcast/covid-in-indian-country/">https://crooked.com/podcast/covid-in-indian-country/</a></li> </ul> </li> </ul> </li> <li>● <b>Due: Journal entry #4 (instructions on canvas)</b></li> </ul>
<p><b>11/22 (in-person)</b></p> <p><b>11/24 (no class)</b></p>	<p>Option 2: Essential Workers and COVID-19</p>	<p>The following will be due by the end of the day 11:59pm on Monday 11/29 (instructions posted on canvas):</p> <ul style="list-style-type: none"> <li>● <b><u>Read/listen or watch at least two of the following:</u></b> <ul style="list-style-type: none"> <li>○ <b>Readings:</b> <ul style="list-style-type: none"> <li>■ Nannies Tell the Truth About Working During the Coronavirus</li> <li>■ How Millions of Women Became the Most Essential Workers in America</li> <li>■ Don't Blame Econ 101 for the Plight of Essential Workers</li> </ul> </li> <li>○ <b>Websites:</b> <ul style="list-style-type: none"> <li>■ How millions of women became the most essential workers in America: <a href="https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html">https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html</a></li> </ul> </li> <li>○ <b>Podcast:</b> <ul style="list-style-type: none"> <li>■ Essential Workers: <a href="https://www.npr.org/2020/04/30/848829948/essential-workers">https://www.npr.org/2020/04/30/848829948/essential-workers</a></li> </ul> </li> </ul> </li> <li>● <b>Due: Journal entry #4 (instructions on canvas)</b></li> </ul>
<p><b>11/29</b></p>		<p><b>No Class, Work on Group Presentations via zoom or in person</b></p>

12/1		
11/30 (in-person)  12/3 (in-person)		<b>Group Presentations</b>

- b. A brief description of each assignment is provided here. A more detailed description of assignments with grading rubrics are posted on Canvas (Files → Assignments). Assignments should be submitted via Canvas before the start of class unless otherwise specified.
- a. **Journal Entries (20%):** The purpose of this assignment is to practice reflexivity by submitting three reflection papers in response to readings, activities, videos, guest speakers, or other course content (4 journals due—1-2 pages double-spaced, 1 inch margins, Arial 12pt font).
  - b. **Group Presentation (40%):** The purpose of this assignment is to research and present on the various roles, levels of intervention, and fields of service from which social workers practice. In this presentation students will also describe the various value dilemmas, political controversies, and societal challenges that the profession of social work (chosen field of service for presentation) faces when it approaches selected social problems.

**c. Class Engagement and Professionalism 40% of overall grade**

Students contribute to developing a climate in the classroom in which everyone can

- ⇒ 1. experiment with new skills
- ⇒ 2. explore their own multicultural competence and the implications of one's own background for developing and implementing social and political action strategies
- ⇒ 3. consult with each other on action projects and assignments
- ⇒ 4. generate plans and strategies for future learning and development.

Attendance will be recorded in this course and is part of the participation grade. Absences, late arrivals and early departures, depending on their length and frequency will affect your grade. Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. Students are expected to attend every class session, come on time, remain for the entire class period, complete the required out of class learning: readings, film, podcasts, and participate in class discussions and exercises. It is important to be prepared to discuss assigned readings and to share experiential knowledge. If you are unable to attend a session, please communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices not related to class activities will see the impact in this grade. See rubric in below.

### Course Engagement Rubric (40%- Assessed at End of Course)

Criteria	Exemplary Performance	Points
Frequency of participation in class	Student initiates contributions in each “live” class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute “live” or via discussion board. Student does not comment overzealously or to the exclusion of other learners. Student engages with assigned course materials, including modules, external links and group work, in Canvas for a reasonable amount of time weekly in accordance with course credits.	<b>20</b>
Quality of comments	Comments are consistently insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments during “live” and asynchronous discussions are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.	<b>10</b>
Listening Skills	Student listens or engages attentively when others present materials “live” or in online discussion. Student contributes perspectives and comments that build on others’ remarks. Student expresses oral or written disagreement in a professional and respectful manner, targeting ideas and not people, for criticism.	<b>10</b>
Total		<b>40</b>

**\*Eberly Center for Teaching Excellence**

Both class attendance online for “live sessions” and asynchronous activities, and active, purposeful, and highquality participation in class discussion and activities “live and online” are paramount for the successful completion of this course. As a reflection of this importance, a significant proportion of the final grade will consist of course engagement according to the rubric above.

#### **Attendance and Engagement in the Course:**

Both online class attendance and active purposeful participation in “live” and asynchronous class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 40% of the final grade will consist of course engagement. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each online class for the entire time period and adhere to the schedule of activities. Prompt start time for online class is expected; those who log on late miss important information and disturb others.

**Please be mindful of and adhere to the following course policies and considerations:**

- (1) Be present at the beginning of “live” class sessions when attendance is recorded and remain for the duration of “live” class sessions. Please also

return promptly after breaks. Feel free to mute sound and video during online “live” session breaks.

- (2) The instructor reserves the right to deduct 5% from the student’s final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor as soon as possible and changes will be documented in writing.
- (3) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency.
- (4) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
- (5) In order to be courteous to classmates and reduce background noise, please use the **MUTE** function on zoom or bluejeans during “live” sessions. Students should also aim to be discrete in their use of tablets, phones or other portable devices not related to class engagement, while on “live” online sessions, so as not to disturb the class.
- (6) Audio and video recording of virtual online lectures and discussions is prohibited without the advance written (email) permission of the instructor. **Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation via email from the University's Services for Students with Disabilities (SSWD) before the end of the second week of classes. Students should feel comfortable to share their experiences in our virtual community either “live” or in discussion boards without fear of their vulnerability being violated through the unauthorized sharing of their voices, written words or likeness outside of our course community.**
- (7) In addition to attending online class sessions, students are expected be prepared to *actively* participate in their learning process. This includes posing questions & comments to the professor & other students. Using “live”, chat, and discussion board features, as well as answering questions & addressing comments posed by the professor & other students during our class discussions. Class participation also involves completing online assignments, & participating in class exercises and activities.
- (8) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions in our various online formats (e.g. only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
- (9) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and

well- facilitated discussion is not a cause for students to feel “unsafe”.

- (10) Class will begin “on the hour” as stated in the syllabus and schedule of classes.
- (11) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present for “live” online class sessions, or submitting assignments on the due dates so that appropriate arrangements can be made.
- (12) As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.
- (13) Please feel free to eat and drink, and take short breaks as needed during online class sessions so long as you are “muted” and not causing a disruption to fellow learners.
- (14) Late assignments and rescheduled presentations are not accepted without pre-approval of the professor and extensions of existing due dates are provided at the discretion of your professor.
- (15) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.
- (16) Grades will be posted to Canvas within two to three weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.
- (17) Students are expected to engage in an open and respectful dialogue, use the (online) classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points and or referral to the student conduct process.

**\*NOTE: Students who do not adhere to the stated course policies may be asked to leave (live online) class sessions and be marked absent for the session.**

#### d. Grading

Course grades will be calculated based on the following percentages (note these are percentages not points). The percentage is calculated by dividing your total number of points by 100:

- A 100-94/A- 93-90
- B+ 89-87/B 86-84/B- 83-80
- C+ 79-77/C 76-74/C- 73-70
- D+ 69-67/D 66-64/D- 63-60

#### ⇒ Incompletes

- a. Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade is used when illness or other compelling reasons

prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

⇒ **Technology**

- a. This is not a course in which you will often be asked to take notes or to access materials online. Out of courtesy to me and other students, please do not use laptops, cellphones, iPads, etc. during class, except when instructed. Students who frequently use technology during class will be given one warning, and then will receive significant reductions in their participation grade. Any student who requires the use of technology for health or other reasons should contact the instructor at the beginning of class.

⇒ **Assignment Practices**

- a. **Drafts:** students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date-this provides me with the time necessary to provide quality feedback and you with time to respond to it. Most students have found this helpful in producing a quality paper that earns the grade they desire.
  - b. **Due dates:** Most assignments are due by midnight on the date listed in Canvas. However, I will grant a grace period of one week in which you can submit your assignment. I will not accept a draft for review during the grace time. While I will accept the assignment, the points awarded will be reduced by the equivalent of ½ letter grade. Assignments submitted after the one-week grace period will be accepted and have their points reduced by the equivalent of ½ letter grade for each day beyond the grace period. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.
  - c. **Resubmission:** Sometimes despite your best effort, the peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, you will let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.
  - d. **Submission format:** all assignments are submitted via Canvas assignments. Documents should be 11/12-point font, single spaced and the narrative portion within 2pages of the recommended length. Cover pages, executive summaries, extensive use of graphic elements, references and appendix are not part of the length of the paper. The principles of good design are expected in assignments and accounted for in the rubrics. Additionally, well-written, error free narrative using professional language and tone are expected. Beyond traditional document formats, you can use more creative media formats for your assignments –I will use the same grading rubric regardless. A less traditional format may require a bit of conversation about length and submission format.
-

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

**e. Safety and emergency preparedness:**

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom. Each MSU classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at SSW-ADA [compliance@umich.edu](mailto:compliance@umich.edu).

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. Click here to read more about the School of Social Work's emergency policies and procedures.

*Additional resources:*

- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

**f. Mental health and well-being:**

The University of Michigan is committed to advancing the mental health and well-being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312. The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email [atmshaughm@umich.edu](mailto:atmshaughm@umich.edu).
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu)

**g. Teaching evaluations:**

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the

last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

**h. Proper use of names and pronouns:**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the 2nd class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

**i. Accommodations for students with disabilities:**

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:  
Services for Students with Disabilities  
G-664 Haven Hall | 505 South State St.  
(734)763-3000      [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

**j. Religious/spiritual observances:**

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click [here](#) to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

**k. Military deployment:**

Please click [here](#) for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

**l. Writing skills and expectations:**

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting 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 Assistance Career Services (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu))



*APA formatting:*

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

**m. Academic integrity and plagiarism**

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

**n. Inclusivity Statement**

Students represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create change



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