



| | | |
|------------------------|---|----------------------------|
| Course title: | Research Basics for Social Work Practice | |
| Course #/term: | 507-005, Fall 2022 | |
| Time and place: | Thursday, 4-5pm, 3816 SSWB | |
| Credit hours: | 1 | |
| Prerequisites: | None | |
| Instructor: | James Ellis | |
| Pronouns: | He-Him | |
| Contact info: | Email: jmelli@umich.edu | Phone: 734-615-2913 |
| | Please include SW507 in email subject line | |
| Office: | 3772 SSWB | |
| Office hours: | By appointment. To schedule a meeting with click on this link: James Ellis Office Hours . Please email directly for all other appointment requests. | |

In the spirit of healing and health, I acknowledge and honor that the University of Michigan, resides on the traditional territories of the Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

1. Course Statement

a. Course Description

This course will provide students with an orientation to research, scientific inquiry, and the contribution of research in social work practice. The course will help students define research terminology, the social work ethical standards pertaining to research and evaluation, and the role of the researcher in social work practice. Students will understand the ethical, political and cultural context of research to inform micro, mezzo and macro social work. This course is not required for Advanced Standing students.

b. Course Objectives and Competencies

The objectives of this course are guided by following competencies recommended by the Council of Social Work Education.

CSWE Competency 1: Demonstrate Ethical and Professional Behavior

1.1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, and ethical conduct of research as appropriate to context (i.e., one's area of Social Work practice).

CSWE Competency 4: Engage in practice informed research and informed practice

- 4.1. Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.
- 4.2. Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.
- 4.3. Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.
- 4.4. Use and translate research findings to inform and improve practice, policy, and service delivery.
- 4.5. Apply critical thinking to engage and synthesize analysis of quantitative and qualitative research methods and findings of existing social work research and practices.

CSWE Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 7.1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks in the assessment of data from researchers, clients, and constituencies.
- 7.2. Select appropriate intervention strategies based on the assessment research knowledge, and values and preferences of clients and constituencies.

CSWE Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8.1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

CSWE Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9.1. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary frameworks in the evaluation of outcomes.

After completing this course students will be able to:

- 1) Demonstrate how to search for and retrieve social work research studies to inform practice and navigate gaps in the evidence base.
- 2) Demonstrate how to use social work practice experience and theories to inform the planning of a research data project.
- 3) Develop a culturally responsive quantitative or qualitative data collection protocol.
- 4) Demonstrate how to translate and report data results and other research-based insights to inform the improvement of social work practice on multiple levels.
- 5) Describe how research can be used to combat racist, oppressive, and unjust practices and structures.
- 6) Act as a critical consumer and contributor of the design, methodology, and conclusions of social work and social science research publications.
- 7) Locate, assess, and critique research studies so as to draw appropriate inferences, especially as it pertains to its impact on historically marginalized populations (dimension: ability,

age, class, race, ethnicity, gender identity and expression, marital status, national origin, religion or spirituality, sex, and sexual orientation).

8) Know the NASW Code of Ethics and appropriately apply it to the conduct of social work research.

c. Course Design & Format

We will meet in person weekly on Thursdays from 4-4:50pm in SSWB 3816. The format of each class may vary depending on the topic to be covered. This hybrid mini course will make use of different methods to facilitate knowledge development: on-line lectures, discussions, and practice exercises. This course is designed to increase students' comfort level with research methods and terminology to increase their appreciation for the relevance of research in social work practice.

The in-person component of this course will incorporate learning strategies such as lecture, discussion, and group activities. As part of the general discussion of the readings, you may be called upon to offer your thoughts and analysis of the readings as they relate to your final project or previous discussions in class. Therefore, your personal and active involvement in class is essential to process is essential for your successful completion of this course.

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. Using 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.

2. Class Requirements

a. Text and Class Materials

There is no required textbook to purchase for the course. In-person lectures will be guided by:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Asynchronous materials for this course will also consist of modules from Coursera's MasterTrack online program developed for the UM-SSW by Prof Daphne Watkins. These modules will be adapted to fit the goals and objectives of this course.

Assigned readings and other materials will be posted on Canvas under Modules -> Week#. Please inform me if any materials are in accessible. These materials can include articles that are compatible with a screen reader or videos that do not include closed captions.

To fully engage in the content, I expect students will review asynchronous content prior to each in-person session. Although this is a hybrid mini-course, there will be a lot of asynchronous content for you to complete prior to each in-person class. Asynchronous content for this course will consist of readings (e.g., academic journals, short essays, etc.), videos, and quizzes. During in-person sessions, I will lecture on some of the content you're learning in online modules, the content in Creswell's research design book, and additional information/tips that can help you complete course assignments. There may be times where we will engage the content more deeply through activities, small group discussions, or guest lecturers. I will post these lecture slides, additional readings, and other relevant course materials on Canvas.

b. Class Schedule

PLEASE NOTE: This syllabus is a working document. Changes to the schedule, materials, or course will be announced via Canvas. Be sure that you have Canvas Announcements enabled (Account → Notifications → Announcement).

| Date | Topics | Asynchronous Material |
|------------------|---|------------------------------|
| Week 1: 9/1/22 | Course introduction & Why research in social work | Module 1 |
| Week 2: 9/8/22 | Organizing social work research | Module 2 |
| Week 3: 9/15/22 | Locating social work research | Module 3 |
| Week 4: 9/22/22 | Key concepts in social work research | Module 4 |
| Week 5: 9/29/22 | Intro to quantitative methods | Module 5 |
| Week 6: 10/6/22 | Intro to qualitative methods | Module 6 |
| Week 7: 10/13/22 | Disseminating & Integrating Research into Evidence-Based Practice | Module 7 |

c. Assignments

Turn in all assignments on time. Information about course assignments can be found on Canvas. Assignments should be submitted via Canvas by 11:59 PM on their due date unless otherwise specified. If you are going to be absent the day an assignment is due, the assignment should be submitted prior to its due date. Extenuating circumstances may be discussed with me and will be handled on a case-by-case basis.

All late work is subject to a reduction in grade, except in cases of acute emergencies. Late assignments will be graded as usual and then 10% deduction (full grade level) will be assessed to all late assignments with additional deductions every additional 24 hours until the assignment is received. For example, assignments uploaded after 11:59pm on the date it is due will receive a 10% deduction. Assignments uploaded after 11:59pm on the day after it is due, will receive an additional 10% deduction (20% total deduction). Assignments uploaded after 11:59pm two days after it is due will receive an additional 10% deduction (30% total deduction), etc. Late assignments may receive little or no written feedback and will receive a lower grade unless you have made other arrangements with me at least 72 hours prior to the due date.

The table below displays the **assignment schedule** and grade allocation for each assignment.

| Assignment | Due date | Percent of overall grade |
|---|-----------------|---------------------------------|
| Research Topic, Problem Statement, & Research Question(s) | 9/15 | 10% |
| Quiz #1 | 9/22 | 15% |
| Reference List | 9/29 | 5% |
| Quiz# 2 | 10/13 | 15% |
| Annotated Bibliography | 10/14 | 30% |
| Reflection Paper | 10/18 | 25% |

Quizzes (Online) (30%): You will complete a 15-question open book quiz on topics covered for each weekly asynchronous module for the course. Quizzes are to be completed on Canvas. You will have two attempts to complete each quiz. Your best score between the two attempts for each quiz will be counted as your final grade.

Report of a Review and Synthesis of the Evidence Base to Inform a Practice Decision (70%):

This collection of assignments asks you to demonstrate your ability to act as a critical consumer of the design, methodology, and conclusions of social work and social and behavioral science research publications (course objective). The conclusions you make from research publications and its application to social work practice at the micro, mezzo, or macro level will also be evaluated in this assignment. Application of research knowledge to social work practice can include finding a new program model, a more effective intervention, or a better understanding of how a diverse population responds to a new intervention.

You will use peer-reviewed journals to find and synthesize four research publications with findings relevant to a research question that further your understanding of a social work practice area/issue of interest to you. Before beginning the brief review of research studies, each of you will identify a population, an intervention, and expected outcomes to limit the scope of the research review. When all individual assignments are completed, the full written report will include the following components: (1) impetus for the research activity including the practice decision, (2) the programmatic context, (3) searching for peer-reviewed research studies, (4) the synthesis or learning across the studies, (5) limitations of the studies, (6) next steps, and (7) the article references.

You will not collect data for this project.

Your report will be divided into four manageable portions throughout the course that will result in a viable report by the end of the semester (see below). Throughout the semester, I will be available for you to meet with me to share your progress and answer any questions or concerns you may have.

- ***Practice Topic, Problem Statement & Research Impetus/Question.*** Identify a social work practice topic of interest. Describe a program/intervention that informs your selected social practice topic of interest. Discuss the problem or issue you would like to address for your chosen topic (i.e., the problem statement). At the end of the problem statement, propose a

research question that you would like to learn more about and can inform your social work practice area. Below is an example of a question you can pose:

Sample Practice Question: What is the most effective evidence-based practice to reduce teen pregnancy and sexually transmitted infections with teens who are Hispanic and living in rural communities?

This assignment should be no longer than a paragraph with the problem statement bolded. Examples for what I am looking for is located on the Canvas site. Feel free to talk to Dr. Ellis if you have trouble choosing a research topic.

- **Reference List.** Based on your problem statement and research/practice question, you are to find four (4) peer reviewed research articles that you think are relevant to your topic. The articles you select for this assignment are to be included in your annotated bibliography. You are to find and select articles using resources and databases in the University of Michigan library system. The references you select must be submitted in APA format manually or using bibliographic software such as Zotero or Endnote.
- **Annotated Bibliography.** After you have conducted a literature search and selected your references, you are to develop a 1–3-page (single spaced) annotated bibliography. It must include all four references you selected. These references must be peer-reviewed research articles from professional journals in Social Work (e.g., Journal for the Society of Social Work Research, Children and Youth Services Review, Child development, etc.) or other fields and disciplines. You can find annotated bibliographies that I consider exemplary on our Canvas site. Your evaluation of each research article is to be informed by content learned throughout the course.

To guide you in this task, each of your annotations should include the following components:

1. Summarize: Overview of article
 - What are the main arguments or points presented in the article?
 - What were the key findings of the articles?
 - What were some key implications?
2. Assess: Critique of the article substantiated with examples.
 - What are the strengths and weaknesses of the article as pertains to...
 - The study rationale?
 - The methodology (design, sampling, methodological approach)?
 - Study findings and its implications for practice?
 - What is your assessment of the article's usefulness and reliability?
 - What is your overall evaluation of the article?
 - Does the article adequately address issues or the lived-experiences of persons from historically disadvantaged, disenfranchised, and diverse populations in society?
3. Reflect: Utility of article
 - How does this inform your topic?
 - How does it fit with other information you have found?

- How well does the article describe the relevance and applicability of the study in working with historically disadvantaged, disenfranchised, and diverse populations in society?
 - Was the article helpful? Why or why not?
 - What was your biggest takeaway from article?
- **Reflection Paper.** Using knowledge, you have learned from the annotated bibliography assignment and problem statement assignment, you will prepare a one (1) page single-spaced reflection paper. In this paper, I am asking you to reflect on the following questions:
 - What are your overall impressions about engaging in the research process covered in this course?
 - What did you learn about the current research in your social practice area?
 - How will this knowledge be useful for your current or intended area of social work practice?
 - Do you think that the research findings from the studies you reviewed can be applied in your social work practice area? If so, why? If not, why not?
 - How do the findings you learned from each study from your annotated bibliography can potentially inform the development of a program/intervention in your social work practice area?

3. Academic Integrity and Plagiarism

You are responsible for maintaining the highest standards of academic integrity in every phase of your academic careers consistent with the policies set by the University of Michigan and the School of Social Work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Academic integrity means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Information on academic integrity policies can be found in the [MSW Student Guide](#). Test your knowledge on plagiarism [here](#).

Please make sure that your work is indeed your own and that you give credit where credit is due. Typographical and grammatical errors weaken your credibility as a scholar and make your arguments more difficult to understand. Your effectiveness as a presenter also affects your ability to convey concepts. Skillful use of language, proofreading, and presentation skills will be rewarded in your grade, whereas weaknesses will be noted and taken into consideration when grading.

4. Paper Formatting

Unless noted, all written assignments should utilize APA formatting (7th edition). Review the [MLibrary APA Citation Guide](#) as needed. The [Purdue Owl website](#) is very helpful resource for assistance with APA formatting. Please note: APA format is important, and you will be graded on the accuracy of your citation format as well as on the quality of your references and of your annotations. I will be evaluating you based on the following questions:

- Does the writing adhere accurately to APA guidelines?
- Does the writing reflect a firm grasp of academic writing conventions, i.e. voice, tense, style?

- Were a minimum of four resources from research articles utilized for the content?
- Is the writing free of grammatical, spelling, and mechanical errors?
- Does the writing demonstrate having been proofread and revised prior to submission?
- Does each annotation demonstrate overall clarity and flow?

5. Attendance and Class Participation

This class meets only seven (7) weeks this semester. Thus, regular class attendance is strongly encouraged. Missing class is a missed opportunity to engage in content discussions and the benefit of making deeper meaning of the material within a learning community. Thus, lack of attendance will affect your ability to participate in and contribute to class discussions and activities. Moreover, all classes have been sequenced in such a way as to contribute to your success in this course; thus, class absences may jeopardize your understanding of the course content. Below are my expectations for this course:

- Be on time for all scheduled class sections. Class begins promptly at the designated time. Excessive tardiness will be reflected in your final class grade.
- Attend and participate actively in class.
- Be respectful of the classroom, its students and the instructor. Please make certain that all cell phones, tablets, etc. are turned off or on a silent ring.
- You should also refrain from tweeting, using social media, or Internet browsing on non-academic related topics during class time. If I judge computer usage distracting or if I notice students doing things other than course-related activities on their computers, I may disallow computers or other forms of technology from class temporarily or for the rest of the semester.
- Complete asynchronous modules prior to coming class. Each module is designed to provide with you background knowledge, so that you enter into the class discussion with substantive questions and comments informed by the literature.

You may not miss more than four (4) classes. Doing so will adversely affect your academic standing in the course. If you need to miss class, please contact me in advance *at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency*. Routine tardiness that disrupts the class will be considered in your final grade for this course.

Note: If you are absent from class, you are still responsible for any assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

6. Grading

Grading policy of this class closely follows the [Policies on Grades in Academic Courses and in Field Instruction](#). Grading for this course follows the following criteria.

Letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to

students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

| | | | | | | | |
|-------|----|-------|----|-------|----|-------|----|
| 100 | A+ | 88-90 | B+ | 78-80 | C+ | 68-70 | D+ |
| 94-99 | A | 84-87 | B | 74-77 | C | 64-67 | D |
| 91-93 | A- | 81-83 | B- | 71-73 | C- | <64 | E |

Your grade will reflect both your effort and the quality of your engagement and assignments. Key grading criteria include: a) thoroughness and completeness of content; b) clarity and logic of presentation; c) evidence of critical thought and self-reflection; and d) writing and editing quality.

7. Class Recording and Course Materials

For this course, I will be recording live in-person lectures using Kaltura software. These recordings are intended to help you review course content in the event you are unable to attend an in-person lecture. These recordings are also intended to be a resource to help you complete course assignments. Recorded in person lectures will be available on Canvas.

All other 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 on the [Recording and Privacy Concerns FAQ](#).

8. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and](#)

[Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

9. 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.

10. Mental Health and Well-being

If you or someone you know is in need of support, services are available.

- [Counseling and Psychological Services \(CAPS\)](#) located at the Tappan Street Auxiliary Building on 609 Tappan Street across from the Ross Business School; (734) 764-8312
- [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. Contact the Health and Wellness Program at ssw.wellness@umich.edu

11. Accommodations for Students with Disabilities

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities (<https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

12. Writing Skills and Expectations

Strong writing and communication skills are essential to your academic success and professional career. The School has a Writing/Study Skills Coordinator, Betsy Williams, who can

help with writing, presentations, and other tasks. For resources on writing, references (including APA style), study tips, or to set up an appointment with Betsy, visit ssw.umich.edu/writing-help.

Other UM resources include the [English Language Institute](#) and the [Sweetland Writing Center](#). Sweetland offers one-to-one, online writing assistance at any stage of writing. You can get help with understanding assignments, generating ideas, developing arguments, organizing and structuring, using evidence and sources, and clarifying your expression.

13. Additional Resources and Information

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

- Safety and emergency preparedness
- Religious/spiritual observances
- Military deployment
- Teaching evaluations
- Proper use of names and pronouns, how to change those in Wolverine Access, and a map of gender inclusive bathrooms

14. Course Exemptions

This course is intended to be taken by students with limited research experience or have not previously received course credit in research methods courses taken prior to enrolling in the UM SSW MSW program. If you have extensive research experience or have received academic credit for taking a research methods class in the past seven years [you may be eligible to receive an course exemption](#). Contact your assigned academic advisor if you think you're eligible to be exempted from taking this class. This course is not required for Advanced Standing students.

15. Inclusive Language

The words we use can make the difference between positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms and inequitable systems. Please pay close attention to your language when speaking about cultural communities that you do not identify with. In doing so, please do your very best to:

- Respect and use contemporary and relevant language around social identities;
- Use language that recognizes varying abilities and is not ableist;
- Use language inclusive of diverse global contexts; and
- Provide developmental and educational support of others who may be unfamiliar with inclusive language practices.

It is expected that we all commit to using the correct name and pronouns of each other and our guests. Names and pronouns may change over time. Should someone accidentally use the wrong name or pronoun, acknowledge the mistake, apologize, and move on with the correct version. Example: “As he was saying. I’m sorry; I meant to say, as they were saying, that was a very interesting article.”

I invite you to bring it to my attention privately if I use language about a social identity or community that is harmful, dated, disrespectful, or otherwise problematic.

16. Best Practices for Student-Faculty Interactions

I am committed to creating a learning environment for my students that is free of Prohibited Conduct, including gender-based and sexual harassment, sexual violence, retaliation, and a hostile environment based on discrimination and intimidation. I acknowledge the power differentials between instructors and students, and the prohibition of “Covered Relationships” (sexual, romantic, or dating) between instructors and students. To accomplish this, I pledge to:

- **I will conduct office hours with my door open.**

Students who wish to have confidential conversations with me may schedule a private meeting via Zoom or may ask to have a closed-door meeting. But this closed-door meeting must be made on your request in writing, even on the spot. I will never suggest a closed-door meeting myself because of the power dynamic.

- **Document all pre-scheduled meetings between the instructor and the student via Google Calendar (or other software) and/or university email.**

Students who email to request an office hour appointment should expect to receive an email confirmation or a Google Calendar (or other software) invitation from me, or, upon my email confirmation and request, may send me a Google Calendar (or other software) invitation for this meeting. The purpose is to provide a permanent record of the meeting and to ensure that all class activities are documented and transparent. Students who choose to drop by for informal meetings are welcome to do so, but there will be no documentation provided. (See above for open-door policy.)

- **Choose meeting locations and conduct meetings with student and instructor safety in mind.**

All individual meetings between instructor/student will take place at university venues. Off-campus meetings, trips or events must engage with course material. Off-campus meetings will not involve alcohol or take place at locations that serve alcohol. If the class goes out for a meal, it will be at a cafe or restaurant that does not serve alcohol. The location/day/time of any off-campus meetings between the instructor and students will be documented in Google Calendar (or other software). I, the instructor, will conduct all individual communications using the University platforms of email, Canvas, Slack, or Piazza, with the caveat that we may use non-University platforms set up by students (such as GroupMe) only if they include all students in the class. There will be no instructor-student private communications on any non-University platforms, such as social media, GroupMe, personal phone numbers, What’s App, etc

- **Offer to provide information to you about how to report sexual and gender-based misconduct.**

Submit a complaint about assault or harassment to the Equity, Civil Rights and Title IX Office at the University of Michigan (ECRT).

Link to reporting at each of the three campuses:

<https://sexualmisconduct.umich.edu/reporting-process/reporting-to-the-university/>

- Please note that Title IX offices often distinguish between making a “report,” which does not launch an investigation, and filing a “complaint,” which does.

This study, by Nicole Bedera, describes why there are so few investigations, even when survivors originally intend to report. We recommend this reading for anyone considering reporting, as a means to empower you through that process. Bedera’s study is called *Settling for Less: How Organizations Shape Survivors’ Legal Ideologies Around College Sexual Assault*.

Report an assault through 911

Dialing 911 from your cell phone will take you to local police. Dialing 911 from a campus phone will dial to the University police dispatch.

Report an assault to Local Police Ann Arbor Police
Non-emergency Dispatch: 734-994-2911