Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.
COURSE STATEMENT

Course Description

This course surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in the context of their history and the underlying rationale and values that support different approaches. Emphasis is placed on major fields of social work service such as: income support, health care, child welfare, and services to older adults. Analytic frameworks with regard to social welfare policies and services are presented. These frameworks identify strengths and weaknesses in the current social welfare system with respect to multiculturalism and diversity; social justice and social change; behavioral and social science theory and research; and social work relevant promotion, prevention, treatment, and rehabilitation programs and services in relation to diverse dimensions (including 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).

Course Objectives

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

- Understand historical context and its current applications within the profession and practice (Essential 6, EPAS 7)
- Recognize and address power dynamics; ensure voices are included (Essential 14; EPAS 6)
- Understand the current legislative processes (Essential 28; EPAS 2)
- Understand strategies to advocate for social, economic and environmental justice and change, while protecting human rights (Essential 29; EPAS 2, 3)
- Recognize the extent to which structures, policies and values may oppress, marginalize, alienate, create or enhance privilege and power (Essential 30; EPAS 1, 2, 5)
- Analyze policies that advance human rights and social, economic and/or environmental justice (Essential 34; EPAS 5)
- Understand the history of social work practice and social welfare delivery systems and current applications within the profession (including inherent ambiguity) (Essential 39; EPAS 1, 5)
- Understand major social welfare policy domains (e.g.: health, immigration, income support) (Essential 39; EPAS 1,5)
Understand frameworks of ethical decision making and how to apply critical thinking to those frameworks in practice, research and policy arena (Essential 44; EPAS 1, 5)

Course Design

The course will utilize a combination of lectures, discussion, and in class exercises. It is anticipated that the multiple sections of this course will be coordinated; and lectures, assignments, readings, class exercises, and examinations will be shared across instructors.

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

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.
CLASS REQUIREMENTS

a. Course Materials

The course is organized by weekly module. Each module is composed of three components: pre-session, class session, and post-session. The format for each module is almost the same. In overview:

**Pre-session** consists of activities to be conducted by students before the corresponding class session, including:
- **Read.** Weekly reading assignments.
- **Watch/Listen.** Video and podcast, including recorded lectures.
- **Do.** Activity sheet to be completed before class and will be followed up in class.
- **Supplement.** These materials are extra for further reading.

Note: Some modules do not have all the items.

**Class session** is held on Tuesday 9 am-noon in SSWB Room 3816. Each class session will have a similar schedule. It will begin with a welcome circle and current event discussion. Then the theme of the session will be introduced, and the activity sheet (the “Do” under each module) will be the basis for large and small group discussion. We may arrange guest speakers and semi-formal debates. Polls, quiz (ungraded), and other activities will be used to spice things up.

**Post-session** are activities/reminders to keep you on track.

b. Non-Module Course Materials

**News Media.** The best way to keep current on policy issues is to regularly read, watch and/or listen to legitimate sources of news coverage. Be careful to distinguish news reports and commentary/opinion/advocacy pieces. Here are some recommended media sources:

- **Major newspapers:** the New York Times ([www.nytimes.com](http://www.nytimes.com)), Washington Post ([www.washingtonpost.com](http://www.washingtonpost.com)), Wall Street Journal (although focused on business issues, often has very good feature articles on domestic policy), Los Angeles Times, Weekly Standard, etc..

- **News reports and feature shows:** The PBS News Hour, National Public Radio, MSNBC, CNN, ABC Nightline, CBS, ABC, BBC, Al Jazeera etc.. The PBS News Hour ([https://www.pbs.org/newshour/](https://www.pbs.org/newshour/)) has extensive links to additional materials. National Public Radio is also readily available online, and can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online. “All Things Considered” and/or “Morning Edition” on National Public Radio are good sources for current issues. New York Times podcast the Daily often has in-depth discussion of ongoing and emerging policy issues. Don’t forget the local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com [http://www.mlive.com/#/0](http://www.mlive.com/#/0).

*Books.* They are recommended but not required. All are available from our library.


c. **Class Schedule** (The schedule and content may change. The Canvas course site has the most updated information.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pre-session</th>
<th>Post-session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30/22</td>
<td>Course Overview</td>
<td>Read-1:</td>
<td>Review the syllabus and assignment instruction. Send a email to the instructor if you have any questions.</td>
</tr>
<tr>
<td>(session 1)</td>
<td>What is just?</td>
<td>• Syllabus</td>
<td>Find your “Support Squad”</td>
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<td></td>
<td></td>
<td>• Hello! Welcome to SW530</td>
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<td>• What is Social Policy, and Why Does Social Work Care About It?</td>
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<td>Do-1:</td>
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<td>• Allocation</td>
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<td>Post-1 (required):</td>
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<td></td>
<td></td>
<td>• Hello Classmates!</td>
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<tr>
<td>9/6/22</td>
<td>Roots of Structural Discrimination</td>
<td>Read-2:</td>
<td>Review the policy worksheet instruction. Think about what topic you want to address. If you want to pursue an unlisted issue, do some research, write down your ideas (e.g., what is the debate) and talk to the instructor.</td>
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<tr>
<td>(session 2)</td>
<td></td>
<td>• Staller, Chapter 1 Land, legacies, &amp; policies</td>
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<td></td>
<td></td>
<td>Do-2:</td>
<td></td>
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<td></td>
<td></td>
<td>• Land, Legacy &amp; Policy</td>
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<td>Supplement-2:</td>
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<td></td>
<td></td>
<td>• Watch: The Indian Problem</td>
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<td>(<a href="https://www.youtube.com/watch?v=if-BOZgWZPE">https://www.youtube.com/watch?v=if-BOZgWZPE</a>)</td>
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<td>• Elliot &amp; Hughes (NYT, the 1619 project). A brief history of slavery that you didn’t learn in school.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Read</td>
<td>Watch</td>
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<tr>
<td>9/13/22</td>
<td>U.S. Constitution</td>
<td>Read-3</td>
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<tr>
<td>9/20/22</td>
<td>Election and Voting Rights</td>
<td>Read-4</td>
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<tr>
<td>9/27/22</td>
<td>U.S. Government Structure &amp;</td>
<td>Read-5</td>
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| (session 5) | Legislative Process | - How laws are made and how to research them ([How Laws Are Made | USAGov](https://www.usa.gov/how-laws-are-made))  
- The legislative process ([https://www.congress.gov/legislative-process](https://www.congress.gov/legislative-process))  

Do-5:  
- Government structure & policy making  

| 10/4/22 (session 6) | Government Budgets & Taxes for Social Workers | Read-6:  
- Staller, Fiscal Policies for Social Workers  
- Tax Policy Center. What are the largest tax expenditures?  

Watch-6:  
- State Budget: Spending & Revenue ([https://www.nasbo.org/resources/budget-basics-videos](https://www.nasbo.org/resources/budget-basics-videos))  

Do-6:  
- Federal and state budget  

| 10/11/22 (session 7) | Origins of Social Welfare | Read-7:  

Watch-7:  
- Li, From Poor Laws to Progressive Era (Parts I & II)  

Do-7:  
- Welfare from colonial times to progressive era  

Supplement-7:  
- Watch: Women of Hull House (30-min)  
- Watch: The Heart of Bassett Place (45-min)  

|  |  | Election-related activity plan (team post) due next week  
|  |  | Continue working on Policy Worksheet  
|  |  | Team posts of election-related activity plan due 10/4/22  
|  |  | Continue working on the Policy Worksheet  

<p>| Date       | Session   | Topic                                    | Read:                                                                                                                                  | Watch:                                                                                       | Do:                                                                                           | Supplement:                                                                                     | Notes:                                                                                     |
|------------|-----------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 10/18/22   | (No class)| Fall Study Break                         |                                                                                                                                        |                                               |                                               |                                               | Earnestly working on Policy Worksheet                                                        |
| 10/25/22   | (session 8)| Birth of Welfare State                   | Read-8:                                                                                                                                 | Watch-8:                                                                                     | Do-8:                                                                                          | Supplement-8:                                                                                |                                               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11/8/22</td>
<td>• Seefeldt, Frameworks for Thinking about Social Welfare Program (9 min)</td>
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<tr>
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<td>Listen-9:</td>
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<td>• Reveal Podcast: A welfare check (<a href="https://www.revealnews.org/episodes/a-welfare-check/">https://www.revealnews.org/episodes/a-welfare-check/</a>)</td>
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<td>Do-9:</td>
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<td>• The vanishing welfare state &amp; welfare approaches</td>
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<td>Supplement-9:</td>
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<td>• Abramovitz &amp; Hopkins (1983). Reaganomics and the Welfare State</td>
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<tr>
<td>(no class)</td>
<td>Mid-term Election Day!</td>
</tr>
<tr>
<td>11/15/22</td>
<td>Complex Welfare State: Health Policy as Case Study</td>
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<tr>
<td>(session 10)</td>
<td>Read-10:</td>
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<tr>
<td></td>
<td>• Ballotpedia. History of healthcare policy in the United States.</td>
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<td>(<a href="https://ballotpedia.org/History_of_healthcare_policy_in_the_United_States">https://ballotpedia.org/History_of_healthcare_policy_in_the_United_States</a>)</td>
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<td>• Obamacare Basics: What is the Affordable Care Act?</td>
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<td>Watch-10:</td>
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<td></td>
<td>• Weaver, Health &amp; Mental Health</td>
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<td></td>
<td>o Reform in Action (15 min)</td>
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<td>o Current Debates (4 min)</td>
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<td>Do-10:</td>
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<td></td>
<td>• Health Policy</td>
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<td>Supplement-10:</td>
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<td></td>
<td>• Arno &amp; Caper. Medicare for all: The social transformation of U.S. health care</td>
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<tr>
<td></td>
<td>Individual reflection of election-related activities due 11/15/22</td>
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<tr>
<td>Date</td>
<td>Session</td>
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| 11/22/22   | session 11 | Neighborhood & Housing | Read-11:  
- Berkovitz (2020). Environmental racism has left Black communities especially vulnerable to COVID-19 (https://tcf.org/content/commentary/environmental-racism-left-black-communities-especially-vulnerable-covid-19/?session=1) | Watch-11:  
- Poverty, Politics and Profit (http://www.pbs.org/video/poverty-politics-and-profit-bhkmpo/)  
- Housing Policy |
| 11/29/22   | session 12 | Poverty & Inequality | Read-12:  
- Ten solutions to bridge the racial wealth divide (https://inequality.org/great-divide/ten-solutions-bridge-racial-wealth-divide) | Watch-12:  
- Seefeldt, Understanding poverty (15 min)  
- Seefeldt, Anti-poverty and income redistribution policies (15 min) |
<table>
<thead>
<tr>
<th>12/6/22 (session 13)</th>
<th>Activism</th>
<th>Watch-13</th>
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</thead>
<tbody>
<tr>
<td>Do-12</td>
<td>Poverty &amp; Inequality</td>
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<tr>
<td>Supplement-12:</td>
<td>Watch: Inequality for All</td>
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<td>Seefeldt: Income inequality</td>
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<tr>
<th>12/6/22 (session 13)</th>
<th>Activism</th>
<th>Watch-13</th>
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<tbody>
<tr>
<td></td>
<td>Poor People’s Campaign (<a href="https://www.poorpeoplescampaign.org/about/our-demands/">https://www.poorpeoplescampaign.org/about/our-demands/</a>)</td>
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<td>John Lewis Last Word Read by Morgan Freeman</td>
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<tr>
<td></td>
<td>Hodge, Strategies for policy advocacy</td>
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<td></td>
<td>Cynthia Erivo, “Stand Up”</td>
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</table>

**FINAL EXAM DISTRIBUTED 12/6/22**

**EXAM DUE 12/16/21**

**Explained: The Racial Wealth Gap**
(https://www.youtube.com/watch?v=Mqrhn8khGLM) (16 min)

Do-12:
- Poverty & Inequality

Supplement-12:
- Watch: Inequality for All
- Seefeldt: Income inequality
d. Assignments and Grading

(A) Do Before Class (Due before the corresponding class session. 25%). You will find an Activity Sheet under many modules (Do). The activity sheet is designed to help you apply the content in the readings. You are asked to complete each Activity Sheet before the corresponding class session, but are only required to submit a total of 5 Activity Sheets via Canvas. Each submission is worth a maximum of 5 points, and is due prior to the beginning of the corresponding class session. Points are awarded to you for uploading a thoughtful and fully completed response to the questions. Points will be deducted for late submission and incomplete assignments. Your response will not be evaluated by the instructor nor individual feedback provided. The activity sheets are your own ‘self evaluation’ and synthesis of course content, and will be the basis for discussion during class.


(C) Final Exam (Due Dec. 16; 30%). The final is a take-home exam in essay question format. The exam will be short answer essays, covering material in readings and emphasized in class lectures, handouts and discussion. It will review material from the whole semester and there will be choices in which essays you answer. Exam questions will be distributed on December 6th.

(D) Election-related Activity (15%). You will work with your team on this assignment. It involves three deliverables for grading purposes: two group posts (due 10/4 and 11/1, respectively) and one individual submission (due 11/15). Each is worth 5 points. Please see the handout “Election-related Activity” for instruction.

(D) Class Participation. I assume that all students will prepare for class, attend all class sessions, participate in all class activities, and actively create and promote a supportive learning environment. Ample opportunities will be given for students to participate, including short, in-class exercises and break-out group discussion. While I do not assign any points to class participation, those who have make good contributions to the class will be rewarded when their final accumulated point is between two grades.

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization and respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare systems evolved from and may still reflect biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I encourage all students to engage in these activities with thoughtfulness and respect.

If you have to miss a class session, please notify the instructor before the session by email.

e. Assignment Submission Procedure
Policy worksheet and final exam should be submitted via canvas-Assignment (attached as a MS word document). The submission closes at 11:59 pm on the due date. With legitimate reasons, I
may consider accepting late submission but points may be deducted. In general, I don’t allow rewriting of a graded assignment but I am happy to meet with you to discuss the assignment before it’s due. I will grade your assignments submitted on line anonymously. Please put your student ID, not your name, on the first page of your paper. After I have read and graded all the papers and exams, I will determine which paper belongs to whom.

**Grades**

The criteria for each grade are as follows:

- **A+, A, A-** Superlative mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which excellence in these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations
- **B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- **C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- **F** Student has failed to demonstrate minimal understanding of subject content.

Notes on Grading:

1. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.

2. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments not on nebulous references to “fairness.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

**Grade and Points Conversion**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
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</tbody>
</table>
f. General Expectations for Written Work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader.

Students are expected to avoid “language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping, or bias” (Health and Social Work, 11:3, Summer 1986).


g. Plagiarism

Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

http://ssw.umich.edu/msw-student-guide/section/1.12.00

Another helpful resource can be found at: http://guides.lib.umich.edu/swintegrity

Note that using Web resources increases the risk of “accidental plagiarism.” So be careful of how you use such resources.
CAMPUS INFORMATION AND RESOURCES

Writing Assistance

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at betsywil@umich.edu or call 734-763-6259. You can find helpful resources linked from ssw.umich.edu/writing-help.

In addition, the Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: http://www.lsa.umich.edu/sweetland/.

Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli/.

Students with Disabilities

The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University’s Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734-763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price, LMSW in the Office of Student Services (ndp@umich.edu) for further information.

Religious Observation

The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Please contact the instructor asap if such conflict occurs.

Health and Wellness Services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School’s Health and Wellness Advocate Nyshourn Price listed above.
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 second class period so that she uses your correct name and pronouns. There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level).

Emergency

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

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-SSWB (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.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu. Office of Student Services School of Social Work | Room 1748 734-936-0961.

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

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. 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 campus safety measures should contact the Office for Institutional Equity. 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.

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.

**Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance
written permission of the instructor. Students with an approved accommodation from the Office
of Services for Students with Disabilities permitting the recording of class meetings must present
documentation to the instructor in advance of any recording being done. The instructor reserves
the right to disallow recording for a portion of any class time where privacy is a special concern.
If the instructor chooses to record a class, they will decide which classes, if any, are recorded,
what portion of each class is recorded, and whether a recording is made available on the course
management website. On days when classes are recorded, students will be notified in advance
that a recording will occur and be provided with an option to opt-out. Class recordings and
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