1. Course Statement

a. Course description
This course will explore the origins and development of selected social variables characterizing the diversity dimensions (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) in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status, and opportunities to these populations will be studied. Students will use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression. This course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the ethnic community.

b. Course objectives and competencies
Upon completion of the course, students will be able to:

1. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States by:

   1.1 Evaluating social science frameworks for the discussion of culture;
1.2 Applying knowledge about social group memberships and identities, their histories and meanings, how they interact with each other in people’s lives and the larger society, and how they are affected by particular social contexts;

1.3 reviewing one’s own social group memberships and how they have influenced opportunities and challenges.


2. Discuss the influences of discrimination, oppression, and privilege on life experiences of diverse cultural groups by:

2.1 Labeling forms of discrimination, prejudice, and oppression as these differentially affect U.S. cultural groups, including gay/lesbian/bisexual, racial/ethnic, gender, transgender, religious/spiritual, differently abled, and social class groups;

2.2 Identifying sources of intragroup and intergroup conflict stemming from cultural group membership;

2.3 Describing the forces that create and maintain individual, group, organizational, and community differences in power, privilege, and oppression.

2.4 Demonstrating skills in negotiating differences and conflicts at system interfaces.

(Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)

3. Review the characteristics of selected ethnic and racial groups in the United States and identify key variables to be considered by social workers attempting to work with these populations by:

3.1 Examining historical, social, and political forces influencing the construct of family for these groups;

3.2 Locating the intersections of race, ethnicity, class, gender, sexual orientation, religion/spirituality, and ability status for these groups;

3.3 Critiquing the social science literature on social identity groups;

3.4 examining variables, such as immigration and migration, cultural norms and roles, acculturation and assimilation, help-seeking behaviors, employment and income, educational attainment, and the establishment of informal and formal institutions within these cultural groups;

Note: Course objectives are intentionally connected to School of Social Work/Council on Social Work Education Competencies and Practice Behaviors so that the School can measure/assess student outcomes at both the course and curriculum/program levels.

c. Course design
This course will include such pedagogical strategies as small group exercises, role plays, case analyses, video demonstrations, and didactic presentations. Experiential activities will be central to the structure and process 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. 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.

2. Class Requirements
a. Text and class materials

- All required and suggested readings will be provided on Canvas in the form of links to external sites (e.g. news, video, podcast), or PDFs. A digital subscription to the New York Times is highly recommended to take full advantage of content behind a paywall. UM provides free access to students to the NYTimes using the instruction below to establish an individual account:

The New York Times instructions
This is for students only.

You can activate your subscription by visiting accessnyt.com. Search for and select University of Michigan Ann Arbor, and you will be directed to the registration page. Click "Create Account" and complete fields; you must use your @umich.edu email (Michigan Medicine individuals: your @med.umich.edu email will not work; simply remove the "med." from your email and it will make it to your inbox). You may also sign in to an existing account, but only if it is your @umich.edu email.

You must then verify your email address by clicking the link in an email you will receive. If you do not receive an email after some time, check your spam folder.
If you already have an @umich.edu account with a paid subscription, you'll need to cancel any active subscriptions before you can activate your school-sponsored subscription. Just follow the directions here to cancel your subscription, and then come back and sign up using the link above.

Once you set up your account, you'll have access to *The New York Times* through this account until you graduate.

Questions? For technical support, assistance with your subscription, or anything else related to the subscription, contact The New York Times’ support at edu@nytimes.com.

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### a. Class schedule

Whenever possible, alerts will come over email via Canvas announcement if changes need to be made, they will also be communicated during the live session.

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 0</td>
<td>Getting Started</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Canvas for links to readings and multimedia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Introduction Discussion Board</em></td>
</tr>
<tr>
<td>Week 1</td>
<td>Module 1: Demographic and Population</td>
<td>See Canvas for links to readings and multimedia.</td>
</tr>
<tr>
<td></td>
<td>Shifts</td>
<td><em>Discussion Board #1</em></td>
</tr>
<tr>
<td>August 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2: Personal Relationships</td>
<td>See Canvas for links to readings and multimedia.</td>
</tr>
<tr>
<td>September 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3: Parenting and Caregiving</td>
<td>See Canvas for links to readings and multimedia.</td>
</tr>
<tr>
<td>September 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4: Changing Nature of Work</td>
<td>See Canvas for links to readings and multimedia.</td>
</tr>
<tr>
<td>September 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 5: Housing and Homeownership</td>
<td>See Canvas for links to readings and multimedia.</td>
</tr>
<tr>
<td>September 27</td>
<td></td>
<td>Assignment #1 Culture Shock Infographic Due</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module Title</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>October 4</td>
<td>Module 6: <em>Education Wars</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td>Week 7</td>
<td>October 11</td>
<td>Module 7: <em>Healthcare</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Discussion Board #3</em></td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 18</td>
<td></td>
<td>No Class</td>
</tr>
<tr>
<td>Week 8</td>
<td>October 25</td>
<td>Module 8: <em>Drug Culture</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td>Week 9</td>
<td>November 1</td>
<td>Module 9: <em>Social Media &amp; Misinformation Culture</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td>Week 10</td>
<td>November 8</td>
<td>Module 10: <em>Cancel Culture</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Discussion Board #4</em></td>
</tr>
<tr>
<td>Week 11</td>
<td>November 15</td>
<td>Module 11: <em>Protest and Public Accountability</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No Class</td>
</tr>
<tr>
<td>Week 12</td>
<td>November 29</td>
<td>Module 12: <em>Mental Health and Self-care</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td>Week 13</td>
<td>December 6</td>
<td>Module 13: <em>DEI Culture</em></td>
<td>See Canvas for links to readings and multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Assignment #2: Lightning Talk Due</em></td>
</tr>
</tbody>
</table>

b. **Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Engagement (classroom discussion and interaction with others)</strong></td>
<td>Ongoing (TBD)</td>
<td>10%</td>
</tr>
</tbody>
</table>
Discussion Board (x4) | Ongoing (see below): Discussion Board Modules 1, 4, 7, 10 | 40%
---|---|---
Individual Assignment #1: Culture Shock Infographic | Module 5 | 25%
Individual Assignment #2: Lightning Talk | Module 12 | 25%

[Culture Shock Infographic] [25 points] [Module 5]
- For this assignment students will select a topic from any week/module in the course and develop a fact-based visual to document the trends and shifts in U.S. culture over a defined period of time (e.g. the last 10 or 20 years). Students will use either an infographic template that they locate and fill in with their own information and graphics, or use MS powerpoint or Google Slides to design their own infographic and turn in a PDF version of the final product. A single infographic or up to 3 powerpoint slides is expected.
- [CLOs associated with this assignment] : 1. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States.
- [PODS Capacities Understand how an individual, family, group, community, organizational, nationality/citizenship history, culture, positionalities, sources of power (ascribed and earned), and multiple ways of knowing shape their perceptions, attitudes, cognitive processes, actions, and consequences.

Culture Shock Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title that clearly identifies topic and time span of the “culture shock”</td>
<td>2</td>
</tr>
<tr>
<td>At least five (5) facts demonstrating key aspects of cultural shifts/trends with corresponding scholarly or reputable news references</td>
<td>8</td>
</tr>
<tr>
<td>1-3 practice or policy implications (does not need to be limited to social work e.g. public health, employment, etc.)</td>
<td>6</td>
</tr>
</tbody>
</table>
1-3 Top takeaway points for public awareness | 4
Visually well-organized and free of grammatical errors. | 3
References | 2
Total | 25

Lightning Talk [25 points] [Module 13]
- Students will select a topic within the broad domain of the course and explore the social justice issues and implications of changing views, perceptions and norms/practices in a given cultural context. The talk can be in audio only format or recorded as a video and submitted as a link to Youtube (unlisted) or another free platform. Students should aim to be brief, but thorough and engaging. Students are encouraged to reflect on their own positionality in relation to the topic if applicable, and to provide relevant examples for context.
- [CLOs associated with this assignment]: applying knowledge about social group memberships and identities, their histories and meanings, how they interact with each other in people’s lives and the larger society, and how they are affected by particular social contexts;
- [PODS Capacities associated with this assignment]: Identify how inequities are manifested, maintained, and reinforced in social systems, theories, processes, and social work practice of different types and levels.

Lightning talk Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a social justice issue or topic in line with the course theme - The topic is appropriately well-defined. The topic is seamlessly and clearly integrated throughout the audio or visual. The content is sufficiently different from the infographic if the same topic is used.</td>
<td>5</td>
</tr>
<tr>
<td>Articulate one clear central message as your “idea worth sharing” and validate your message with information that is clear, concise, memorable, and suited to your audience</td>
<td>8</td>
</tr>
</tbody>
</table>
| **Share a meaningful story or personal narrative**  
Use current or recent events, personal experiences, or shared values to frame the significance of the topic | 5 |
|---|---|
| **Engage the audience and close in a dynamic way!**  
-Humor is integrated where appropriate  
-Curiosity and passion for the topic is evident  
-Skillfully move on from mistakes  
-Be authentic and exciting!  
-Surprise the audience with honesty or vulnerability | 5 |
| **Abide by the TED “commandments” that inspire this lightning talk**  
-Stick to time limit  
-Who is the audience  
-Delivery and style  
-Pacing/timing  
-Structure/organization  
-Giving meaning to data  
-Take away message  
-Significance or “so what”  
-Creating a meaningful experience for listeners/viewers | 2 |

**Discussion Posts Guidelines**

Discussion posts are worth 10 points and will be graded based on the following criteria. Students will be expected to complete the prompt(s) presented as well as to critically respond to the number of peers identified in each discussion post instructions in a manner that pushes the discussion further.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Full Credit</th>
<th>Partial Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of comments</td>
<td>Thoughtful, reflective, and respectful of others</td>
<td>Responds but with minimal effort (“I agree with Bill…””)</td>
<td>Did not post</td>
</tr>
<tr>
<td>Relevance of comments</td>
<td>Answered the focus questions</td>
<td>Did not respond to prompts</td>
<td>Did not post</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Contribution to the learning community</td>
<td>Attempted to motivate group discussion by asking questions or adding multiple replies to other student comments and/or engaged colleagues in a multiple response back-and-forth exchange</td>
<td>Provided one or two replies to other students; never returned to engage in a discussion after the first reply</td>
<td>Provided no feedback to fellow students</td>
</tr>
</tbody>
</table>

c. **Attendance Policy**

“Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.”

Please refer to the Policy on Class Attendance found in the MSW Student Guide. No make up assignments are offered. Here is the information that you might want to consider:

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, 20% 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 was 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, requests 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 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
(10) Class will begin “on the hour” as stated in the syllabus and schedule of classes. Please turn on canvas notifications and check email regularly in case the class schedule needs to be adjusted the day of.

(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-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 loss of participation/engagement points and or referral to the student conduct process.

(18) Children, household guests, pets, and others in students’ spaces are welcome to listen in so long as they are muted and do not disrupt others’ learning. However, the course content is not guaranteed to be suitable for all listeners and learners outside of the course enrollment.

*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.*

**Live Meeting Participation Guidelines**
Both class attendance and active, purposeful, and high quality participation in class discussion and activities 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 below: Points are assessed globally over the entire semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of participation in class</td>
<td>Student initiates contributions more than once in each class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.</td>
<td>2</td>
</tr>
<tr>
<td>Quality of comments</td>
<td>Comments are always insightful and constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
<td>5</td>
</tr>
<tr>
<td>Listening skills</td>
<td>Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

It is also recommended that you review the link to the [Policy on Class Attendance](#) found in the MSW Student Guide.

d. Live class participation
   - See above
e. **Grading**

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

- Assignments and class participation total 100 points for the semester.
- 100 - 94 = A
- 93 - 90 = A-
- 89 - 87 = B+
- 86 - 84 = B
- 83 - 80 = B-
- 79 - 77 = C+
- 76 - 74 = C
- 73 - 70 = C-
- 69 - 67 = D+
- 66 - 64 = D
- 63 - 60 = D-
- 59 and below = E

- **A grade (90-100%)** suggests mastery of material, inclusive of both deep description and analysis.
- **B grade (80-89%)** suggests competence related to course material.
- **C grade (70-79%)** suggests familiarity with material and is not considered adequate for professional practice.
- **D grade (60-69%)** indicates deficiency and carries no course credit. (Below 70)
- **E grade (<60%)** indicates failure and carry no course credit.
- If students are concerned about their class performance or grade, the professor is willing to work with them to help improve their understanding of the class material or the assignments prior to the end of the semester. **Final grades assigned in the course are not negotiable.**

- Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

- Assignments are due at or before the dates listed on the syllabus. **All assignments will be submitted on Canvas.** Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

- **Assignment Grade Dispute Process**
  If you believe you have been graded unfairly on an assignment, please wait 24 hours before contacting me. Challenges must be in writing (not verbal), must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to
references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

- **Electronic Devices**
  In consideration of your classmates and your own learning, please mute all devices during online class sessions, in addition to using the mute button on your Zoom or Bluejeans session to minimize background noise when you are not speaking. Interruptions, no matter how brief, affect our collective ability to focus and our level of productivity.

- **Writing Skills and Expectations**
  Strong writing and communication skills are essential to students’ academic success and professional career. I will consider writing quality in grading. Please proofread written work carefully. I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

  The Writing Coordinator for the School of Social Work may be available to virtually meet with students during the writing process. Students can access this service if available, through the Career Services Office at ssw-cso@umich.edu.

- **Communication with Instructor**
  Email is the best way to reach the instructor. Please anticipate 24-36 hours for a response Monday-Friday, 9:00am-5:00pm. Weekend emails may have a longer response time. Professional email etiquette is expected. Please address the instructor as “Dr. Mitchell,” “Dr. M,” or “Professor Mitchell” in written and oral communications. Include “SW 620” in the subject line to help ensure that your email is seen in a timely manner.

For more information, please review the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction, Student Grievance procedures, policy for grading in special circumstances, and testing and grading from CRLT.

f. **Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office
of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Additional information on class recordings can be found the Recording and Privacy Concerns FAQ.

g. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

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

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism