



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW 600, Sec. 3, Winter 2022	
Time and place:	Monday, 2:00 p.m.-5:00 p.m., Rm. 2752 SSWB	
Credit hours:	3	
Prerequisites:	Foundation essentials required or permission of instructor	
Instructor:	P. Jim McEvilly, LMSW	
Pronouns:	He, him, his	
Contact info:	Email: mcevillp@umich.edu	Phone: (734) 763-2345
	You may expect a response within 48 hours	
Office:	Office Hours Facilitated Remotely	
Office hours:	By Appointment	

1. Course Statement

a. Course description

This course will examine the attributes, skills, behaviors, problems, and issues associated with leadership in social impact organizations, both in the public and private sectors. Students will explore multiple styles of leadership, as well as the application of those styles in various settings. Some emphasis will be placed on the basic rudiments of executive positions and roles in relation to decision-making and facilitation, organizational governance, and relationships with boards of directors and external stakeholders. Issues pertaining to intersectional dimensions of identity (ability, age, class, color, culture, ethnicity, family structure, gender, gender identity and gender expression, marital status, national origin, race, religion, spirituality, sex, sexual orientation) will be given special attention, particularly as students develop their own identity as leaders and manage relationships and conflict in the workplace. Leadership will also be analyzed in relation to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed toward advancing diversity,

equity, and inclusion, as well as enhancing adaptability, effectiveness, and efficiency to serving populations that have traditionally experienced marginalization.

b. Course Content

This course will provide students with an overview of major causes of mortality and morbidity in the United States, including demographic, biological, behavioral, social, community, and epigenetic factors affecting health, disease, and quality of life. Special emphasis will be placed on risk factors and protective factors and implications for health promotion and disease prevention over the life span. A major focus of this course will be the impact of race, ethnicity, culture, gender, and sexual orientation on health and disease, as well as the effects of poverty, discrimination, and privilege on access, utilization, and quality of care. Comparative definitions and theories of health and disease, including their evolution, strengths, limitations, and implications for social work and social welfare, will be presented. Theories and research on health behavior will be examined, including cultural differences in health beliefs and practices, use of health services, and barriers to care. Research and theory on stress, coping, and adaptation to illness over the life span will be presented, including the role of social support and the impact of discrimination and privilege on health status and disease outcomes. Implications for social work practice and social policy will be addressed throughout this course.

c. Course Objectives and Competencies

Upon completion of this course, students will:

- 1.) Recognize the role of intersectional identity and multiple ways of knowing and constructing knowledge in leadership development and organizational governance. (EPAS 4, 6, 7; PODS)
- 2.) Differentiate the relevant contexts, conditions, competencies, and characteristics of leaders which affect the organization's impact on stakeholders and the community. (EPAS 4, 6, 7; PODS)
- 3.) Develop and evaluate an evidence-based action plan related to systemic barriers and growth of leadership skills. (EPAS 4, 7, 9)
- 4.) Evaluate ethical concerns in social impact organizations and the role of leadership in mitigating ethical concerns. (EPAS 4, 7; PODS)
- 5.) Demonstrate how leaders apply critical thinking skills to assess, engage, intervene and evaluate. (EPAS 6, 8, 9)
- 6.) Examine conflict, its components, and methods for transformation toward social justice goals, including analyzing assumptions that underlie presumably universal practice methods. (EPAS 6, 8; PODS)
- 7.) Engage with diverse stakeholders to incorporate their perspectives on organizational governance and strategy. (EPAS 6, 7, 8; PODS)

d. Course Design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning, simulations and hands-on applications of real-world situations arising in the field.

e. Relationship to Social Work Ethics and Values

This course will address ethical and value issues related to behavioral, psychosocial, and ecological aspects of health and disease. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to health care and the social worker's responsibility to promote the general welfare of society. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination.

f. 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.

This course explores the intersectional nature of identity within the context of leadership in and governance of social impact organizations. Students will explore intersectional identities, including their own areas of privilege and oppression, as well as that which exists within an organizational context. Students will learn how they, as individual leaders, can reciprocally shape a socially just and inclusive workplace and impact services provided. Students will learn from those with different voices, values, and experiences, including different ways of knowing. This course will focus on processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics.

2. Class Requirements

a. Text and Class Materials

Gehlert, S., & Brown, T. (2019). Handbook of Health Social Work, 3rd Edition. Jossey-Bass.

The full book is available for download and is posted to the canvas sight under the appropriate weekly modules. There is no need to purchase a textbook for this course.

Additional required and recommended readings, as well as multimedia including podcasts, Ted Talks, Youtube videos, etc. are posted on Canvas under Modules → Week #. Please let me know if any of the materials are inaccessible (e.g., articles are not compatible with a screen reader or videos do not include closed captions).

b. Class Schedule

Note: All deadlines are 11:59 p.m. unless otherwise specified. There is a list of supplementary materials on Canvas, should you wish to further explore the content of any module.

Date/Time	Agenda	Readings & Assignments
Week 1 January 10 th	Course introduction and definition of health	READINGS: 1. Syllabus 2. Textbook, Chapter 1: The Conceptual Underpinnings of Social Work in Health Care
Week 2 January 24 th	Measurement of health and social determinants of health	READINGS: 1. Textbook, Chapter 8: Community and Health 2. Textbook, Chapter 21: Social Work & Genetics

<p>Week 3 January 31st</p>	<p>Health disparities – access and equity</p>	<p>READINGS:</p> <ol style="list-style-type: none"> 1. Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. <i>American journal of public health</i>, 101(S1), S149-S155. 2. Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. <i>American journal of public health</i>, 103(5), 813–821 3. Williams, D. (2016). How racism makes us sick. [Ted Talk] https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick/up-next
<p>Week 4 February 7th</p>	<p>Application: health disparity among specific populations</p>	<p>READINGS: TBD</p>
<p>Week 5 February 14th</p>	<p>Integrated health and interprofessional practice models</p>	<p>READINGS:</p> <ol style="list-style-type: none"> 1. Textbook, Chapter 2: Social Work Roles and Healthcare Settings 2. Textbook, Chapter 9: The Implementation of Integrated Behavioral Health Models
<p>Week 6 February 21st</p>	<p>Application: intersections of physical, mental and behavioral health</p>	<p>READINGS: TBD</p>
<p>Week 7 March 7th</p>	<p>Social construction of health and illness</p>	<p>READINGS:</p> <ol style="list-style-type: none"> 1. Textbook, Chapter 13: Religion, Belief, and Spirituality in Health Care

		2. Textbook, Chapter 15: Families, Health, and Illness
Week 8 March 14 th	Models to understand health beliefs and health behaviors	READINGS: 1. Textbook, Chapter 7: Theories of Health Behavior 2. M. Minkler. (1999). Personal responsibility for health? A review of the arguments and the evidence at century's end.
Week 9 March 21 st	Implicit bias in health and health care	READINGS: 1. Zestcott, C., Blair, I., & Stone, J. (2016). Examining the presence, consequences and reduction of implicit bias in health care: A narrative review. <i>Group Process & Intergroup Relations</i> , 19(4), 528-542. 2. Fisher-Borne et al. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i> , 34(2), 165-181.
Week 10 April 4 th	Ethical and legal issues related to health	READINGS: 1. Textbook, Chapter 3: Ethics in Health Care 2. Banks, S. (2016) Everyday ethics in professional life: Social work as ethics work, <i>Ethics and Social Welfare</i> , 10:1, 35-52. 3. NASW Code of Ethics (R) https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English 4. NASW Standards for Social Work Practice in Health Care Settings. https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0

Week 11 April 11 th	Pharmacology competencies	READINGS: <ol style="list-style-type: none"> 1. Textbook, Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems 2. Sommers et al. (2015). Changes in self-reported insurance coverage, access to care, and health under the Affordable Care Act. <i>JAMA</i>, 314(4), 366-374. 3.
Week 12 April 18 th	Common chronic physical illnesses	READINGS: <ol style="list-style-type: none"> 1. Textbook, Chapter 20: Chronic Disease and Social Work, Diabetes, Heart Disease, and HIV/AIDS 2. Textbook, Chapter 22: Pain Management and Palliative Care 3. Shah et al. (2019). Gerontological social work and cardiac rehabilitation. <i>Social Work in Health Care</i>, 58(7), 633-650.

1. Assignments

Assignment	Due date	Points/Percent of overall grade
IPE Module	January 30 th , 2022	50 points (10%)
Health Disparity Application	February 14 th , 2022	75 points (15%)

Anatomy of Illness: Part 1	March 7 th , 2022	150 points (30%)
Pharmacological Competency Group Presentation	TBD	75 points (15%)
Anatomy of Illness: Part 2	April 22 nd , 2022	150 points (30%)

Assignment Descriptions: All assignment descriptions and summaries are available on courses canvas page.

c. [Attendance and class participation](#)

Specific to this course, class attendance, participation and engagement are very important in this class. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend weekly sessions and be prepared to participate in a way that feels appropriate to them. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for technical, linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class.

Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. **It is my request that course participants will attend all sessions, for the scheduled amount of time.**

HOWEVER, it is essential that we recognize the significant and impactful events that occurring within our local, national, and global communities. With this in mind, please remember that your participation is always your choice. If you are experiencing barriers to your attendance, please just let me know, it is ok! It is my goal and responsibility to have great compassion for the folx I am lucky enough to partner with in class. Things happen, life happens, and the world can be very hard. If you are experiencing difficulties or barriers to participating please contact me in whatever way you feel comfortable (ex. Before class, after class, email, office hours) and I will work with you to address any barriers that I can. It is my belief and expectation that we are all dedicated professionals and advocates an that individuals will prioritize their learning and work within the context of their lives.

All course participants are granted two absences for absolutely any reason and I do not require any notice for these absences. If a course participant misses more than two courses I request that we connect (meet in-person, converse via email) to discuss barriers and to strategize ways to ensure everyone is able to meet the learning opportunities within the course. If a course participant misses more than three courses we will meet to discuss additional learning opportunities to ensure the student can still effectively engage with the course material.

I do request that any individuals who miss a class still complete all asynchronous portions for the course (ex. Readings, surveys/quizzes, discussion posts, etc.) and access any notes from course colleagues. I am also happy to meet during office hours to discuss any questions pertaining to missed course materials.

d. Grading

“Good grades” are rarely the main goal or priority of a student who chooses to undertake a social work degree. And for me in the role of educator for this particular social justice class, evaluating a student on their journey toward critical consciousness feels flawed. Therefore, I want to make this explicit right away: the Assignments for this class are not designed to test, judge, or evaluate you. They are designed to be useful, healing, energizing, intellectually stimulating, and rigorous activities that invite you to explore your paths to deepened awareness, compassion, critical thinking, and self-examination. When I receive your work, this is what you can expect: 1) I will engage with your work by providing written feedback, validation, and points of critique/additional examination if/when appropriate. The learning that comes from this dialogue between us is the primary goal of each assignment. 2) I will provide a letter grade for your assignments. I will be grading only the content. Specifically, for the criteria of thoughtfulness, depth, and vulnerability. I will not grade formatting or grammar (though I will correct any errors I notice, for the sake of your learning). All assignments will be graded using the same rubric:

- A+ = if you receive an A+ on an assignment, it means that I experienced a “wow” moment when I was reading your work. Perhaps because of something very beautifully written (i.e. to recognize talent), perhaps because you pulled off something intellectually impressive (i.e. to recognize novel and productive ways of connecting ideas), or perhaps because of the depth of insight and vulnerability you express (i.e. to recognize emotional depth and bravery).
- A = if you receive an A on an assignment, it means you met all expectations - it means that your work conveyed thoughtfulness, depth, vulnerability, and rigorous engagement of course content and/or self-reflection pertaining to the assigned topic.
- A- = if you receive an A- on an assignment, it means that you answered the question/followed the instructions adequately, but your response was not as nuanced,

vulnerable and/or critically engaged with the material to the degree expected, which would come through in my written feedback.

- B+ = if you receive a B+ on an assignment, it means that you did an adequate job with the points you made, but that you missed something specific or important, which would come through in my written feedback. In the unlikely event that your work does not meet the criteria for a B+, I will check in with you by email, see what the barriers are, and we will work together to resolve the issues.

The key takeaway: you do not need to worry about getting a good grade in this course. I am making it as close to “pass/fail” as is possible within a system that requires grades, and I will not let any of you fail.

Late Assignment Policy: Please communicate with me as soon as possible if you anticipate problems with a due date. And for the sake of thoroughness, please review the [Student Grievance procedures](#) and policy for [grading for special circumstances](#) in the MSW Student Guide.

e. 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 [Recording and Privacy Concerns FAQ](#):

f. 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](#).

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*

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for people's diversity, uniqueness

and strengths and learning from each other's different perspectives and experiences. I believe that learning does not just happen once a week in the classroom and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community. My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

I invite you to consider the following: There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable "aha" moments occur.

As an educator, I aim to co-create accessible and trauma-informed learning spaces. I will talk more about this in our first class, but in brief, trauma-informed teaching involves three things:

- 1) **Choice** – you will always have options in this class. For example, if the list of materials for a certain week feels like too much, you can choose which to read and focus on. As it says in the "Grading and Assignments" section, you can also choose two classes to miss without needing to talk to me about it. And your final project has many options to choose from. In these ways, you can tailor your personal journey through this class, all the while scaffolding it within our collective journey.
- 2) **Flexibility** – pandemic learning demands more flexibility than usual, which means that we must all be prepared to accept with grace any unexpected changes or barriers. Deadlines for discussion posts and assignments are flexible, and you can always let me know if you need more time. Materials or weekly topics may change, if circumstances demand it.
- 3) **Transparency** – there will be a lot of open communication between us. When relevant, I will be honest and real with you about my needs and barriers, and I expect you to do the same. As I wrote in the section titled "My Teaching Style," radical authenticity is key to the way I seek to practice trauma-informed and anti-oppressive education! You cannot disappoint me as long as you are honest. And I do not believe in "laziness" or "not-working-hard-enough" (see this article titled "Laziness does not exist: unseen barriers do"), I believe everyone grows at their own pace and that barriers to individual growth cannot be separated from the oppressive structures we collectively live within.

Course Conduct

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.
3. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.
4. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
5. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
6. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
7. When we share information about our groups with other members of the class, no one will devalue, or 'put down' people for their experiences
8. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain. This means that corrections are welcome and encouraged.
9. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
10. 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 be encouraged 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
11. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

Inclusivity Policy: Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the

impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech and holding active regard for one another being open to diverse perspectives and ideas. I recognize that micro aggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Please bring your best and authentic selves to our classroom space.

Emotional Content: Material may be presented or discussed that "triggers" a personal and potential painful or negative memory and may lead to course-related denial, resistance, or overinvestment. We will work closely together as a class to create the space needed inside and outside the classroom to process welcome or unwelcome feelings, memories and experiences. It would be useful to monitor your own reactions carefully and for us to talk about strong reactions, preferably in class if they, if you deem appropriate. Otherwise, they will interfere with your learning and the dynamics of the classroom. The work we will do for this class is not easy. This means many of us must learn to work through and build a tolerance for discomfort that arises when we challenge ourselves to recognize the ways in which our beliefs, values, in belonging to systems and structures that oppression are reinforced through us. We must also recognize that many of us are already versed in having a high tolerance for the discomfort that occurs as part of the lived experience with the social injustices we will discuss; however, that does not mean that painful feelings do not emerge. we will do our best to keep any level of discomfort productive so we can do the work that is needed. (Diangelo 2018, Blackwell 2018)


b. Safety and emergency preparedness: (This will not apply during remote teaching)

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.

Refer to <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

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

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at ssw-ADAcpliance@umich.edu.

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

c. Mental health and Well being:

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

- **Counseling and Psychological Services (CAPS)** at (734) 764-8312, or <https://caps.umich.edu/>
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- **UM Sexual Assault Prevention & Awareness Center (SAPAC):** (734) 764-7771, 24-hour Crisis Line: (734) 936-3333
- [Resources for Alcohol and Other Drug Use](#)
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

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

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

d. Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be completed using a Google doc survey or posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

e. 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 they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

For more information please refer to the following resources.

SSW Resources

DEI Office: (diversityequityinclusion@umich.edu)

Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources

<https://www.mypronouns.org/what-and-why/>

<https://www.glsen.org/article/pronouns-resource-educator>

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 they use 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). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

f. Accommodation for students with disabilities

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at

<https://ssd.umich.edu/documentation>

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email ssdoffice@umich.edu.

g. Religious/spiritual observances:

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

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work

- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at:

<https://www.provost.umich.edu/calendar/>

h. Military deployment:

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

i. Writing Skills and Expectations:

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact [SSW Writing Assistance](#) and/or [Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

j. Academic Integrity:

Plagiarism – not referencing another's words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points.

Please refer to your electronic *Student Guide to the Master's in Social Work Degree Program* <https://ssw.umich.edu/msw-student-guide/section/1.11.01/427/academic-misconduct> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.

k. Electronic Devices and Computers in class

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class.