



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

<b>Course title:</b>	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease
<b>Course #/term:</b>	SW600, Section 012, Class #32471, Winter 2023
<b>Time and place:</b>	Tuesday, 6pm-9pm, UM SSW Room # <a href="#">3816 SSWB</a>
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	Foundational Essentials Required
<b>Instructor:</b>	Meghan M. Thiel, LMSW
<b>Pronouns:</b>	She, her
<b>Contact:</b>	<b>Email:</b> <a href="mailto:thielmm@umich.edu">thielmm@umich.edu</a>  Include "SW600-Tuesday" in the subject line of the email to alert me to it. You may expect a response within 2 business days.
<b>Office:</b>	2764 SSWB
<b>Office hours:</b>	By appointment. Zoom preferred.

## Welcome!

Social workers meet people at the intersections - a time in which a person faces an unexpected path. This course will encourage empathy, explore the implications of health and mental health, and the relationship of the larger systems at play, so that you may become the advocate, support, companion and guide for those who find themselves at an intersection.

My goal throughout this course is to illustrate the theories and models you are learning about with real-life examples, guest speakers, and activities, in order to prepare you to utilize this

knowledge in the field. This course will offer a deep understanding of the value social work brings to all levels of health and mental health care in this very unprecedented time.

I look forward to working with you this semester.  
Meghan M. Thiel, LMSW

## 1. Course Statement

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### a. Course description

This course will survey the distribution, determinants, and biomedical, psychological and behavioral aspects of health inclusive of physical, mental and behavioral health and disease across the life span from pre-birth to death. Social, economic, environmental, structural and cultural variations in and determinants of health, disease, and quality of life will be addressed, including the influence of factors such as race, gender, sexual orientation, geography, ability, biological, genetic and epigenetic factors. Barriers to access and utilization, geopolitical influences, environmental justice, social injustice, oppression and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior (e.g. Health Belief Model, Theory of Planned Behavior,) and structural determinants of health (e.g. Minority Stress Theory) will be presented, including help-seeking and utilization of health services. Stress, allostatic load, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying will also be covered.

### b. Course objectives and competencies

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

- Analyze the major causes of mortality and morbidity in the United States, and how they differ among various population groups (EPAS 2, 3, 5).
- Evaluate the impact of diversity dimensions, for example, ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, geography religion or spirituality, sex, and sexual orientation, etc., and in particular the impact of discrimination and privilege on health across the lifespan (EPAS 2, 3).
- Explain the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity, and the ethical and social justice implications across the lifespan (EPAS 1, 2, 3, 5).
- Compare concepts and definitions of health and disease, including their evolution, strengths, and limitations, as well as the implications for health promotion, disease prevention, treatment, rehabilitation, and social work practice (EPAS 2, 3).
- Examine biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan (EPAS 2, 3) .
- Apply current theories and models of health behavior (e.g. substance use, smoking, exercise, and nutrition) and their implications for health promotion, disease prevention, treatment, rehabilitation, and social work practice across the lifespan (EPAS 4).

- Distinguish how cultural and religious differences in health beliefs and practices may impact utilization of health services, and barriers to care (EPAS 3, 5).
- Determine how stress, strain, and chronic illness impact health, coping, and adaptation among individuals in relation to health and disease across the lifespan (EPAS 3, 4).

### **c. Course design**

In-person

The course format will include brief lectures, discussion, individual and group projects, in-class application activities, written assignments, and guest speakers.

### **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.

Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes. Key diversity dimensions will be examined as they relate to health beliefs and health behavior.

Social Justice and Social Change will be addressed in content on differences in mortality and morbidity in population subgroups and access and barriers to care as well as diversity in health outcomes based on health disparities.

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the lifespan.

Students will be encouraged to actively contribute from their experiences, field placement practice, current news and knowledge of readings to considerations of health and health care to:

- help support and develop 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
- strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning

#### e. Interprofessional/Interdisciplinary Education

ID/IPE content in SW600 supports students to understand and value the importance of interprofessional and interdisciplinary collaboration and teamwork in the delivery of quality healthcare inclusive of physical health, mental health and substance abuse care across a variety of populations and settings.

This pathway-required course intentionally integrates interdisciplinary or interprofessional practice content in several ways, including:

- Focused, intentional integration of interdisciplinary and interprofessional practice perspectives through assigned content, readings, speakers, and/or assignments
- Integration of specific IPE content embedded in the course with intentional objectives of students learning about, from, and with other disciplines while providing exposure to selected IPE Core Competencies

ID/IPE content that will be covered in several ways:

- SW600 students will participate in the UM Center for IPE ‘Introduction to IPE’ online module which will be integrated into the course.
- This module introduces students to the current state of the health care system from the perspectives of a patient and provider. It then provides an overview of the history of interprofessional education and how it relates to the quadruple aim of healthcare: improved patient experience, improved population health, increased workforce satisfaction, and reduced cost of health care.
- The module promotes an awareness, understanding, exposure and appreciation of both our Social Work roles as well as the roles of other health disciplines who contribute to the care and wellbeing of people and populations. Learning how to collaborate and team with them, is critical to students’ success as a social worker and the future of healthcare and population health.

Integrated health and interprofessional practice models are required content in the course with related required readings, class lecture and discussion.

Students will be encouraged to actively contribute from their experiences, field placement practice, knowledge of readings, etc. to considerations of the impact of interdisciplinary and interprofessional care related to diverse populations and settings

## 2. Class Requirements

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### a. Text and class materials

The required textbook for all sections of this course is:

Gehlert, S., & Brown, T. (2019). Handbook of health social work (3rd Edition). Jossey-Bass.  
[The full book is available for download for free through the University of Michigan Library website](#)

Other assigned and suggested readings, video or podcast links, etc. will be listed in the syllabus and available via the course Canvas site.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings prior to class. Students will be expected to engage in a discussion of readings in class each week.

### b. Class schedule\*

Weekly activities may include:

- Case studies
- Discussion of required readings, videos, podcasts
- Discussion of related current events
- Guest speakers
- Lectures
- Small group discussions/work

Date & Time	Agenda	Required Readings, Videos & Podcasts (italicized titles are on the Canvas site)	Assignments & Prework (assignments are in bold; italicized items are reminders)
Classes Begin: 01/04/2023			
Week 1 01/10/2023	Introduction to Course  Definitions of Health & Integrated Health	Read: <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Textbook, Chapter 1</li> <li>• Textbook, Chapter 9</li> </ul> Watch: <ul style="list-style-type: none"> <li>• <i>Integrated Care</i>:</li> </ul>	Take the Incoming Student Survey  Sign Up: <ul style="list-style-type: none"> <li>• Current Event Date</li> </ul>

		<i>Connecting Medical &amp; Behavioral Care</i>	
Week 2 01/17/2023	Interprofessional Practice Models	Read: <ul style="list-style-type: none"> <li>• Textbook, Chapter 2</li> <li>• Textbook, Chapter 9</li> <li>• <i>Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams</i></li> </ul>	Complete: <ul style="list-style-type: none"> <li>• Introduction to IPE Module</li> </ul> Due: <ul style="list-style-type: none"> <li>• <b>IPE Reflection Paper</b></li> </ul>
Week 3 01/24/2023	Social Determinants of Health  Distribution of Health and Illness	Read: <ul style="list-style-type: none"> <li>• Textbook, Chapter 8</li> <li>• Textbook, Chapter 21</li> <li>• <i>How does the Social Environment 'Get Into the Mind'?</i></li> </ul> Watch: <ul style="list-style-type: none"> <li>• <i>What makes us get sick? Look upstream.</i></li> </ul>	<i>Be prepared to share the disease/illness you will explore for "Anatomy of an Illness" project.</i>
Week 4 01/31/2023	Epidemiology  Health Disparities	Read: <ul style="list-style-type: none"> <li>• <i>Health Disparities and Health Equity: The Issue is Justice</i></li> <li>• <i>Evaluating Strategies for Reducing Health Disparities by Addressing the SDOH</i></li> </ul> Listen to one of the following: <ul style="list-style-type: none"> <li>• <i>Black Mothers Keep Dying After Giving Birth</i></li> <li>• <i>Why is the Pandemic Killing so Many BlackS Americans?</i></li> <li>• <i>Improving LGBTQ Health</i></li> </ul>	
Week 5 02/07/2023	Disparities (con't)  Unequal Access + Policy Considerations	Read: <ul style="list-style-type: none"> <li>• <i>A Systematic Review of Allostatic Load, Health, and Health Disparities</i></li> <li>• <i>Stigma as a Fundamental Cause of Population Health Inequities</i></li> </ul>	Due: <ul style="list-style-type: none"> <li>• <b>Anatomy of an Illness Paper (Part 1)</b></li> </ul>

Week 6 02/14/2023	Social Construction and Meanings of Illness and Wellness  Social, Cultural, Spiritual & Family World View	Read: <ul style="list-style-type: none"> <li>• Textbook, Chapter 13</li> <li>• Textbook, Chapter 15</li> <li>• <i>Narrative Health: Using Story to Explore Definitions of Health &amp; Address Bias in Health Care</i></li> </ul>	
Week 7 02/21/2023	Implicit Bias in Healthcare	Read: <ul style="list-style-type: none"> <li>• Textbook, Chapter 10</li> <li>• <i>From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence</i></li> </ul>	Complete: <ul style="list-style-type: none"> <li>• Implicit Associations Test</li> </ul> Due: <ul style="list-style-type: none"> <li>• <b>IAT Reflection Paper</b></li> </ul>
Week 8 02/28/2023	Spring Break - No Class!		
Week 9 03/07/2023	Intersectionality of Physical & Mental Health	Read: <ul style="list-style-type: none"> <li>• <i>Physical Health of People with Severe Mental Disorders: Leave No One Behind</i></li> <li>• <i>Challenging Health Care Discrimination: Discrimination Against People with Mental Illness</i></li> <li>• <i>Racial and Ethnic Disparities in Pediatric Mental Health</i></li> </ul> Watch: <ul style="list-style-type: none"> <li>• <i>Why I Train Grandmothers to Treat Depression</i></li> <li>• <i>Changing the Stigma of Mental Health and Addiction</i></li> </ul>	Due: <ul style="list-style-type: none"> <li>• <b>Participation Self-Evaluation</b></li> </ul>
Week 10 03/14/2023	Common Chronic Conditions & Diseases  Pain Management & Palliative Care	Read: <ul style="list-style-type: none"> <li>• Textbook, Chapter 20</li> <li>• Textbook, Chapter 22</li> </ul>	Complete: <ul style="list-style-type: none"> <li>• Advanced Directives</li> </ul> Due: <ul style="list-style-type: none"> <li>• <b>AD Reflection Paper</b></li> </ul>

			Select your health behavior change for next week.
Week 11 03/21/2023	Models of Health Behavior Change	Read: <ul style="list-style-type: none"> <li>Textbook, Chapter 7</li> </ul> Watch: <ul style="list-style-type: none"> <li><i>Why It's so Hard to Make Healthy Decisions</i></li> </ul>	Complete: <ul style="list-style-type: none"> <li>Health Behavior Change Activity</li> </ul> <b>Due:</b> <ul style="list-style-type: none"> <li><b>HBC Reflection Paper</b></li> </ul> Exchange emails with Peer Reviewer
Week 12 03/28/2023	Complementary & Integrative Therapies  Pharmacology	Read: <ul style="list-style-type: none"> <li>Textbook, Chapter 14</li> <li><i>Advancing Social Work Curriculum in Psychopharmacology and Medication Management</i></li> </ul> Choose 1 article** of interest to you regarding a complementary or integrative therapy approach.	<b>Due:</b> <ul style="list-style-type: none"> <li><b>Anatomy of an Illness Paper Due to peer for review (send via email)</b></li> </ul>
Week 13 04/04/2023	Exploring Selected Areas of Practice	Read: <ul style="list-style-type: none"> <li><i>NASW Standards for Social Work in Healthcare Practice</i></li> </ul> Read one of the following: <ul style="list-style-type: none"> <li>Textbook, Chapter 16</li> <li>Textbook, Chapter 17</li> <li>Textbook, Chapter 18</li> <li>Textbook, Chapter 19</li> <li>Textbook, Chapter 21</li> <li>Textbook, Chapter 23</li> </ul> Choose 1 article** about social work practice with a specific population, setting or practice that is interesting to you.	<b>Due:</b> <ul style="list-style-type: none"> <li><b>Peer Review worksheet due back to writer (send via email)</b></li> </ul>
Week 14 04/11/2023	Ethical Considerations in Health Care	Read: <ul style="list-style-type: none"> <li>Textbook, Chapter 3</li> <li><i>NASW Code of Ethics</i></li> </ul> Read one of the following: <ul style="list-style-type: none"> <li><i>AMA Code of Medical Ethics</i></li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li><b>Revised Part 1 of Anatomy of an Illness Paper</b></li> <li><b>Anatomy of an</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <i>APA: Principles Medical Ethics</i></li> <li>• <i>ANA: Code of Ethics for Nurses</i></li> </ul>	<b>Illness Paper (Part 2)</b> <ul style="list-style-type: none"> <li>• <b>Reviewer's Comments</b></li> </ul>
Week 15 04/18/2023	Articulation of Professional Role	Read: <ul style="list-style-type: none"> <li>• Textbook, Chapter 12</li> <li>• Is There a Social Worker in the House?</li> </ul>	<b>Due:</b> <ul style="list-style-type: none"> <li>• <b>Participation Self Evaluation</b></li> </ul> <i>Please complete the course evaluation.</i>
Final Exam Period: 04/19/2023 - 04/25/2023			

\*Subject to change at the discretion of the professor

\*\**Article should be a scholarly, peer-reviewed journal article, published within the last 10 years. Please use the library resources if you are unsure of how to find such articles.*

### c. Assignments

Written communication skills are essential to effective social work practice. Written work should incorporate critical thinking and graduate level writing.

Graduate level writing and communication skills are required in this course, including grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing Assistance Career Services (734) 763- 6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu)).

Writing labs are also available through the Sweetland Writing Clinic:  
<https://lsa.umich.edu/sweetland/graduates/writing-workshop.html> and

English Language Institute Graduate Writing Clinic  
<https://lsa.umich.edu/eli/language-clinics/graduate-writing-clinic-for-internationalstudents.html>

APA format is a definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Referencing internet sources: <http://www.apastyle.org/elecref.html>

Students are responsible for reading the assignment instructions and grading rubrics and to self-monitor due dates. You are encouraged to initiate asking questions regarding assignments and grading prior to completion and submission.

All assignments are to be typed and submitted via Canvas by 5:59PM on the day of our in-session classes, so that you are prepared to participate in discussions and activities. **Please note that WORD, pdf or text documents are preferred as Canvas does not accept “.pages files”.**

Assignment	Due Date & Submission Details	Points & Approximate Percent of Grade
IPE Online Module Reflection Paper	January 17, 2023 Submit via Canvas by 6:00PM.	15 points ~ 9%
Anatomy of an Illness Paper, Part 1	February 7, 2023 Submit via Canvas by 6:00PM.	30 points ~ 19%
Implicit Associations Reflection Paper	February 21, 2023 Submit via Canvas by 6:00PM.	10 points ~ 6%
Advanced Directives Reflection Paper	March 14, 2023 Submit via Canvas by 6:00PM.	10 points ~ 6%
Health Behavior Change Reflection Paper	March 21, 2023 Submit via Canvas by 6:00PM.	10 points ~ 6%
Anatomy of an Illness Paper, Part 2 (and Part 1 Revisions)	March 28, 2023 Submit to peer for review  April 11, 2023 Submit via Canvas by 6:00PM.	40 points ~ 25%
Current Event Discussion Facilitation	<i>Varies based on student sign up</i>	20 points ~ 13%
Attendance and Participation (see below)	Self Evaluations (located under quizzes) due March 7, 2023 and April 18, 2023  <i>Final Grade calculated at</i>	25 points ~ 16%

	<i>end of semester</i>	
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### **Academic conduct and honesty**

UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Any form of cheating is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work and will result in a failing grade for the relevant assignment and is grounds for expulsion.

Examples of cheating include: copying/use of someone else's work, obtaining or sharing tests from previous semesters, re-use of assignments from other classes, plagiarism (verbatim copy of another's material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one's own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty.

You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master's in Social Work Degree Program or see <http://www.lib.umich.edu/academicintegrity/resources-students> and <https://guides.lib.umich.edu/swintegrity> for further information.

#### **d. Attendance and class participation**

Attendance is a requirement and expectation- please note the additional guidance below specific to health related absences.

- **Students are able to miss two (2) classes for any reason** (e.g., personal, sick, religious holidays).
- There is no need to disclose the reason for missing the class(es); **you should email the instructor that you will be missing class ahead of time** if at all possible.
- **Students who miss three classes will receive a full letter grade reduction. Four or more missed classes will result in a non-passing grade.**
- Extenuating circumstances that require a student to have more than 2 absences must be discussed with the professor as soon as possible.
- Students who will miss more than two classes due to religious holidays must make arrangements with the instructor before the second class to avoid a grade penalization.
- Please note that the student is responsible for all of the content missed during your absences, and all assignments will be due on time despite absences.

Policy on Class Attendance found in the [MSW Student Guide](#).

The instructor will offer **live Zoom classes** in order to support student wellness and ongoing concerns about the COVID-19 Pandemic. Please note the additional guidance below:

- **Students may utilize live Zoom to attend class three (3) times throughout the semester.**
- Extenuating circumstances that require a student to have more than 3 allowances should be discussed with the professor as early as possible.
- **In order to utilize the Zoom option, students should email the professor by 4:30PM the day of class.**
- While utilizing the Zoom option, students should continue to participate in class, have their camera on, and be present, just as they would if they were in the classroom.

**e. Participation**

Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation requires bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

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 9 participation/engagement points (see below).

Students who consistently show up to class late will receive a decreased participation grade. Late is defined as arriving 10 minutes or more after class begins. If there are extenuating circumstances, please speak with the instructor as soon as possible.

Students who choose to participate via the live Zoom class must still actively participate in class discussions, small groups, and

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

We will use this matrix to determine the participation and attendance grade, both at mid-term and at the end of the semester.

<p>Poor Participation (0-5)</p>	<ul style="list-style-type: none"> <li>● Does not attend in-person class sessions</li> <li>● No effort, disruptive, and disrespectful</li> <li>● Uses harmful language in class and does not respect other students' identities</li> </ul>
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<p>Marginal Participation (6-10)</p>	<ul style="list-style-type: none"> <li>● Late most/all in-person class sessions (&gt;4)</li> <li>● More than two class absences</li> <li>● Little effort, texting or web surfing (irrelevant to course)</li> <li>● Demonstrates infrequent involvement in class or class discussions</li> <li>● Uses harmful language at times in class and sometimes does not respect other students' identities</li> </ul>
<p>Moderate Participation (11-15)</p>	<ul style="list-style-type: none"> <li>● Late to multiple in-person class sessions (3-4)</li> <li>● Moderate effort, texting or web surfing on occasion (irrelevant to course)</li> <li>● Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them</li> <li>● Rarely offers to contribute to discussion, but contributes to a moderate degree when called on</li> <li>● May seem occasionally distracted or uninterested</li> <li>● Uses inclusive language at times and respects other students' identities to an extent</li> </ul>
<p>Strong Participation (16-20)</p>	<ul style="list-style-type: none"> <li>● Rarely late (1-2) and no in-person class absences</li> <li>● Engaged in classroom activities only while in the class</li> <li>● Has clearly read and asks pertinent questions about course material</li> <li>● Offers interpretations or analysis of course material (more than just facts) to class</li> <li>● Contributes well to discussion in an ongoing way</li> <li>● Responds to other students' points, thinks through own points, questions others in a constructive way</li> <li>● Demonstrates consistent ongoing involvement by active visual and /or verbal engagement</li> <li>● Uses inclusive language in class and respects other students' identities</li> </ul>
<p>Excellent Participation (21-25)</p>	<ul style="list-style-type: none"> <li>● Consistently on time and no absences</li> <li>● Engaged in classroom activities only while in the class</li> <li>● Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)</li> <li>● Participates actively and equally during in class discussions, and group activities</li> <li>● Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue building</li> <li>● Demonstrates ongoing active involvement and active visual and/or verbal engagement</li> <li>● Always uses inclusive language in class and respects other students' identities</li> </ul>

f. Grading

Course Grading Scale (Total Points Available: 100)

A Grades	A	95-100 points	95%-100%	Superior Mastery
	A-	90-94 points	90%-94.9%	
B Grades	B+	87-89 points	87%-89.9%	Adequate Mastery
	B	84-86 points	84%-86.9%	
	B-	80-83 points	80%-83.9%	
C Grades	C+	77-79 points	77%-79.9%	Limited Mastery
	C	74-76 points	74%-76.9%	
	C-	70-73 points	70%-73.9%	
D Grades	No Credit	61-70 points	Below 70%	Deficient Mastery
E Grades	No Credit	60 or fewer points	Below 60%	

**Late Assignments:** **Late assignments will not be accepted unless there is an agreed upon discussion and plan with the professor.** The due date and times are listed in Canvas and on this Syllabus. Please plan accordingly. Assignments received after the due date and time listed will receive a 0. There are no make up assignments or extra credit assignments.

**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

MSW Student Guide policies:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances.](#)

Here are some resources around [testing and grading from CRLT](#)

## g. Class Recording and Course Materials

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

## h. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. 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](#).

## i. Health-Related Class Absences

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

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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*