**The Joint Doctor of Philosophy in Social Work**

**Intervention Strategies to Eliminate Disparities and Promote Social Justice**

**Master Course Syllabus**

**Catalogue Description:** This course will help students develop skills for designing, planning, and evaluating multiculturally-informed interventions aimed at reducing and eliminating social, health, and/or economic disparities in various organizational, systems, and community settings.

**Course Information**

*Course Number/Section* SOWK/SWK 886

*Course Title* Intervention Strategies to Eliminate Disparities and Promote Social Justice

*Credit Hours* 3

*Term* Fall 2021

*Days & Times* Wednesdays, 6 – 8:50pm

*Class Location* 215 Moore Building and Zoom

**Professor Contact Information**

*Professor:*  Mathieu Despard, PhD, MSW

*Office Phone:* (919) 358-7162

*Email Address* mdespard@uncg.edu

*Website/Twitter:* <https://matdespard.wp.uncg.edu/> @DespardMat

*Office Location* 173 Stone

*Office Hours*  Wednesdays 12-3pm

**Course Pre-requisites:**

Masters degree students: By permission of the instructor.
JPhD students: SWK 851.
Other PhD students: None.

**Course Description**

The focus of this course is on developing analytical skills to design, plan, adapt, and test multiculturally-informed interventions to reduce and eliminate social, health, and/or economic disparities, improve outcomes for vulnerable populations, and promote social justice through healthcare, education, human services, and community settings.

Health and human service organizations, institutions, and systems strive to improve outcomes for individuals, families, and communities. Yet stubborn social, health, and economic disparities persist. New ideas for promoting change and better serving diverse groups of people to improve outcomes and eliminate disparities in health and human service settings are needed. To act as positive change agents and bring new ideas to life in these settings, students need a set of critical thinking skills to design, plan, and test interventions.
This course is intended to help students develop new mental models for and critical thinking skills to promote change in health and human service and community settings. In relation to their substantive knowledge and practice skills and experience, students will follow a basic framework for intervention design and planning:

* What is the problem? Why is it important to solve – what are its consequences?
* What ought to be different for the group of people affected should an intervention be successful?
* What suspected or known contributing or causal factors can be targeted as leverage points for change?
* How might an intervention target these leverage points? What may be the role of professionals in different disciplines? Of community residents?
* Why will it work? What are the underlying assumptions concerning intervention effectiveness? To what degree are these assumptions supported by theory, research evidence, practice knowledge, and community expertise?
* What organizational or systems factors will facilitate or hinder the change effort?
* How can the intervention be evaluated to determine its effectiveness?

The core idea is that students will apply these design and planning skills to any topic of substantive interest (e.g., improved access to genetic testing, obesity, child maltreatment) in any practice or community setting.

*Organizing Themes*

Social innovation: Students will be challenged to think and act creatively to solve problems. Newer concepts and frameworks such as design thinking and behavioral economics will be used to introduce new ideas and assumptions about human, social, and organizational behavior to stimulate change ideas. Students will also be encouraged to approach creative problem-solving in a trans-disciplinary manner – understanding what other health and human science disciplines offer and how these assets can be tapped to contribute to the change effort.

Diversity, equity, and inclusion (DEI): Health and human service organizations, institutions, and systems are under pressure – and rightfully so – to ensure that individuals are well served irrespective of race, ethnicity, sexual orientation, gender identity, and other factors and to eliminate service and outcome disparities based on these factors. Yet, despite their best intentions and efforts, organizations, institutions, and systems struggle with DEI. This course will help students gain the knowledge and skills to improve DEI in a range of practice settings.

Evidence-informed practice: Students will be encouraged to address gaps in research knowledge with a goal of improving practice by proposing new interventions and/or adapting existing interventions to better meet the needs of diverse populations.

Students will build critical thinking and creative problem-solving skills by exploring and applying topics such as:

* Complex adaptive systems
* Theories of change
* Human-centered and social design
* Behavioral economics
* Evidence-informed practice
* Inter-disciplinary research
* Anti-oppressive practice
* Cultural humility and adaptation

Intended audiences include students in the new Joint PhD (JPhD) in Social Work program with North Carolina A & T State University and other PhD students in the School of Health and Human Sciences. The chief reason why this course is being proposed is to introduce a research elective for to augment the current JPhD curriculum which includes courses in critical theory, quantitative and qualitative methods and analysis, and community-engaged research. Course assignments will be geared toward helping students gain skills in building conceptual models and frameworks related to their research and prospective dissertations, with an emphasis on social interventions.

**Linkage of this Course to Other Courses in the JPhD Program in Social Work**

JPhD students will use the knowledge they gained from SOWK/SWK 851, *Foundations and Theories of Multiculturally Informed Research in Social Work,* about critical theories as a starting point for the conceptual frameworks and models they will develop in this course. For example, feminist theories can be used to inform a conceptual model for an intervention to address intimate partner violence. This course will enable students to move from "big T" theory to practice and intervention-focused concepts and ideas that can be studied. In addition, students will use what they learned about various processes and forms of discrimination and oppression in SOWK/SWK 851 to identify and understand the underlying mechanisms (e.g., implicit bias, discriminatory policies) that can be targeted for change through interventions.

**Student Learning Outcomes**

|  | **Student Learning Outcome** | **Activities/Assignments** | **% of Final** |
| --- | --- | --- | --- |
| 1 | Describe a problem related to a social, educational, health, or economic disparity(s) and identify gaps in knowledge related to this problem. | Intervention Research, Part 1: Problem Theory | 15 |
| 2 | Articulate a problem theory that identifies causal and contributing factors that can be targeted as leverage points for an intervention, including the role of oppression and marginalization. | Intervention Research, Part 1: Problem Theory | 20 |
| 3 | Incorporate emerging and trans-disciplinary and -sector concepts, ideas, and frameworks that can inform social intervention design to reduce disparities.  | Social Innovation Challenge | 20 |
| 4 | Create a visual conceptual model that depicts either a problem or program theory related to a social, educational, health, or economic disparity(s). | Intervention Research, Part 2: Study Proposal | 15 |
| 5 | Articulate a research plan that tests key assumptions of the conceptual model and that reflects a commitment to diversity, equity, and inclusion. | Intervention Research, Part 2: Study Proposal | 20 |
| 6 | Explain how the proposed research project would address an important gap in the research literature and promote diversity, equity, and inclusion. | Intervention Research, Part 2: Study Proposal | 10 |

**Teaching Methods for Achieving Learning Outcomes:**

Key approaches and principles we will use in this course include:

* Mixed and multi-sensory methods: The instructor will use a variety of teaching methods to appeal to different learning styles and strengths (e.g., interactive lectures, audience polls, case studies, debates, simulations, videos, podcasts).
* Student empowerment: Students will occasionally lead learning exercises. To complete assignments, students will choose a problem about which they are passionate and hope to solve in the real world.
* Peer learning: Students will work in teams represented by different academic disciplines to engage in group learning exercises and to provide feedback on assignments.
* Scaffolding: Students will have opportunities in class to practice assignment-related tasks, work on their assignment ideas, and receive instructor feedback prior to submission.

**Required Textbooks and Readings**

***Required Texts***

The following required text is available as an e-Book via UNCG libraries:

Fraser, M. W., Richman, J. M., Galinsky, M. J., & Day, S. H. (2009). Intervention research: Developing social programs. Oxford.

Some other texts to consider:

Students are strongly urged to purchase the *Publication Manual of the American Psychological* *Association* (6th ed.), as this and other courses will require use of APA style in written assignments. The following websites will also be useful:

* [Columbia University School of Social Work APA Style Rules and Tips](https://socialwork.columbia.edu/wp-content/uploads/2015/06/2013-10-02-APA-Style-Rules-And-Tips-hand-out_3Oct2013.pdf)
* [Purdue University Online Writing Lab (OWL) APA Guidelines](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
* [APA Style (official website of the American Psychological Association Style)](https://apastyle.apa.org/)

**Course Outline/Calendar/Assigned Readings**

**Class 1: Course Introduction**

**August 18, 2021**

*Objectives*

1. Learn one another's practice and research interests and goals.
2. Understand course content, expectations.

**Assigned Readings**

Chapter 1: What is Intervention Research?

Course syllabus

**Unit 1: Intervention Design and Research Methods**

**Class 2: Developing a Problem Theory, Part 1**

**August 25, 2021**

*Objectives*

1. Understand how to access data to help describe and understand a social problem.
2. Articulate a set of assumptions about a problem to be addressed by a social intervention based on theory and evidence.
3. Identify leverage points for change – factors that can be changed with an intervention to produce positive outcomes.

**Assigned Readings**

Chapter 2: Steps in Intervention Research

Giacomantonio, C., & Litmanovitz, Y. (2017). Implementation fidelity in a loosely coupled system: the challenges of maintaining consistent ‘problem theory’ and ‘programme theory’ in a multi-force training pilot. *Policing and Society, 27*(6), 586-601.

Ray, R. (2020, June 19). *What does 'defund the police' mean and does it have merit?* Brookings Institution. <https://www.brookings.edu/blog/fixgov/2020/06/19/what-does-defund-the-police-mean-and-does-it-have-merit/>

Ray, R., & Neily, C. (2021, April). *A better path forward for criminal justice: Police reform* (Report). Brookings Institution. <https://www.brookings.edu/research/a-better-path-forward-for-criminal-justice-police-reform/>

**Class 3: Developing a Problem Theory, Part 2**

**September 1, 2021**

*Objectives*

1. Articulate a set of assumptions about a problem to be addressed by a social intervention based on theory and evidence.
2. Identify leverage points for change – factors that can be changed with an intervention to produce positive outcomes.

**Assignment Due: Social Problem (discuss in class)**

**Assigned Readings**

Chapter 3: Step 1: Specify the Problem and Develop a Program Theory

dickey, l. m., & Budge, S. L. (2020). Suicide and the transgender experience: A public health crisis. *American Psychologist, 75*(3), 380-390.

**Class 4: Intervention Design, Part 1**

**September 8, 2021**

*Objectives*

1. Understand how to use a logic model to depict the core components of an intervention.
2. Construct a theory of change based on a sound problem theory to explain the key assumptions about an intervention.
3. Articulate outcomes that can measured and analyzed through program evaluation.

**Assigned Readings**

LaForett, D. R., & De Marco, A. (2019). A logic model for educator-level intervention research to reduce racial disparities in student suspension and expulsion. *Cultural Diversity and Ethnic Minority Psychology*, *26,* 295-305.

*Students will also choose an intervention study paper related to their dissertation topic to review and explicate a theory of change.*

**Optional readings:**

Anderson, A. A. (2009). *The community builder's approach to theory of change: A practical guide to theory development*. Washington, DC: Aspen Institute. (Read pp. 1-9 and 31-33).

Lawrence, K., Anderson, A. A., Susi, G., Sutton, S., Kubisch, A. C., & Codrington, R. (2009). *Constructing a racial equity theory of change: A practical guide for designing strategies to close chronic racial outcome gaps*.

W.K. Kellogg Foundation. (2004). *Logic model development guide.* (Read Chapters 1-3, pp. 1-34). Battle Creek, MI.

**Class 5: Intervention Design, Part 2**

**September 15, 2021**

*Objectives*

1. Describe steps and strategies to promote community participation in intervention planning and design.
2. Explain how to identify and target leverage points for change.

**Assigned Readings**

Chapter 4: Step 2: Create and Revise Program Materials

Burgess, D. (2016). Immigrant health in Toronto, Canada: Addressing food insecurity as a social determinant of Tuberculosis. *Social Work in Public Health, 31*(7), 617-625.

Schulz, A. J., Israel, B. A., Coombe, C. M., Gaines, C., Reyes, A. G., Rowe, Z., ... & Weir, S. (2011). A community-based participatory planning process and multilevel intervention design: toward eliminating cardiovascular health inequities. *Health Promotion Practice, 12*(6), 900-911.

**Class 6: Intervention Design, Part 3**

**September 22, 2021**

*Objectives*

1. Describe key approaches to assessing outcomes of interventions.
2. Anticipate problems in conducting intervention research and how to mitigate them.
3. Understand limitations of intervention research from an epistemological perspective.

**Assigned readings:**

Chapter 5: Step 3 and Step 4: From Refining Program Components to Testing Effectiveness

Chapter 7: Challenges in Intervention Research

Garrow, E. E., & Hasenfeld, Y. (2017). The epistemological challenges of social work intervention research. Research on Social Work Practice, 27(4), 494-502.

**Unit 2: Emerging Intervention Research Concepts**

**Class 7: Complexity Science**

**September 29, 2021**

*Objectives*

1. Describe the nature of complex adaptive systems and how they relate to social interventions.
2. Describe how human-centered design can be used as a method to improve intervention design research social innovation as a framework can promote creative problem-solving.

**Assigned readings:**

Moore, G. F., Evans, R. E., Hawkins, J., Littlecott, H., Melendez-Torres, G. J., Bonell, C., &

Murphy, S. (2019). From complex social interventions to interventions in complex social systems: future directions and unresolved questions for intervention development and evaluation. *Evaluation, 25*(1), 23-45.

Sharma, S., Walton, M., & Manning, S. (2021). Social determinants of health influencing the New Zealand covid-19 response and recovery: A scoping review and causal loop diagram. *Systems*, *9*(3), 52.

**Class 8: Behavioral Economics**

**October 6, 2021**

*Objectives*

1. Understand behavioral “stuck points” and cognitive biases associated with poor outcomes.
2. Describe ways in which behavioral science can inform intervention design.

**Assigned readings:**

Beidas, R. S., Volpp, K. G., Buttenheim, A. N., Marcus, S. C., Olfson, M., Pellecchia, M., ... &

Cidav, Z. (2019). Transforming mental health delivery through behavioral economics and implementation science: Protocol for three exploratory projects. *JMIR research protocols, 8*(2), e12121.

Mogler, B. K., Shu, S. B., Fox, C. R., Goldstein, N. J., Victor, R. G., Escarce, J. J., & Shapiro, M. F. (2013). Using insights from behavioral economics and social psychology to help patients manage chronic diseases. *Journal of General Internal Medicine, 28*(5), 711-718.

Soofi, M., Najafi, F., & Karami-Matin, B. (2020). Using insights from behavioral economics to mitigate the spread of COVID-19. Applied Health Economics and Health Policy, 18(3), 345-350.

**Optional reading:**

Samson, A. (2014). *An introduction to behavioral economics.* Retrieved from <https://www.behavioraleconomics.com/resources/introduction-behavioral-economics/>

**Class 9: Individual Consultations**

**October 13, 2021**

The instructor will consult with students individually concerning what they are learning with respect to their dissertation topics and ideas. This will also serve as time for teams to work on their innovation challenge assignments.

**Class 10: Social Innovation Challenge Group Presentations**

**October 20, 2021**

Teams will present their innovation challenge ideas and receive instructor and peer feedback.

**Unit 3: Multi-cultural and Anti-Oppressive Interventions**

**Class 11: Multiculturally-informed Interventions**

**October 27, 2021**

*Objectives*

1. Describe culturally-based and -adapted intervention design.
2. Understand how trauma-informed care, cultural humility, and inter-sectionality can inform intervention design.

**Assigned readings (students will choose 2-3 articles to read and discuss):**

Balcazar, F. E., Magaña, S., & Suarez-Balcazar, Y. (2020). Disability among the Latinx population: Epidemiology and empowerment interventions. In *New and emerging issues in Latinx health* (pp. 127-143). Springer.

Call, D. C., Challa, M., & Telingator, C. J. (2021). Providing affirmative care to transgender and gender diverse youth: disparities, interventions, and outcomes. *Current Psychiatry Reports*, *23*(6), 1-10.

El-Lahib, Y. (2020). Social work at the intersection of disability and displacement: Rethinking our role. *Journal of Progressive Human Services*, *31*(1), 1-20.

Kirmayer, L. J. (2012). Cultural competence and evidence-based practice in mental health: Epistemic communities and the politics of pluralism. *Social Science & Medicine, 75*(2), 249-256.

Ferdinand, K. C. (2021). Overcoming barriers to COVID-19 vaccination in African Americans: The need for cultural humility. *American Journal of Public Health, 111*(4), 586-588.

Ranjbar, N., Erb, M., Mohammad, O., & Moreno, F. A. (2020). Trauma-informed care and cultural humility in the mental health care of people from minoritized communities. *Focus*, *18*(1), 8-15.

Marsiglia, F. F., & Booth, J. M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice, 25,* 423-432. doi:10.1177/1049731514535989

Sampson, M., & Torres, L. R. (2015). What tension between fidelity and cultural adaptation? A reaction to Marsiglia and Booth. *Research on Social Work Practice, 25*(7), 828-831.

Vincze, L., Barnes, K., Somerville, M., Littlewood, R., Atkins, H., Rogany, A., & Williams, L. T. (2021). Cultural adaptation of health interventions including a nutrition component in Indigenous peoples: A systematic scoping review*. International Journal for Equity in Health, 20*(1), 1-13.

**Class 12: Anti-Oppressive Interventions, Part 1**

**November 3, 2021**

*Objectives*

1. Understand the core principles of anti-oppressive practice in organizations and systems.
2. Describe interventions that address root causes of oppression.

**Assigned readings:**

Brown, A. F., Ma, G. X., Miranda, J., Eng, E., Castille, D., Brockie, T., ... & Trinh-Shevrin, C. (2019). Structural interventions to reduce and eliminate health disparities. *American Journal of Public Health, 109*(S1), S72-S78.

Churchwell, K., Elkind, M. S., Benjamin, R. M., Carson, A. P., Chang, E. K., Lawrence, W., ... & American Heart Association. (2020). Call to action: structural racism as a fundamental driver of health disparities: a presidential advisory from the American Heart Association. *Circulation*, *142*(24), e454-e468.

Mitchell, U. A., Nishida, A., Fletcher, F. E., & Molina, Y. (2021). The Long arm of oppression: How structural stigma against marginalized communities perpetuates within-group health disparities. *Health Education & Behavior*, *48*(3), 342-351.

**Class 13: Anti-Oppressive Interventions, Part 2**

**November 10, 2021**

*Objectives*

1. Understand the core principles of anti-oppressive practice in organizations.
2. Describe interventions that address root causes of oppression.

**Assigned readings:**

Brown, N., & Ramlackhan, K. (2021). Exploring experiences of ableism in academia: a constructivist inquiry. *Higher Education*, 1-15.

Matsuno, E., & Israel, T. (2018). Psychological interventions promoting resilience among transgender individuals: Transgender resilience intervention model (TRIM). *The Counseling Psychologist*, *46*(5), 632-655.

Williams, D. R., & Purdie-Vaughns, V. (2016). Needed interventions to reduce racial/ethnic disparities in health. *Journal of Health Politics, Policy and Law, 41*(4), 627-651.

**Class 14: Student Presentations**

**November 17, 2021**

**Class 15: Student Presentations (cont'd) & Course Wrap-Up**

**November 24, 2021**

**Evaluation and Grading**

Students’ final grades for this course will be based on the following points (up to 100) as follows:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **Due Date** |
| Intervention Research, Part 1: Problem Theory | 25 | September 29, 2021 |
| Social Innovation Challenge | 25 | October 20, 2021 |
| Intervention Research, Part 2: Study Proposal | 30 | December 3, 2021 |
| Class Participation  | 20 | Ongoing |

**Grading Scale:**

|  |  |
| --- | --- |
| *Letter Grade* | *%* |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B  | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 70-76 |
| F | Below 70 |

**Course Assignments**

**Intervention Research, Part 1: Problem Theory (25 points):** Students will: 1) Identify a problem related to a social, educational, health, or economic disparity and aligned with their dissertation research interests. 2) Conduct a scan of the research literature to describe how thoroughly this topic has been studied. 3) Summarize evidence from no fewer than eight studies to describe the incidence or prevalence of the problem, causal and contributing factors, and consequences. 4) Articulate a problem theory informed by one or more major theories or theoretical or conceptual frameworks from any social scientific or health-related discipline that explains why the problem exists and that identifies causal and contributing factors that can be targeted as leverage points for an intervention, including the role of oppression and marginalization. 5) Describe how the problem theory addresses a gap in research knowledge related to the problem. This assignment corresponds to Chapters 1 and 2 of a dissertation.

**Social Innovation Challenge (group project; 25 points):** Student groups will be assigned a disparities-related topic and given a set of prompts and guidelines to apply behavioral economics and complexity science concepts to 1) outline an intervention that could be studied and 2) create a theory of change to support intervention ideas using theory and research evidence.

**Intervention Research, Part 2: Study Proposal (30 points):** As a follow-up to the Part 1 assignment, students will: 1) Create a visual conceptual model that depicts either a problem or program theory related to a social, educational, health, or economic disparity and aligned with their dissertation research interests. This model can incorporate concepts and information from Part 1. 2) Articulate a research plan that tests key assumptions of the conceptual model and includes the following elements: 1) Sample; 2) Research design; 3) Measures; 4) Analysis; and 5) An explanation of how the study would address an important gap in the research literature and promote diversity, equity, and inclusion. This assignment corresponds to Chapter 3 of a dissertation.

**Class participation (20 points):** For full participation points, the following is expected:

1. Miss no more than one class.
2. Complete all in-class and asynchronous assignments.
3. Make active and thoughtful contributions to class discussions and learning activities commensurate with a seminar-style doctoral course.

Fewer than 20 points will be awarded to the extent that 1, 2, and 3 are not fully achieved.

**Course Policies**

***Late Work***

Assignments submitted past 11:59pm on the due date will be considered late. Assignment grades will be deducted by 10% each day the assignment is late.

***Accommodations for Students with Disabilities***

Under the Americans with Disabilities Act (ADA), pursuant to Section 504 of the Rehabilitation Act, “reasonable accommodation” to students with disabilities is provided in this course. If you require an accommodation, you must register with the appropriate office for your home campus: Office of Veterans and Disability Service (OVDSS) at NCA&TSU or the Office of Accessibility Resources and Services (OARS) at UNCG. Please notify OVDSS or OARS of any accommodation requests prior to the start of classes or within the first two weeks of classes.Students should inform the instructor at the beginning of the semester about specific accommodations needed and provide authorized documentation through designated administrative channels. Consult either the NCA&TSU or UNCG graduate bulletin for further information.*Please note that accommodations and modifications may not be performed retroactively!*

***Academic Integrity Policy***

Academic integrity is important to success in graduate school as well as later in your professional life as social workers. Academic integrity is based on five values: honesty, trust, fairness, respect, and responsibility. If you are to fully benefit from this class and be properly evaluated for your contributions, we must work together in an environment that affirms these values. Work that violates these values is incompatible with the goals of this class and the NASW Code of Ethics and will not be tolerated. Violations of the academic integrity policy will be considered serious academic and ethical offenses and will be dealt with as such. Every member of the class is expected to foster the spirit of academic honesty at all times and to encourage that spirit among others.

Students are encouraged to review both the *UNCG Academic Integrity Policy* online at <https://osrr.uncg.edu/academic-integrity/> and the *NCA&TSU Academic Dishonesty Policy* in the Graduate Bulletin on line at <http://www.ncat.edu/divisions/academic-affairs/bulletin/2014-2015/academic-info-and-regs/academic-dishonesty-policy.html>. I encourage you to discuss the meaning of academic integrity with one another and with me. If any work or assignment appears unclear or presents questions related to academic integrity, I urge you to talk with me to obtain further clarification.

I invite you, as a student in this class, to join me in supporting the Academic Integrity Policy. Including and signing the Academic Integrity Pledge below for all major work submitted in the class will signal a clear indication of your support. If you email assignments, it will be fine to type the pledge at the end of the assignment.

Academic Integrity Pledge: “I have abided by the Academic Integrity Policy on this assignment.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature Date

**COVID-19 Policies**

Approved by UNC Greensboro Faculty Senate on July 29, 2021

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG’s culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

● [Following face-covering guidelines](https://update.uncg.edu/community-standards/)

● Engaging in proper hand-washing hygiene when possible

● Self-monitoring for symptoms of COVID-19

● Staying home if you are ill

● Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or

the student may also contact OARS (336.334.5440) who, in consultation with Student Health

Services, will review requests for accommodations.

**Student Support and Assistance**

Approved by the Faculty Senate Executive Committee on July 30, 2020:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success.  These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu