# Course Syllabus

**Course title:** Leadership and Organizational Governance  
**Course #/term:** SW 665 Winter 2018  
**Time and place:** Thursdays, 2pm-5pm Room B798 SSWB  
**Credit hours:** 3  
**Instructor:** Katie Doyle  
**Pronouns:** She/her/hers  
**Contact info:** E-mail: doylekg@umich.edu  

*When you email me, please include SW 665 in the subject line*

**Office:** Phone: 734.764.9717  
**Office hours:** SSWB 3778, by appointment  

---

**Table of Contents** (These are hyperlinked for easy access)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Course Content</td>
<td>2</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>2</td>
</tr>
<tr>
<td>Course Design</td>
<td>3</td>
</tr>
<tr>
<td>Theme Relation to Multiculturalism &amp; Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Theme Relation to Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>Theme Relation to Promotion, Prevention, Treatment &amp; Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>Theme Relation to Behavioral and Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>Relationship to SW Ethics and Values</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy and climate</td>
<td>3</td>
</tr>
<tr>
<td>Teaching philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Climate</td>
<td>4</td>
</tr>
<tr>
<td>Textbook &amp; other readings</td>
<td>5</td>
</tr>
<tr>
<td>Class schedule</td>
<td>5</td>
</tr>
<tr>
<td>Assignments</td>
<td>7</td>
</tr>
<tr>
<td>Grading</td>
<td>7</td>
</tr>
<tr>
<td>Course Engagement and Attendance—35%</td>
<td>7</td>
</tr>
<tr>
<td>Leadership Profile—15%</td>
<td>8</td>
</tr>
<tr>
<td>Group Project: Crisis Response and After Action Review—30%</td>
<td>8</td>
</tr>
<tr>
<td>Final: Leadership Development Plan—20%</td>
<td>8</td>
</tr>
<tr>
<td>Late Assignments</td>
<td>9</td>
</tr>
<tr>
<td>Grade Dispute Process</td>
<td>9</td>
</tr>
<tr>
<td>Expectations for Written Work</td>
<td>9</td>
</tr>
<tr>
<td>Additional Course Information and Resources</td>
<td>10</td>
</tr>
<tr>
<td>Safety and emergency preparedness</td>
<td>10</td>
</tr>
<tr>
<td>Mental health and well being</td>
<td>10</td>
</tr>
<tr>
<td>Teaching evaluations</td>
<td>11</td>
</tr>
<tr>
<td>Proper use of names and pronouns</td>
<td>11</td>
</tr>
<tr>
<td>Accommodations for students with disabilities</td>
<td>11</td>
</tr>
<tr>
<td>Religious/spiritual observances</td>
<td>11</td>
</tr>
<tr>
<td>Military deployment</td>
<td>11</td>
</tr>
<tr>
<td>Writing skills and expectations</td>
<td>11</td>
</tr>
<tr>
<td>Academic integrity and plagiarism</td>
<td>12</td>
</tr>
</tbody>
</table>

---

SW 665 W18 Syllabus.docx, page 1
Course Description

This course will examine the attributes, skills, behaviors, problems, and issues associated with higher level administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference 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 enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving.

Course Content

This course will focus on the roles of social workers in management positions, such as administrator, middle manager, or executive director (CEO). The course content will include a discussion of the characteristics, competencies, conditions, and contexts related to these positions. Students will learn the basic rudiments of executive positions and roles (e.g., leadership, emotional intelligence, strategic thinking, and executive "presence"), as well as a range of skills in decision making and facilitation, organizational governance, and relationships with the board of directors. Gender, age, ethnicity, race, sexual orientation, and disability will be examined as critical intervening variables affecting both individual and organizational behavior. Integration of professional and personal roles and executive wellness will also be examined. This course will address strategies for organizational development with special reference to organizational change, and the role and impact of key executives in this process. Emphasis will be placed on enhancing and improving adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving. This course will stress the following themes: governing the agency, visioning, changing the agency, long-term career planning, presentation of self, and the differences in roles in the executive and manager positions.

Course Objectives

Upon completion of the course, students will be able to:
1. Identify and describe various approaches to and styles of leadership; demonstrate the knowledge and skill required for the four position-levels of executive (assistant executive, associate, VP/second-in-command, and CEO). (Practice Behaviors 1.MHS, 10.a.MHS)
2. Describe similarities and differences experienced by female and minority, as well as male majority, administrators and demonstrate skill in applying different approaches in a top team. (Practice Behaviors 4.MHS, 5.MHS)
3. Identify relevant contexts, conditions, competencies, and characteristics of leaders which affect the agency and develop skill in orchestrating internal and external elements. (Practice Behaviors 9.MHS, 10.b.MHS)
4. Design appropriate organizational arrangements to evaluate and improve the effectiveness and efficiency of an agency and its resources in meeting the needs of clients. (Practice Behaviors 3.MHS, 6.MHS, 10.d.MHS)
5. Prepare a well-informed, personal plan that will lead to an executive position including the knowledge, skills, and preparation needed to act successfully in that position. (Practice Behaviors 1.MHS, 10.c.MHS)
6. Discuss typical ethical concerns of agency executives and their performance. (Practice Behaviors 1.MHS, 2.MHS)
Course Design
This course will follow a lecture-discussion format with student projects, invited speakers, and opportunities to exchange knowledge with executives of human service organizations.

Theme Relation to Multiculturalism & Diversity
will be addressed through attention to the executive’s role in insisting on and designing and implementing agency diversity and cultural competence. Emphasis will be placed on the barriers to executive positions on the basis of gender, sexual orientation, minority status, etc. (e.g., the "glass ceiling").

Theme Relation to Social Justice
will be addressed through the presentation of management tools which can secure a better representation of women and minorities in executive ranks and the organizational changes, especially in boards, needed for this to occur.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
will be addressed through special attention to the risks attendant to the executive person, including mental health and physical problems occurring from stress. In particular, wellness programs and mental health regimes developed to aid executive success will be discussed. Leadership issues relevant to human service agencies that reflect these particular modes of intervention will also be addressed.

Theme Relation to Behavioral and Social Science Research
will be addressed through the use of executive leadership theory, theories of social roles, and research on organizational effectiveness and organizational performance.

Relationship to SW Ethics and Values
This course will present the role of the executive in taking leadership with respect to social work values and ethics and implementing the NASW Code of Ethics. In particular, this course will focus on the executive’s special responsibility to demonstrate propriety, competence, professional development, and integrity as well as the executive’s responsibility to treat colleagues with respect, fairness, and courtesy. Students will learn that the executive role consists of presentation of self in the agency and community and the use of the public persona to articulate and reinforce social work values and ethics.

Philosophy and climate
Teaching philosophy:
My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
• Demonstrable and recognizable skills and competencies;
• New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
• Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

Classroom Climate

True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, though I am aware that learning and growth can sometimes be uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning environment.

I do not customarily spend a lot of time in the first class building a "ground rules" list. I suspect most of you are in at least your second term here, and have participated in these kinds of exercises a few times. However, an emotionally safe class climate is important to me. So, below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

• Practice “Both - And” thinking and problem-solving.
• Be attuned to Process and Content: “process” is how and when you express yourself, and “content” is what you say.
• Remember that this is a vulnerable space for you, and for others.
• We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
• Honor confidentiality.
• Be responsible to yourself and to others about what is communicated without blame or shame.
• Notice both the intent and the impact of what you do or say. Take interest in the intent, not just the impact of others’ communication and take responsibility when your intent does not match the impact on someone else.
• Speak from your own experience, without generalizing.
• Critique ideas, not people.
• Take responsibility for the quality of the discussion.
• Step up if you usually don’t contribute, step back if you always contribute.
• Call each other in to conversations vs. calling someone out.
• I am interested in any other expectations you may have, and we will discuss in our first class.

“The only thing worse than learning from our mistakes is not learning from our mistakes.”

*I thought Eleanor Roosevelt said this, but I cannot find the source! Can you?*

---

Textbook & other readings

**Required Textbook:**

It’s about $19 new, and you can purchase an eBook if you prefer. You can get it at many online bookstores, and—depending on stock—at some of the local bookstores around here because the author is at UM. It’s not terribly long or dense.

I will place all other required readings on our course Canvas site in folders that correspond to the weeks they are due. **I reserve the right to add/substitute the readings, but if I do, I will give you sufficient notice.**

Note that there is a folder of recommended readings. You are not expected to read recommended readings for class. They are helpful resources should you want to get more depth on some aspect of the course.

I recommend the following book also, though you do not need to purchase or rent this text. However, if you are interested in leadership, it is a very useful compendium to have:


---

Class schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Agenda</th>
<th>Required readings &amp; assignments (due on the dates listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4/18</td>
<td>Session 1: Introduction to Course</td>
<td></td>
</tr>
<tr>
<td>1/11/18</td>
<td>Session 2: Competing Values, Management and Leadership</td>
<td>Competing Values Questionnaire results due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 Personalities Results due (this is very short)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entering the Fundamental State of Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management Is (Still) Not Leadership</td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Agenda</td>
<td>Required readings &amp; assignments (due on the dates listed)</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1/18/18    | Session 3: Leadership in Teams                    |  ● StrengthsQuest Inventory results due**
  Tentative: Guest Speaker re:  ● Turning Potential Into Success
 StrengthsQuest                                                  ● 34 StrengthsQuest Themes
| 1/25/18    | Session 4: Leadership Profiles                    |  ● What Makes a Great Leadership Team
 Tentative: Guest Speaker re: MBTI                              ● MBTI StrengthFinders Guide
|            |                                                   |  ● Pioneers-drivers-integrators-and-guardians
|            |                                                   |  ● Resourceful Manager’s Guide to Leadership (skim)
| 2/1/18     | Session 5: Positive Leadership, Part 1            |  ● Cameron, Chapters 1-3
|            |                                                   |  ● TED Talk: How to Fix a Broken School (17:07 mins)
| 2/8/18     | Session 6: Positive Leadership, Part 2            |  ● Cameron, Chapters 4-5
|            |                                                   |  ● Video: Outsourcing Inspiration (14:38 mins)
|            |                                                   |  ● Video: Dr. Mona Hanna-Attisha (12:32 mins)
|            |                                                   |  ● TED Talk: How Great Leaders Inspire Action (18 mins)
| 2/15/18    | Session 7: DEI and Leadership                     |  ● Race to Lead
|            |                                                   |  ● 8 Ways People of Color Are Tokenized in Nonprofits
|            |                                                   |  ● Diversity Falls Short Unless…
| 2/22/18    | Session 8: Case Studies                           |  ● Leadership Profile Due
|            |                                                   |  ● Crisis Management in Nonprofit Organizations
| 3/1/18     | No Class: Spring Break                           |                                                                                       |
| 3/8/18     | Session 9: Organizational Crisis Simulation       |  Organizationa Background Materials (folder on Canvas)
| 3/15/18    | Session 10: Organizational Crisis Simulation      |  Reading Materials for each role (available in folder on Canvas at 5:00pm on 3/8/18)
| 3/22/18    | Session 11: Presentations                        |                                                                                       |
| 3/29/18    | Session 12: After Action Reviews                  |  ● Creating Benevolent Friction at Work
| 4/5/18     | Session 13: After Action Reviews                  |  After Action Write Up Due for 1st group(s)
| 4/12/18    | Session 14: Synthesis                             |  ● Cameron, Chapters 6-7
|            |                                                   |  ● Learning Charisma
|            |                                                   |  ● After Action Write up Due for rest of the groups()                                    |
| Week of    | Final Assignment Due                              |                                                                                       |
| 4/19/18    |                                                   |                                                                                       |

SW 665 W18 Syllabus.docx, page 6
Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competing Values Competency Questionnaire</td>
<td>1/11/18</td>
</tr>
<tr>
<td>• 16 Personalities Results (enter data on Canvas)</td>
<td></td>
</tr>
</tbody>
</table>

StrengthsQuest Inventory Results**
**The login code will be emailed to you by someone at the Center for Campus Involvement. The due date could be later if they don’t get the login code to you in time. I will communicate with you via Canvas about this.

| Individual Assignment: Leadership Profile      | 2/22/18   |
| Group Assignment: Crisis Simulation Presentation | 3/22/18   |
| Group Assignment: After Action Review and Write Up | 3/29 or 4/5/18 |
| Final Assignment: Leadership Development Plan I will release this on 3/22 and you can turn it in any | Week of 4/19/18 |

Grading

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>95%</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
<td>89%</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
<td>84%</td>
</tr>
<tr>
<td>88-90</td>
<td>B+</td>
<td>79%</td>
</tr>
<tr>
<td>84-87</td>
<td>B</td>
<td>74%</td>
</tr>
<tr>
<td>81-83</td>
<td>B-</td>
<td>69%</td>
</tr>
<tr>
<td>78-80</td>
<td>C+</td>
<td>64%</td>
</tr>
<tr>
<td>74-77</td>
<td>C</td>
<td>59%</td>
</tr>
<tr>
<td>71-73</td>
<td>C-</td>
<td>54%</td>
</tr>
<tr>
<td>68-70</td>
<td>D+</td>
<td>49%</td>
</tr>
<tr>
<td>64-67</td>
<td>D</td>
<td>44%</td>
</tr>
<tr>
<td>&lt;64</td>
<td>E</td>
<td>39%</td>
</tr>
</tbody>
</table>

| Course Engagement & Attendance               | 35%       |
| Leadership Profile                           | 15%       |
| Group Project: Crisis Response + After Action Review | 30%       |
| Leadership Development Plan                  | 20%       |
| **Total**                                    | **100%**  |

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Course Engagement and Attendance—35%
35% is a big portion of your grade; I place so much emphasis on course and team engagement because leadership development is dependent on your active engagement. I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions and case studies. Early in the course you will be assigned to a team, and you will work in that team throughout the semester. A big component of the course will center on responding as a team to a crisis in a human services organization.
There will be a few self-inventory tools (Competing Values tool, Strengths Quest, brief Myers-Briggs Type Indicator) that are **required** for the course. Failure to complete them on time will result in a full letter grade drop in your final grade. (The good news: most people find them fun and interesting, and they don’t take too long to complete.)

Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is **not** predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

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

**Leadership Profile—15%**

You will choose a leader and write a profile on that person, drawing on concepts we cover in class, as well as two readings. The leader can be someone that you know personally, or someone who is famous or even a fictional character, as long as you can draw on specific examples of their actions and traits. Full assignment will be posted on Canvas.

**Group Project: Crisis Response and After Action Review—30%**

This project will unfold over a few class meetings; information will be revealed to you over time. You will select executive leadership roles in your team (Executive Director, Board Member, Development Director, Program Director, Human Resources Director) and develop individual and coordinated responses to the crisis situation(s) in the organization.

In terms of deliverables, your team will prepare a *brief* presentation for the class. I will facilitate an “After Action Review” with each group individually and following the After Action Review, the team will submit a brief write up about the review.

Detailed instructions will be posted on Canvas and unlocked as the process unfolds.

**Final: Leadership Development Plan—20%**

You will submit a leadership development plan that connects your leadership style with actionable steps that will lead to specific, desired outcomes. You can write a cohesive narrative that responds to the prompts in the assignment, you can answer each prompt separately in the form of a workplan, you can create a slideshow or portfolio, a series of infographics, or a TED-style talk. In other words, you can feel free to be creative as long as you respond to the prompts given in the assignment (found on Canvas).
(Many people choose to use this assignment as an opportunity to build a portfolio for use in post-graduation endeavors such as employment searching or continuing education.) The overall goal of the assignment is for you to have a relevant, practical tool for your own professional development.

Full assignment will be posted on Canvas.

Late Assignments

Assignments are due at or before 2:00pm on the due dates listed on the syllabus and on Canvas.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

Grade Dispute Process

If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Expectations for Written Work

Development of professional writing is a goal of the course, and I will consider writing quality in grading. **Proofread written work carefully;** I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc.

Purdue University’s OWL website [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) is an excellent resource for general writing and formatting advice.

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

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

Finally, another resource is the English Language Institute: [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)
Additional Course Information and Resources

Safety and emergency preparedness
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

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

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

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-ADA compliance@umich.edu.

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. [Click here to read more about the School of Social Work’s emergency policies and procedures.]

Additional resources:
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

Mental health and well being
The University of Michigan is committed to advancing the mental health and well being of all 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
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Additional campus health and wellness resources

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
Teaching evaluations
The best way for me to learn how students are experiencing the class is...from you! Please fill out the mid-semester survey and the end of semester evaluations. You are “paying it forward” for students who come after you by completing the end of semester evaluations. I take them very seriously and adjust my courses accordingly. Teaching evaluations are administered via Canvas and will be emailed to students during the last weeks of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

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.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

Accommodations for students with disabilities
If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

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 click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Military deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Writing skills and expectations
Strong writing and communication skills are essential to students’ academic success and professional career. 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 (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Academic integrity and plagiarism
Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.