1. COURSE STATEMENT

*a. Course Description*

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

*b. Course Content*

This course will cover practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with the primary and secondary mediating structures in communities, such as schools, neighborhood associations, self-help organizations, community centers, and faith based organizations. Emphasis will be placed on ways in which different levels of practice, including interpersonal, organizational, community, and policy practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and national or international organizations. Specific practice methods will include feminist, multicultural, structural, and community
social work models of practice. These models will include techniques for group work of various kinds, crisis intervention, advocacy, and service coordination; consultation with community members, groups, and organizations; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards; organizing and facilitating mutual aid and self-help groups; and collaborating with communities to develop local programs and services. Undergirding all of these methods will be a focus on methods for encouraging community participation and empowerment and in reducing barriers to these activities for members of different subgroups and who are disempowered and marginalized by mechanisms of oppression. Topical issues will include: enhancing individual, family, and community safety and security; the mediation of community conflicts; the social integration of newcomers and returnees to communities; promoting positive intergroup relations; and the promotion and protection of human rights and environmental justice. Students will engage in activities that allow them to examine and expand their understanding of their own group memberships and identities and how they are relevant in different practice situations.

c. Course Objectives

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

1. Demonstrate an understanding of how community and social systems can play a role in improving the well-being of individuals, families, organizations, and communities and in promoting greater social justice. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To demonstrate several methods that engage, strengthen and build well-being and social justice, particularly at the community level. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   b. To promote capacity building and preventive approaches via strengthening the student's knowledge, skills and resources so that they may assist individuals, groups, and communities to develop more socially just practice. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)
   c. To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)

2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   b. Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

3. Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affect the needs and assets to be mobilized in practice. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To be able to locate oneself as a practitioner incorporating multiple social positions, statuses, and cultures, and to understand the implications of these for worldview, values, and biases. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)
4. Demonstrate skills for engaging community systems and encouraging the participation of community members with attention to their diversity and for reducing barriers to that participation. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)
   a. To demonstrate skills in negotiating differences and conflicts at system interfaces. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   b. To work across social system boundaries and apply multiple strategies for building linkages across boundaries. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

5. Identify how social work ethics and values can guide practice with community and social systems. (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)

d. Course Design

In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Videos and guest speakers will be utilized to provide examples of current and past practice. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

e. Course Curricular themes

Theme Relation to Multiculturalism & Diversity
will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence."

Theme Relation to Social Justice
will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment, and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

Theme Relation to Behavioral and Social Science Research
will form the basis of this course and will guide practice in working with community and social systems. For example, community and social systems practice is supported by research that suggests that well-being is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.
f. Relationship to SW Ethics and Values

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

g. Intensive Focus on PODS

This course incorporates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. CLASS REQUIREMENTS

a. Text and class materials:

   **Required text:** Gamble, Dorothy & Weil, Marie (2009). Community Practice Skills: Local to Global.
   

   - In-class discussion and activities are built on the out of class learning. To fully engage in the course topic and become a competent and skilled social work practitioner, students should complete text, audio and digital media consumption prior to the class for which they are assigned.
   
   - The list of required readings/views is dynamic—meaning that I may modify the dates or readings in response to student interest, new material availability or shifts in the schedule. Canvas will contain the up-to-date requirements. Supplemental readings are also posted for student use and enrichment.
   
   - Students are encouraged to share new and useful material—these can upload these into our Canvas site.

b. Tentative Schedule: Schedule and reading may change according to class interests and needs; required text/audio/video materials found in Canvas Module titles by week/topic.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Out of Class Learning (readings, podcasts, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/8</td>
<td>Orientation and overview</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 1/22 | Frameworks for community practice  | • Finn and Jacobson, Just Practice  
• Arnstein, Citizen Participation  
• Delgado, Framework for Practice in Non-traditional settings  
• Self-select-system collaboration article/interview                                                                 |
| Week 3 1/29 | Assessment + mapping                | • Gamble & Weil, assigned chapter (1-2)  
• Self-select-system collaboration article/interview  
• Review [Community Toolbox, Chapter 3](#)  
• Monk, Concept Maps  
• Example: Participatory Mapping with Older Persons                                                                 |
| Week 4 2/5  | Entering Communities                | • Gamble & Weil, assigned chapter (3-4)  
• Summarize systems collaboration  
• Example: Entering Communities for Disaster Intervention                                                                 |
| Week 5 2/12 | Engagement & outreach               | • Gamble & Weil, assigned chapter (5 & 6)  
• Siroli, Shut Up and Listen  
• Vu, Trickle Down Community Engagement  
• Example: Outreach & HIV prevention work in S. Africa                                                                 |
| Week 6 2/19 | Planning                            | • Gamble & Weil, assigned chapter (7 & 8)  
• Example: Trauma Informed Model for Youth Empowerment  
• Example: Ambivalence Over Participatory Planning                                                                 |
| Week 7 3/5  | Systems collaboration               | • Gamble & Weil, assigned chapter (9 & 10)  
• Example: Promoting Collaborations btwn DV & SA orgs.  
• Example: Using CBPR & HCD to reduce health disparities                                                                 |
| Week 8 3/12 | Systems collaboration               | • Gamble & Weil, assigned chapter (11 & 12)  
• Example: Art as Activism Popular Theater and Unions  
• Example: Pride at Work                                                                 |
| Week 9 3/19 | Facilitation and Planning           | • [Community Toolbox, Chapter 16](#)  
• Example: Environmental Justice and Theater of the Oppressed  
• Example: Modifying Photovoice in Indigenous Community                                                                 |
| Week 10 3/26 | Conflict                            | • Example: Diaspora in Dialogue                                                                 |
| Week 11 4/2  | Evaluation                          | Example: Tribal Tobacco Education and Policy Evaluation  
Example: Violence Prevention-Asian and Immigrant Youth  
Example: Evaluation of Police Training in LGBTQ issues                                                                 |
| Week 12 4/9  | Peer Review & Reflection            |                                                                                                                                 |
| Week 13 4/16 | Presentations                       |                                                                                                                                 |
c. Assignments:
The assignment description in the syllabus is a general overview. Details, formats and rubrics are found in Canvas. Following the rubrics leads to good scores on assignments, as does beginning your assignments early. I expect your work to demonstrate concise yet thoughtful, evidence-based, integrative and deep work. The course uses individual and group project, as consistent with social work practice. In the structure and grading of these, I seek to balance accountability and professional performance expectations. Sometimes, based on your interests, skill level and time availability, a group project is an undue burden for you. If you think your learning would be best served by working alone on a designated group project, schedule a meeting with me and I will consider this.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date, submission type</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Readings and Participation</td>
<td>Weekly, observed</td>
<td>15%</td>
</tr>
<tr>
<td>Systems Collaboration Case Studies</td>
<td>1/22-2/5, Canvas</td>
<td>15%</td>
</tr>
<tr>
<td>Community Practice Observation or Interview</td>
<td>Open deadline Jan-March, Canvas</td>
<td>10%</td>
</tr>
<tr>
<td>Community Engagement Plan Project</td>
<td>7 components, Canvas</td>
<td>60%</td>
</tr>
<tr>
<td>1) Entering, Assessment + Mapping</td>
<td>1) 2/12</td>
<td>1) 10%</td>
</tr>
<tr>
<td>2) Project Management Plan</td>
<td>2) 2/12</td>
<td>2) 5%</td>
</tr>
<tr>
<td>3) Draft CEP Plan</td>
<td>3) 3/19</td>
<td>3) 5%</td>
</tr>
<tr>
<td>4) Collaborative Practice Curriculum</td>
<td>4) 3/26-4/9</td>
<td>4) 10%</td>
</tr>
<tr>
<td>5) Final CEP Infographic and Narrative</td>
<td>5) 4/16</td>
<td>5) 25%</td>
</tr>
<tr>
<td>6) CEP: Team assessment of your efforts</td>
<td>6) 4/16, Canvas</td>
<td>6) 5%</td>
</tr>
</tbody>
</table>
1. Participation 15%

**CLASS PARTICIPATION GRADING RUBRIC**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>Poor Participation</td>
</tr>
<tr>
<td></td>
<td>• Frequent Absences, late arrivals and/or early departures</td>
</tr>
<tr>
<td></td>
<td>• No effort, disruptive, and disrespectful</td>
</tr>
<tr>
<td></td>
<td>• Uses harmful language in class and does not respect other students’ identities</td>
</tr>
<tr>
<td>6 - 9</td>
<td>Marginal Participation</td>
</tr>
<tr>
<td></td>
<td>• Often late</td>
</tr>
<tr>
<td></td>
<td>• Little effort, texting or web surfing (irrelevant to course)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates infrequent involvement in class or class discussions</td>
</tr>
<tr>
<td></td>
<td>• Uses harmful language at times in class and sometimes does not respect other students’ identities</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Moderate Participation</td>
</tr>
<tr>
<td></td>
<td>• Sometimes late or early departure</td>
</tr>
<tr>
<td></td>
<td>• Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them</td>
</tr>
<tr>
<td></td>
<td>• Rarely offers to contribute to discussion, but contributes to a moderate degree when called on May seem occasionally distracted or uninterested</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates sporadic involvement</td>
</tr>
<tr>
<td></td>
<td>• Uses inclusive language at times and respects other students’ identities to an extent</td>
</tr>
<tr>
<td>13 - 14</td>
<td>Strong Participation</td>
</tr>
<tr>
<td></td>
<td>• Rarely late/early departure and 1-2 absences</td>
</tr>
<tr>
<td></td>
<td>• Has clearly read and asks pertinent questions about course material</td>
</tr>
<tr>
<td></td>
<td>• Offers interpretations or analysis of course material (more than just facts) to class</td>
</tr>
<tr>
<td></td>
<td>• Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates consistent ongoing involvement by active visual and/or verbal engagement</td>
</tr>
<tr>
<td></td>
<td>• Uses inclusive language in class and respects other students’ identities</td>
</tr>
<tr>
<td>15</td>
<td>Excellent Participation</td>
</tr>
<tr>
<td></td>
<td>• On time and 1-2 absences</td>
</tr>
<tr>
<td></td>
<td>• Has analyzed course material exceptionally well, relating it to readings and other material (readings, course material, discussions, experiences, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Participates actively and equally in class discussion, class assignments, and group activities</td>
</tr>
<tr>
<td></td>
<td>• 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, suggest alternative ways of approaching material</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates ongoing active involvement and active visual and/or verbal engagement</td>
</tr>
<tr>
<td></td>
<td>• Always uses inclusive language in class and respects other students’ identities</td>
</tr>
</tbody>
</table>
2. System Collaboration Case Studies, 15%

To develop understanding of how to successfully partner with other organizations and community systems, each student will seek two case studies about successful collaboration with one particular system (i.e. schools, police, neighborhood associations, self-help groups, etc.) and share within a small group. This assignment spans three weeks. The first and second week you will find an article or conduct an interview with a practitioner that describes a collaborative effort and share the key learning points from this within your small group. One the third week, each group will present their key findings to the class in a 10-minute presentation. They will upload their article links/interview summaries to a shared folder for other students to access as needed or interested. Each student will upload in the Canvas assignment their individual article reference and ½ page key learnings for each article, and the group’s presentation. Approximately 20 minutes each class period is devoted to small group discussion of this.

3. Community Practice Observation or Interview, 10%

To strengthen reflection skills in collaborative community practice, each student will observe or participate in a meeting or activity that engages one or more community or social systems in promoting social justice and well-being for individuals, families and communities; or interview a social work practitioner about a session they facilitated. The observation must take place in 2018 (January-March). Reflect on the various dimensions of community practice (see rubric for details). Consider all aspects of PODS in your reflection. Your 3-4-page, single spaced paper will:

1) **The Meeting:** Give the name, date, location, sponsoring agency/individual, number of attendees of the session. What type of meeting was this (i.e. community crisis intervention, outreach, consulting, service coordinator, program development, strategic planning, coalition meeting, community board, community organizing, community development process)? What was the purpose of this meeting? To what larger purpose did it promote well-being and social justice? **In brief,** what happened?

2) **Attendees:** What system(s) was the target(s) for attendance and participation? Who actually attended? If some intended systems or groups were absent, or if attendance seemed lower than expected, what questions would you ask the facilitator about how s/he/they conducted outreach for the event in order to better understand how to improve outreach for future events?

3) **Social Justice:** What role did the facilitator see the attendees/systems playing in improving the well-being of individuals, families, organizations and communities? What resources did these attendees have to carry out this role? Consider power, privilege and the Finn and Jacobson framework. What more would you like to know about the role and the resources of the systems toward meeting this need in the community?

4) **Structure and Engagement:** What techniques, facilitation skills, tools and/or structures were used to engage attendees? In your view, how effective were these? Give specific observations about the interaction between attendees, between attendees and facilitator to
support your analysis. Were you to repeat this session, what adjustments could you make to structures, techniques, and skills to increase engagement?

5) **Level of participation:** Where does this fall on Arnstein’s ladder of citizen participation? Give specific observations to support your answer.

6) **Social positions and power:** Describe the social positions, as you understood them of the facilitator (the organization) and the attendees/represented systems. How did their similarities and differences seem to affect engagement? What questions would you ask of attendees to understand this further?

7) **The self:** Why did you choose this event? What did you hope to learn? What did you learn? How did your own social location affect your choices and reactions to this event?

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4. **Community Engagement Group Project (group project) 60%**

In groups of three, students will develop a community engagement plan to meet a need for community well-being that engages one or more community or social system. The proposed plan should maximize level of engagement, participation, ownership and power for the affected community and targeted system(s). The team will complete research about previous, similar community practice responses and develop their own response plan specified to the selected community and issue. See the assignment details and rubrics in Canvas.

Each team will identify a community and a current well-being-social justice issues to be addressed. They will conduct assessment & mapping, enter the community, develop a 3-session curriculum for their engagement activities, and an infographic providing an overview of the plan with a narrative to further explain details and rationale.

For this project you can use your field placement agency or a current social issue (appropriate examples will be shared in class). Time is allocated in class to work on this project.

**Project Components:**

1. **Workplan:** Using a project management tool such as a GANNT chart, create your team’s plan for carrying out the assignment, planned action steps, timelines, estimated hours, who is responsible for what. The plan will include the communities and the social justice or well-being issue to be addressed and the organization that would lead the effort. [Group grade]

2. **Entering, Assessing and Mapping:** each member of the team will conduct a separate assessment or mapping activity for the project and upload this in Canvas assignment and narrative describe how this shows respectful, appropriate ways to enter, engage and build relationships in the community. Length: 2-3 pages. The team will synthesize this information for the final Engagement plan. [Individual grade]

3. **Draft Plan:** The team will submit a draft of their community engagement plan that includes each aspect of the framework (entering/engaging/relationship building,
assessment and mapping, collaborative practice, evaluation), the stakeholders to be engaged, the goals and objectives of the project. Length: 1-2 pages [group grade]

4. **Curriculum:** Each team member will develop a detailed agenda for one part of the community engagement plan (i.e. an informational meeting, a leadership training session, etc.) and upload this to Canvas.) [Individual grade]

5. **Community Engagement Plan InfoGraphic and narrative:** Create a 1-2 page infographic of your CEP. This will update your draft plan to incorporate your learning from the course, be inclusive of the entering, mapping, engagement, planning, implementing and evaluation phases. You will write a 4-6 page narrative explaining the plan and its rationale, your sources of information and that demonstrates your research about working with this community and the targeted system(s) for engagement, and that your team has an understanding of the tools and techniques for working with community systems. You will share your plan to the class. [group grade]

6. **Team Assessment of your effort:** Team members will rate your contribution to the project using a prescribed form at the end of the semester. [Individual grade]

d. **Grading:**

A 100-point system is used. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>94-98</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
</tr>
</tbody>
</table>

Assignments are graded within two weeks of being turned in. Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class.

**Assignment Practices**

a. **Drafts:** students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date-this provides me with the time necessary to provide quality feedback and you with time to respond to it. Most students have found this helpful in producing a quality paper that earns the grade they desire.

b. **Peer review:** As part of my intentional learning strategies, we use peer review sessions. You must have a paper copy of a draft of your assignment ready at the beginning of class on the day of peer review. The process of peer review aids you in further developing your thoughts and ideas, provides you with a pre-graded check of your understanding of the assignment requirements and gives you a chance to develop your critical thinking and feedback skills with peers in a supportive environment.

c. **Due dates:** Most assignments are due by midnight on the date listed in Canvas. However, I will grant a grace period of one week in which you can submit your
assignment. I will not accept a draft for review during the grace time. While I will accept the assignment, the points awarded will be reduced by the equivalent of ½ letter grade. Assignments submitted after the one-week grace period will be accepted and have their points reduced by the equivalent of ½ letter grade for each day beyond the grace period. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.

d. **Resubmission**: Sometimes despite your best effort, the peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, you will let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.

e. **Submission format**: all assignments are submitted via Canvas assignments. Documents should be 11/12-point font, single spaced and the narrative portion within 2 pages of the recommended length. Cover pages, executive summaries, extensive use of graphic elements, references and appendix are not part of the length of the paper. The principles of good design are expected in assignments and accounted for in the rubrics. Additionally, well-written, error free narrative using professional language and tone are expected. Beyond traditional document formats, you can use more creative media formats for your assignments –I will use the same grading rubric regardless. A less traditional format may require a bit of conversation about length and submission format.

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. **Teaching philosophy**:  
This classroom is a learning community, an integration of knowledge, skills and the School of Social designated expectations. Project-based learning and dialogic development are the centerpiece of the course collaboration between instructor and students. My selection of structures, processes, assignments and readings are meant to provide the space for you to meet your learning goals. What you gain from the course is a direct result of your own effort as well as that of your peers. We use active and cooperative learning each week. I believe the process of planning, doing and reflection are essential to learning. It’s important for all of us to be able to make mistakes, ask questions and receive feedback through the semester.

b. **Attendance and class participation**:  
Students contribute to developing a climate in the classroom in which everyone can
1. experiment with new skills
2. explore their own multicultural competence and the implications of one's own background for developing and implementing social and political action strategies
3. consult with each other on action projects and assignments
4. generate plans and strategies for future learning and development.

Attendance will be recorded in this course and is part of the participation grade. Absences, late arrivals and early departures, depending on their length and frequency will affect your
grade. Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. Students are expected to attend every class session, come on time, remain for the entire class period, complete the required out of class learning: readings, film, podcasts, and participate in class discussions and exercises. It is important to be prepared to discuss assigned readings and to share experiential knowledge. If you are unable to attend a session, please communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices not related to class activities will see the impact in this grade. See rubric in assignments. The SSW Policy on Class Attendance is found in the MSW Student Guide.

Electronic Devices: In consideration of your classmates and your own learning, please mute all devices during class. If you must be on call for personal or work reasons, let them know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus. Computer use during class time that supports the mission of the course (e.g. taking notes) is encouraged. There will be times that I ask for screens down during some parts of the class and I expect ready compliance with that request. Your final grade will be affected by your use of electronics during class time for activities not relevant to the course as commensurate with my observed frequency of these activities.

c. Session structure
Most session begin with a peer-led small group discussion about the assigned out-of-class text/audio/video, move into large group discussion, practice activities, small group work, and end with time devoted to your group project.

d. 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

e. 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

f. Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

g. 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 2nd 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.

h. **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

i. **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.

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

k. **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.

I. 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.

m. Inclusivity Statement
Student represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
• share their unique experiences, values and beliefs
• be open to the views of others
• honor the uniqueness of their colleagues
• appreciate the opportunity that we have to learn from each other in this community
• value each other’s opinions and communicate in a respectful manner
• keep confidential discussions that the community has of a personal (or professional) nature
• use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the department.

LEO Lecturers’ Employee Organization, Local 6244, AFL-CIO