



**Course Syllabus**

<b>Course title:</b>	<b>Macro Practice Skills Laboratory</b>
<b>Course #/term:</b>	SW 512 01 Fall 2018
<b>Time and place:</b>	Mondays, 2-5pm, Room 1804 SSWB
<b>Credit hours:</b>	3
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## Teaching philosophy

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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;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- 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

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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, but learning and growth is often 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 laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. 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 solution seeking
- Be attuned to both **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.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- 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 often 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?

### Inclusive Language

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The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

### Land Acknowledgment

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The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

## Course Description

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This laboratory course will focus on developing practical skills for community organization, management of human services, and social policy and evaluation, including tools and techniques for successful work in the field. This course provides opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice. Special emphasis will be placed on approaches that strengthen socially just and culturally sensitive practice.

There is a commonality among macro skills across fields of practice (community organizing, management, social policy and evaluation); many of these common skills are covered in this skills lab (project management, community engagement, advocacy, etc.). This particular section will be a broad cross-section of skills needed by all macro practitioners.

## Course Content

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The course is designed to be taken in coordination with SW 560. All sections of the course will provide practical skills for community organization, management, and policy/evaluation overall, although some instructors will organize their section around their specific area of expertise and concentrate on one of these fields. Across all sections, all students will engage in hands-on, skill-based learning in the areas of data analysis and visualization, identification of key community stakeholder groups, power analysis, and program/project management.

The course content aligns with the core competencies of each respective field, and will support students who are enrolled or expected to enroll in their field placement. To this end, the Office of Field Instruction has provided information on common macro practice tasks which will be infused into this course; some tasks include, but are not limited to, memo writing, project management, excel or other spreadsheet program competence, and meeting and project management. The course assumes that each student will start the course with a different level of experience, and its learning activities will be designed to move each one further along from his or her starting point. Consistent with social work core values, the primary mission of the work of social workers in Community Organization, Management, and Policy/Evaluation is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty, and to understanding of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

## Course Objectives

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Upon completion of the course, students will:

1. Understand the importance of macro practice skills for effective macro practice.
2. Develop knowledge of practical skills for community organization, management, and policy/evaluation.
3. Critically analyze best practices and research findings in these respective fields.
4. Gain competence in the appropriate adaptation of these practical skills for particular target communities or populations.
5. Understand approaches that strengthen socially justice and culturally sensitive practice.
6. Employ practice skills to support effective community and organizational interventions.
7. Understand the applicability of these methods for the development, implementation and evaluation of social programs and policies.
8. Examine questions of social work ethics and core values.

## Course Design

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This course will use multiple methods including, but not limited to, lectures, role plays, demonstrations, readings, discussions, written assignments, individual, and group exercises. The primary pedagogy will be experiential, involving problem solving, project planning, and hands-on applications of real-world situations arising in the field. A list of illustrative assignments will be prepared and provided to instructors and prospective instructors of the course. The course will be assigned using a point system out of 100 total available points, which will then be converted into letter grades at the end of the semester.

## Course Competencies and Practice Behaviors

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This course considers the following competencies and practice behaviors:

### **Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers advocate for human rights and social and economic justice, and engage in practices that advance social and economic justice.

### **Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers use research evidence to inform practice.

### **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers analyze, formulate, and advocate for policies that advance social well-being; and collaborate with colleagues and clients for effective policy action.

**Understand and utilize culturally competent and intercultural methods of practice, emphasizing methods to:**

- Assess and diagnose community needs and assets in ways which gather information, increase participation, and strengthen social diversity;
- Build organizational capacity and institutional structures that regularize roles and relationships, strengthen representation and dialogue of diverse social and cultural groups, and increase influence by building coalitions with other organizations;
- Formulate plans and strategies that involve individuals and groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communications and conflict styles, and take steps for collective action;
- Implement plans, programs, actions or tactics conducive to organizational or community situations, build constituency support, and collaborate and negotiate with diverse groups relevant to implementation.
- Monitor and evaluate activities through techniques that assess activities and outcomes, raise critical consciousness, motivate participation, and contribute to improvement and change.

Relationship of the course to the four curricular themes

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Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of tools that explore multi-cultural and diversity issues from perspectives of the (1) community organizer and community planner (2) manager 3) policy analyst/advocate; 4) organization or program; and (5) the community or client system.

Social Justice and Social Change are addressed through the use of readings, examples, cases, and role plays, and the development of skills that enable macro practitioners to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

Promotion, Prevention, Treatment & Rehabilitation are addressed through the use of readings, examples, cases, and role plays, and the development of skills that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

Behavioral and Social Science Research: Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

Social work ethics and values

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The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy focused research in these areas. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

**Class schedule**

Date	Topic/Agenda	Required readings & <b>Required assignments</b> (due on the class date)
9/10/2018	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Introduction to Macro Social Work</li> <li>• Empathy</li> </ul>	<p><b>Assignment:</b> respond to email survey  <b>Reading:</b> Empathy v. Sympathy</p>
9/17/2018	<ul style="list-style-type: none"> <li>• Strategic Communication</li> <li>• Macro Social Work Panel</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Six Rules for Writing Good Articles</li> <li>• George Orwell’s Six Rules for Writing</li> <li>• Content Guide 18F</li> <li>• Press Guidelines Describing People-NASW</li> <li>• Demographic Survey For Organizing</li> <li>• Elevator Pitch and Storytelling Mercy Corps</li> <li>• <b>SKIM:</b> Everyday words for Public Health Communications</li> </ul>
9/24/2018	<ul style="list-style-type: none"> <li>• Equity</li> <li>• Power Mapping</li> <li>• Group Development &amp; Design Thinking</li> </ul>	<p><b>Readings:</b></p> <p>AECF 7 Steps for Embracing Equity</p> <ul style="list-style-type: none"> <li>• Five Faces of Oppression</li> <li>• Four “I”s of Oppression</li> <li>• Unconscious Bias In Organizations</li> <li>• Map Power and Map Methodologies for Social Justice</li> <li>• Health Care Providers Can Use Design Thinking</li> </ul>

<sup>1</sup> Remember: you have a choice in many assignments; the ones listed in this table ONLY represent the required ones. You will manage when to turn in your other assignments. **Believe me, you will not be successful if wait until the last minute to complete a bunch of assignments.**

Date	Topic/Agenda	Required readings & <b>Required assignments<sup>1</sup></b> (due on the class date)
<b>Please note: I have ONLY included the required assignments in this table. Don't forget that you have others due!</b>		
10/1/2018	<p><i>Guest: Sue Ann Savas</i></p> <ul style="list-style-type: none"> <li>Using Data to Understand Social Contexts</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Introduction to Census Data. <a href="http://guides.lib.umich.edu/census">http://guides.lib.umich.edu/census</a></li> <li>University of Michigan ICPSR: Finding and Analyzing Data <a href="https://www.icpsr.umich.edu/icpsrweb/ICPSR/">https://www.icpsr.umich.edu/icpsrweb/ICPSR/</a></li> <li>Gathering Information to Assess a Community. <a href="http://guides.lib.umich.edu/communityprofile">http://guides.lib.umich.edu/communityprofile</a></li> <li>Social Explorer Mapping. <a href="https://www.socialexplorer.com/explore/maps">https://www.socialexplorer.com/explore/maps</a></li> <li>Who Brands Your Nonprofit?</li> </ul> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>A Handbook of Data Collection Tools</li> <li>cdc Evaluation Handbook</li> </ul>
10/8/2018	<ul style="list-style-type: none"> <li>Policy Advocacy Strategies</li> <li>Spreadsheets &amp; Data Visualization</li> </ul>	<p><b>Required Assignment: Persuasion Strategy Outline</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Becoming an Effective Policy Advocate (portion of textbook chapter)</li> <li>Analysis Frameworks</li> <li>Uncertain Hour podcast—Season 1, Episode 6 <a href="https://www.marketplace.org/2016/07/06/wealth-poverty/uncertain-hour/s01-6-road-not-taken">https://www.marketplace.org/2016/07/06/wealth-poverty/uncertain-hour/s01-6-road-not-taken</a> (listen on line here, or download wherever you get podcasts)</li> </ul> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>Policymaking Opportunities for Direct Practice Social Workers in Mental Health and Addiction Services</li> <li>Agenda Setting In Public Policy</li> </ul>



Date	Topic/Agenda	Required readings & <b>Required assignments<sup>1</sup></b> (due on the class date)
		<ul style="list-style-type: none"> <li>• Pathways to Change: 10 Theories to Inform Advocacy and Policy Change Efforts</li> <li>• Fresh Air PODCAST: Forgotten History of how the US Government Segregated America <a href="https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america">https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</a></li> <li>• The Uncertain Hour Podcast Season 1</li> </ul>
10/15/2018	<b>FALL BREAK: No Class</b>	
10/22/2018	<b>Field Work: No Class</b>	
<b>Please note: I have ONLY included the required assignments in this table. Don't forget that you have others due!</b>		
10/29/2018	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Effective Meetings</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Engaged Feedback Checklist</li> <li>• List of Core Emotions 2018</li> <li>• Facilitating through PLEs</li> <li>• Feedback Guidelines</li> <li>• Unproductive Meetings? Maybe It's You</li> <li>• Amnesty International Meeting Facilitation</li> <li>• 14 tips for running effective meetings</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• <i>**Start Working on the Feedback and Coaching Simulation</i></li> </ul>
11/5/2018	<ul style="list-style-type: none"> <li>• Researching Funding Opportunities</li> <li>• Policy Development</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Guide to Funding Research</li> <li>• How Do I Find Grants for my Nonprofit?</li> <li>• 6 Places to Find Grants for your Nonprofit</li> </ul>

Date	Topic/Agenda	Required readings & <b>Required assignments<sup>1</sup></b> (due on the class date)
		<ul style="list-style-type: none"> <li>• The Nonprofit Starvation Cycle</li> <li>• What is General Operating Support and Why Is it Important?</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• <i>**Continue Working on the Feedback and Coaching Simulation</i></li> </ul> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>• Time To Reboot Grantmaking</li> </ul>
<p><b>Please note: I have ONLY included the required assignments in this table. Don't forget that you have others due!</b></p>		
11/12/2018	<ul style="list-style-type: none"> <li>• Management &amp; Leadership</li> <li>• Presentation Strategies</li> </ul>	<p><b>Required Assignment: Coaching/Feedback Simulation</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Pioneers, Drivers, Integrators and Guardians</li> <li>• Management is Still Not Leadership</li> <li>• Leadership that Gets Results</li> <li>• The Exceptional Presenter Chapters 4 and 5</li> </ul> <p>Required Assignment: Coaching and Feedback Simulation</p> <p><b>Recommended Readings</b></p> <ul style="list-style-type: none"> <li>• Resourceful Managers Guide to Leadership</li> </ul>
11/19/2018	<b>Presentations (from 560 assignment)</b>	No readings
11/26/2018	<ul style="list-style-type: none"> <li>• Coaching for Innovation and Repetitive Tasks</li> <li>• Focus Groups</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Toolkit for Conducting a Focus Group</li> </ul>
12/3/2018	<ul style="list-style-type: none"> <li>• Policy Making</li> <li>• Agency-level policies</li> </ul>	<p><b>Required Assignment: Facilitator's Agenda</b></p>

Date	Topic/Agenda	Required readings & <b>Required assignments</b> <sup>1</sup> (due on the class date)
12/10/18	<ul style="list-style-type: none"> <li>• Assessing Organizations</li> <li>• Data Visualization</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• The Matrix Map: A Powerful Tool for Mission-focused Non-profits</li> <li>• Chart Chooser</li> <li>• DataViz Checklist</li> <li>• Qualitative Chooser</li> <li>• Design Principles for Data Visualization in Evaluation Pgs 5-20</li> </ul>
12/17/18	Final assignments	

## Course Requirements

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Since this is a lab course, please **bring a (charged) laptop to each class**. Laptops are available for check out at the Atrium information desk on the lower level of the School of Social Work Building.

### Readings:

**There are no required textbooks for this course. I will place all required readings on our course Canvas site in folders that correspond to the weeks they are due. I reserve the option of adding/removing readings, but I will give you at least one week's notice if I do so.**

Note that some weeks have *recommended* readings. You are not expected to read recommended readings for class. They are helpful resources if there are topics you would like to learn more about or if you would like to get more depth on some aspect of the course.

### Assignments

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In this course, you will manage the assessment of your progress through the course by choosing some assignments and skipping others. Throughout the term, you will choose assignments that have an associated number of points. Organizing the course this way gives you a lot of freedom but also a lot of responsibility in managing how your performance is assessed. As you will see in reading through the details, you will earn points most easily by being critically engaged with the course material, with your classmates, and with me. Life will be easiest in this course with steady progress throughout the term rather than heightened activity at a few points. (In other words, do assignments steadily throughout the course, and do not wait until the end to cram!) There are three assignments that are required, and you will choose the others. Your attendance and engagement is rewarded: 25% of your grade (100 points) is dedicated to attendance and engagement.

You are not expected to complete all the assignments, because there are more assignments than any student will need to complete to earn an A.

25 Point Options	
Choose <b>NO MORE</b> than <b>TEN (10)</b> :	
Reflection Due <b>10/1</b>	25
Article Takeaway	25
Power Map	25
Reflection <b>Due 10/22</b>	25
Reflection Due <b>11/5</b>	25
<b>Simulation: 75% or 3 attempts</b>	<b>25</b>
<b>DUE 11/12/18</b>	
Reflection <b>Due 12/10</b>	25
Elevator Speech	25
Data Visualization	25
Add one product to Seelio	25
<b>Total Points Available:</b>	<b>250</b>

50 Point Options	
Choose any number	
Shorten a Policy Brief	50
<b>Persuasion Strategy Outline</b>	<b>50</b>
<b>DUE 10/8/18</b>	
Focus Group Plan	50
Community Building Activities	50
Program Budget	50
<b>Facilitator's Agenda</b>	<b>50</b>
<b>DUE 12/3/18</b>	
<b>Total Points Available:</b>	<b>300</b>

200 Point Options	
Choose <b>NO MORE</b> than <b>ONE (1)</b> :	Individual or Pairs
Interactive Training	150
<b>*This must be approved by 10/22/18</b>	
<b>Due 11/26/18</b>	
Plan and Run a Focus Group	150
<b>*This must be approved by 10/22/18</b>	
<b>Due 11/26/18</b>	
<b>Total Points Available:</b>	<b>300</b>

**Attendance** 30

**Course Engagement** 70

All assignments are described in full on Canvas and you will turn in your assignments on Canvas.

Three assignments are **required**: the Persuasion Strategy Outline, the Coaching Simulation, and the Facilitator's Agenda. You may choose which other assignments you wish to complete

If you choose to write one or more reflection papers, they are due on the dates shown: 10/1, 10/22, 11/5, 12/10). These are reflections on an activity from class.

Total Points	950
Total Points for an A:	400
<b>REQUIRED</b>	

## Grading

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

401+	A+	350-374	B+	250-274	C+	175-199	D+
390-400	A	300-349	B	225-249	C	150-174	D
375-389	A-	275-299	B-	200-224	C-	1-149	E

Assignments	Points Available
Course Engagement	70
Attendance	30
25-point assignments (10 available) <b>1 required = 25 points</b> Choose up to 10 assignments	250
50-point assignments (6 available) <b>2 required = 100 points</b> Choose as many other ones as you want	300
150-point assignments (2 available) <b>0 required</b> Choose up to 1 <i>**Approval required by 10/26/18</i>	300
<b>Total</b>	<b>950</b>

### 25 Point Assignments

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There are ten (10) 25-point assignments, and you may choose up to 10 assignments to complete for a total of 250 points. I will grade each assignment separately; you will earn points based on your performance. You do not automatically earn the full number of available points just by turning the assignment in.

There is one 25-point option that is **required**: the Coaching/Supervision Simulation. You will earn 25 points either by completing it 3 times, OR by earning a 75% in the simulation.

### 50-point Assignments

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There are six (6) 50-point assignments, and you may choose up to 6 assignments to complete for a total of 300 points possible.

There are 2 50-point options that are **required**: Persuasion Strategy Outline and Facilitator's agenda for a total of 100 points possible.

I will grade each assignment separately; you will earn points based on your performance. You do not automatically earn the full number of available points just by turning the assignment in.

## 150-point Assignments

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There are two (2) 150-point assignments, and you may choose up to 1 assignment to complete for a total of 150 points possible. You can do the assignment individually, or with a partner. Each partner will earn the same grade.

There are **NO required** 150-point options.

I will grade each assignment separately; you will earn points based on your performance. You do not automatically earn the full number of available points just by turning the assignment in.

## Course Engagement—70 points possible

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I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. 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  $\neq$  paying attention in class and will be reflected in your engagement score.)

## Class Attendance—30 points possible

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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.

## Late Assignments

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Assignments are due at or before 5:00pm on the due dates listed on the syllabus and on Canvas, except where noted.

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

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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

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**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/> is a great 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/>

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](mailto:ssw-cso@umich.edu) or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

## Additional Course Information and Resources

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism