



Course Syllabus

Course title: Macro Practice Skills Lab
Course #/term: SW 512 Fall 2018
Time and place: Monday, 2-5 pm SSW Room 3752
Credit hours: 3
Instructor: Sue Ann Savas, MSW
Pronouns: She/her/hers
Contact info: E-mail: ssavas@umich.edu
When you email me, please include SW 512 in the subject line
Cell: Phone: 734-649-6776
Office Hours: SSWB 3848. Tuesday and Fridays 10am -11am
And by appointment

Course Description. This laboratory course will focus on developing practical skills for community organization, management, and policy/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.

Course Content. 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 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. 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 social 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. This course will include 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 letter grades.

Course Competencies and Practice Behaviors. 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.

Curricular Themes

Multiculturalism & Diversity. Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of tools that explore multicultural 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. 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. 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. 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.

Relationship to Social Work Ethics and Values. 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.

Teaching Philosophy. Adapted from Rosenshine, B. *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012). I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.” I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently.

I use an engaged active learning approach through community evaluation projects. In addition to the course objectives and the CSWE competencies, we work to develop the following University of Michigan engaged learning student outcomes: (1) self-agency and innovation, (2) collaboration, communication, and teamwork, (3) social/civic responsibility and ethical reasoning, (4) intercultural engagement, (5) creativity.

Suggested Texts and Readings. A number of chapters from text books, peer-reviewed articles, and resource documents are listed with each lecture topic in the course calendar presented below.

Class Schedule

Date	Theme	Readings	Relevant Resources
1. Sept 10	Introduction to course, career pathways, course scaffolding, macro skill self-efficacy assessment, develop questions for macro-practitioner panel Infographic design session	Smiciklas, M. (2012) <u>The Power of Infographics: Using Pictures to Communicate and Connect with your Audiences</u> Resler, M. (2015) <i>Infographics: Visually Express Your Community Engaged Data</i> , Community Engagement Institute at Virginia Commonwealth University Scholars Compass. http://scholarscompass.vcu.edu/centerinstitute How to Design an Infographic from Scratch. https://designschool.canva.com/blog/create-infographics/	Macro Self-efficacy Skills Assessment Piktochart for making infographics. www.piktochart.com Canva for making infographics. www.canva.com Infographic Samples: Meals on Wheels Ypsilanti, Ann Arbor Center for Independent Living Silence Equals Death www.nypl.org/blog/2013/11/22/silence-equals-death-poster
2. Sept 17	Working effectively in teams, Community profile project planning session , Gantt charts, complete infographic for advocacy action Macro Practitioner Panel 3:30-5pm	<u>Geraldi, J.</u> , and <u>Lechter, T.</u> (2012) Gantt charts revisited: A critical analysis of its roots and implications to the management of projects today <i>International Journal of Managing Projects in Business</i> Vol. 5, Issue 4. 578-594. https://mgetit.lib.umich.edu/go/1523222 <u>Tuckman, Bruce</u> (1965). "Developmental sequence in small groups". <i>Psychological Bulletin</i> . 63 (6): 384–99.SEMINAL WORKS. https://mgetit.lib.umich.edu/go/1523254 Manges, K., Scott- Cawiezell, J., & Ward, M. M. (2017). Maximizing Team Performance: The Critical Role of the Nurse Leader. Vol 52 (1). <i>Nursing Forum</i> .	NASW Press Guidelines for Describing People http://www.pcar.org/sites/default/files/resource-pdfs/press-guidelines-describing-people-nasw.pdf

Date	Theme	Readings	Relevant Resources
		https://mgetit.lib.umich.edu/go/1523270	
3. Sept 24	<p>Client engagement, interview community client (Major Kris Wood, Salvation Army)</p> <p>Project planning using template</p>	<p><u>West Willow Neighborhood Profile Report</u>, 2014, MECC School of Architecture and Urban Planning</p> <p><u>Action with Communities in Rural England: Rural evidence project St. Ives Settlement</u>, 2012.</p> <p>Detroit Future City 139 Square Miles Report. https://detroitfuturecity.com/wp-content/uploads/2017/07/DFC_139-SQ-Mile_Report.pdf</p>	<p>Community Profile Project Planning Template</p> <p>Community Needs Assessment CDC. 2013</p> <p>Arizona Self-Sufficiency Scale. https://wthn.communityos.org/cms/files/os007/p/Arizona%20Matrix.pdf</p>
4. Oct 1	<p>Extracting pre-existing data from Census, American Community Survey.</p> <p>Map making with Social Explorer.</p>	<p><u>Krupar, S. (2015). Map power and map methodologies for social justice. Georgetown Journal of Public Affairs, 16 (2), 91-101.</u></p> <p>Martin, D., Yurkovich, E. and Anderson, K. American Indians' Family Health Concern on a Northern Plains Reservation: "Diabetes Runs Rampant Here." <u>Public Health Nursing</u> (2016). Vol. 33 No. 1, pp. 73–81.</p>	<p>http://guides.lib.umich.edu/census US Census, Making Sense of American Community Survey</p> <p><u>University of Michigan ICPSR: Finding and Analyzing Data</u> https://www.icpsr.umich.edu/icpsrweb/IICPSR/</p> <p>Gathering Information to Assess a Community. http://guides.lib.umich.edu/communitypr ofile</p> <p>Social Explorer Mapping. https://www.socialexplorer.com/explore/maps</p>

Date	Theme	Readings	Relevant Resources
5. Oct 8	<p>Developing key informant interview questions, protocols, scribing</p> <p>Writing about numbers</p> <p>Rich mapping</p>	<p>Becker, K. Conducting Community Health Needs Assessments in Rural Communities Lessons Learned. <u>Journal of Health Promotion Practice</u>. (2014). Volume: 16 issue: 1, page(s): 15-19.</p> <p>Ryan, K. Gandha, T, Cubertson, M. and Carlson, C. Focus Group Evidence: Implications for Design and Analysis. <u>American Journal of Evaluation</u> 2014, Vol 35(3), 328-345</p>	<p>Sample key informant interview protocol.</p> <p>Sample focus group protocol</p> <p>Sample statement of need</p>
Oct 15	Fall Break. No Class.		
6. Oct 22	Students conduct key informant interviews. Tour/client meeting at Salvation Army.	Bamberger, M. Introduction to Mixed Methods Impact Evaluation. 2012.	<p>Taylor, P. and Steele, S. Collecting Evaluation Data: Direct Observation. University of Wisconsin Extension Service</p> <p>Conducting a Community Needs Assessment. Strengthening Non-profits: A Capacity Builders Resource Library 2010.</p> <p>Developing a Community Profile, Chapter 4.</p>
7. Oct 29	<p>Qualitative thematic analysis of key informant interviews, secondary data extraction</p> <p>Data visualization</p>	<p>Knaflic, C. (2015) <u>Storytelling with Data: A Data Visualization Guide for Business Professionals</u>. Wiley and Sons: New Jersey.</p> <p>Evergreen, S. and Metzner, C. (2013) Design Principles for Data Visualization in Evaluation. <i>New Directions for Evaluation</i>. Issue 140. 5–20.</p> <p>Healy, K and Moody, J. (2014) Data Visualization in Sociology. <i>Annual Review of Sociology</i>. 40:1, 105-128.</p> <p>Evergreen, S. (2017) <u>Effective Data Visualization: The Right Chart for the Right Data</u>. Sage Publications Inc.</p>	<p>Team Effectiveness Assessment</p> <p>Quantitative Chart Chooser</p> <p>Qualitative Chart Chooser</p> <p>Emery, A. (2017) Six Ideas for Displaying Qualitative Data. http://annkemery.com/qual-dataviz/</p>

Date	Theme	Readings	Relevant Resources
8. Nov 5	<p>Introduction to Coaching and Supervision Simulation.</p> <p>Budgeting and revenue generating strategy</p>	<p>Using a Program Budget Tool, YouTube, Program-based Budget Builder for Non-profits. https://www.youtube.com/watch?v=EOwxhTQSun</p> <p>The Matrix Map: A Powerful Tool for Mission-Focused Nonprofits Zimmerman, S. and Bell, Jeanne (2014). <i>The Matrix Map: A Powerful Tool for Mission-focused Non-profits</i>. <i>Non-profit Quarterly</i>. https://nonprofitquarterly.org/2014/04/01/the-matrix-map-a-powerful-tool-for-mission-focused-nonprofits/</p>	<p>Good to Great and the Social Sectors: Jim Collins on Leadership. www.bridgestar.org</p> <p>How to create a budget spreadsheet http://www.wikihow.com/Create-a-Budget-Spreadsheet</p>
9. Nov 12	<p>Design thinking workshop, liberating structures, group decision-making techniques</p>	<p>Liedtka, J. (2015) Perspective: Linking Design Thinking with Innovation Outcomes through Cognitive Bias Reduction. <i>Journal of Product Innovation Management</i>, 32: 925–938. doi:10.1111/jpim.12163</p> <p>Kozlowski, S. W. J., & Bell, B. S. (2013). <i>Work groups and teams in organizations: Review update</i> [Electronic version]. Retrieved [insert date], from Cornell University, School of Industrial and Labor Relations site: http://digitalcommons.ilr.cornell.edu/articles/927</p>	<p>Design Thinking for Social Innovation IDEO. Brown, T. and Wyatt, J. Design_Thinking_for_SocialInnovation2.pdf</p> <p>Stanford Social Innovation Review, d. school. Design Thinking Webinar.</p> <p>Design Project Guide www.liberatingstructures</p>
10. Nov 19	<p>Student presentations of community profiles.</p>		<p>Slidedocs for effective visual reporting. https://www.youtube.com/watch?v=X09lcL4PFxw</p>

Date	Theme	Readings	Relevant Resources
11. Nov 26	Fund development planning session, searching for foundations and grants, letter of intent work session	<p>What should your fund development plan include? <u>Non-profit Quarterly</u>. 2012. Joyauk, S. https://nonprofitquarterly.org/2012/02/02/what-should-your-fund-development-plan-include/</p> <p>Cunningham, K. and Ricks, M. Why Measure? Non-profits use metrics to show they are efficient. Stanford Social Innovation Review. https://ssir.org/articles/entry/why_measure</p>	Letter of Intent Template
12. Dec 3	Developing and measuring program metrics, collective impact models	<p>Impact India: Philanthropy's New Frontier—Impact Investing. Etzel. M. 2015. https://ssir.org/articles/entry/philanthropys_new_frontierimpact_investing</p> <p>Improving Management Effectiveness through Reporting http://www.flexstudy.com/catalog/sc_hpdf.cfm?courseenum=9559a</p>	<p>Process and Workflow Design using Tableau. www.lynda.com/Tableau-tutorials/Process-workflow-design/417094/442251-4.html</p> <p>FSG Collective Impact Presentation</p>
13. Dec 10	Course Wrap-up		Macro Skills Self-Efficacy Assessment, post-test

Assignments

Students select one assignment from the list below. Four assignments required per student.	1. 09/10/18, 15% 2. 10/29/18, 15% 3. 11/12/18, 15% 4. 12/14/18, exam week, 15%
Attendance	10%
Engagement in the course	10%
75% mastery of Coaching and Supervision Simulation	20%

Assignments.

Students will select and submit **four of the deliverables developed** in this class for grading. The deliverables must be separate and distinct from the assignments required for SW560. Assignments will be submitted on the due dates in the canvas assignment folder for grading. Examples of submissions include but are not limited to the following:

- Infographic to increase awareness and/or to advocate + one page narrative describing rationale for selection of messages and images
- A series of 3 maps developed through Social Explorer with description.
- Key informant interview protocol and results.
- Rich map + narrative describing process work flow
- One-page legislative fact sheet + one page narrative describing advocacy strategy, references
- Program budget and budget justification narrative
- Mission Money Matrix to inform financial sustainability planning, dummy data
- Three-page written comparative review of 3 foundations, history, mission, grant making history
- Three-page written comparative review of 3 group decision-making techniques or liberating structures

Students will begin assignments in class following “how to” lecture. Students will have an opportunity to gather feedback on their deliverables in class from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading.

Grading

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Assignment #1	15%
Assignment #2	15%
Assignment #3	15%
Assignment #4	15%
Coaching and Supervision Simulation	20%
Attendance	10%
Engagement	10%
Total	100%

Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

Class Attendance, 10%

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.

Course Engagement, 10%

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.) Misuse of electronic devices in class will be reflected in your engagement score.

Late Assignments

Assignments are due at or before the 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

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/> 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/>

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>

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-ADAcompliance@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 me before the second class period so that I 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)

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.](#)