



<b>Course title:</b>	Macro Practice Skills Laboratory
<b>Course #/term:</b>	512 Section 004/Fall 2018
<b>Time and place:</b>	Monday, 2pm-5pm, Room 2752
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Marlanna Landeros, MSW
<b>Pronouns:</b>	She/her/hers
<b>Contact info:</b>	<b>E-mail:</b> mlandero@umich.edu <b>Phone (cell):</b> 313-506-5704 <b>Office:</b> 2738 SSWB
<b>Office hours:</b>	By appointment and I may often be in the classroom after class weekly. When communicating with me use the subject line SW512

## Course Statement and 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 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**

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.

## **Theme Relation to 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 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.

## **Theme Relation to Social Justice**

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.

## **Theme Relation to 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).

## **Theme Relation to 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 SW 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.

## 2. CLASS REQUIREMENTS

a. All Readings are in Canvas by session and will be foundations to class discussions.

Session PowerPoint presentations will be posted in Canvas by the start of class.

**b. Class schedule:**

The course schedule that follows is **tentative** and is subject to change. All changes will be announced in advance so that you will have sufficient time to make adjustments in your readings and assignments.

Date/Time	Agenda	Required readings & assignments
Week 1 9/10/18	LESSON 1: <ul style="list-style-type: none"> <li>● Introduction/Course Overview</li> <li>● Effective Meetings/Agendas</li> <li>● NASW-Code of Ethics</li> </ul>	Syllabus
Week 2 9/17/18	LESSON 2: <ul style="list-style-type: none"> <li>● Macro Social Work Leadership</li> </ul>	Canvas: Session 2 readings  <b>SW Macro Panel 2pm-450pm, Room 1840</b>
Week 3 9/24/18	LESSON 3: <ul style="list-style-type: none"> <li>● Advocacy: Community Organizing</li> <li>● Motivational Interviewing Skills</li> </ul>	Canvas: Session 3 readings
Week 4 10/1/18	LESSON 4: <ul style="list-style-type: none"> <li>● Leadership and Values</li> <li>● Coaching</li> </ul>	Canvas: Session 4 readings  <b>Public Meeting Analysis Due</b>
Week 5 10/8/18	LESSON 5: <ul style="list-style-type: none"> <li>● Focus Groups</li> <li>● Power Maps</li> </ul>	Canvas: Session 5 readings  <b>Guest Speaker:</b> Carmen E Wargel, LMSW Macomb Community Domestic Violence Council  <b>Leadership Reflection Due</b>
Week 6 10/15/18	LESSON 6: <ul style="list-style-type: none"> <li>● Fall Break</li> </ul>	<b>NO CLASS</b>
Week 7	LESSON 7:	Canvas: Session 7 readings

10/22/18	<ul style="list-style-type: none"> <li>● Community Profile Day (NO Class)</li> </ul>	<b>Career Vision/Plan Due</b>
Week 8 10/29/18	<p>LESSON 8:</p> <ul style="list-style-type: none"> <li>● Work Planning</li> <li>● Budgeting</li> <li>● Non-Profit Management</li> </ul>	<p>Canvas: Session 8 readings</p> <p><b>Guest Speaker:</b> Barbara Niess-May, MPA, MSW Executive Director Safe House Center</p> <p><b>Power Map Due</b></p> <p><b>Coaching SIMmersion Pass Due</b></p>
Week 9 11/5/18	<p>LESSON 9:</p> <ul style="list-style-type: none"> <li>● Data Visualization</li> <li>● Communication: <ul style="list-style-type: none"> <li>○ Professional Writing</li> <li>○ Social Media</li> <li>○ Grant writing/components</li> </ul> </li> </ul>	Canvas: Session 9 readings
Week 10 11/12/18	<p>LESSON 10:</p> <ul style="list-style-type: none"> <li>● Professional Presentation</li> <li>● Generations</li> <li>● Social Implications of the election</li> <li>● Project Management</li> </ul>	<p>Canvas: Session 10 readings</p> <p><b>No SW 560 Class</b></p> <p><b>Guest Speaker:</b> Rosalee Washington, MSW, MPH Program Coordinator Future Public Health Leaders Program University of Michigan School of Public Health</p>
Week 11 11/19/18	<p>LESSON 11:</p> <ul style="list-style-type: none"> <li>● Policy Implications</li> <li>● Evaluation</li> </ul>	<p>Canvas: Session 11 readings</p> <p><b>Work Plan/Budget Due</b></p>
Week 12 11/26/18	<p>LESSON 12:</p> <ul style="list-style-type: none"> <li>● Organizations/Strategic Planning</li> <li>● Feedback</li> </ul>	<p>Canvas: Session 12 readings</p> <p><b>Program Budget Due</b></p>
Week 13 12/3/18	<p>LESSON 13:</p> <ul style="list-style-type: none"> <li>● Social Work Diversity</li> </ul>	<p>Canvas: Session 13 readings</p> <p><b>Data Visualization Due</b></p>

Week 14 12/10/18 Objectives:	LESSON 14: <ul style="list-style-type: none"> <li>Future of Macro Practice</li> </ul>	Canvas: Session 14 readings <b>New Semester Resolution Due In Class</b>
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Classes Ended	Remaining Assignments Due	<b>Career/Elevator Speech Due</b> Part 1 & 2: 12-14-18 Part 3: 12-19-18  <b>Current Event Due 12-19-18</b>
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**c. Assignments:**

Assignment	Due date	Points towards overall grade
Public Meeting Analysis	10-1-18	Pass/Fail
Leadership Reflection	10-8-18	Pass/Fail
Career Vision/Plan	10-22-18	10
Power Map	10-29-18	10
SIMmersion: Coaching for Improved Performance (SW 512)	10-29-18	5 (Pass/Fail for points) PASS=75% Certificate=90%
Work Plan/Budget	11-19-18	10
Program Budget (Group assignment)	11-26-18	10
Data Visualization	12-3-18	10
New Semester Resolution: Pecha Kucha Presentation	12-10-18	5
Career/Elevator Speech	Part 1 & 2: 12-14-18 Part 3: 12-19-18	15
Current Event	12-19-18	10
Participation/Class Activities Attendance, Reflections	Ongoing Class time or through Canvas	15

**d. Grading:**

Grades are earned by successfully completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+ 98-100	A 94-97	A- 90-93
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73
D < 69 (no credit)		

Assignments are due at 11:59 pm on the date due or noted otherwise, and are to be submitted on Canvas unless otherwise stated. Some assignments/homework will be graded on a pass/fail basis. Handing it in on the due date and completing all elements of the assignment will give you a pass. A grade of "pass" will be converted for computation of the final grade.

Review the link to the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#). Grading is based on rubric provided.

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

**a. Attendance and class participation:** Class attendance and participation are very important in this class. Class participation is more than mere attendance. This is a place where you demonstrate your ability to think critically and contributing to your peers' education during the class. Your class attendance and participation will be considered in determining your final grade. Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions. Attendance, homework and participation are part of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s) and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc.) prior to class, reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. If you have difficulties participating let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated emergencies and observance of religious days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. Coming to or leaving class midway is considered an absence. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

Attendance and Participation Expectations:

- Come to class, be on time and actively participate. Ask questions that can help you and your classmates learn. Share your ideas and experience.
- Be an active participant, if asked to critique your classmates work, make helpful suggestions on what has been done and can be improved, and be forthright and balanced in your assessment.
- Maintain professional respect and confidentiality. Much of what we share in class is for learning purposes not for dissemination.

The class participation grade is a subjective grade – I will use this matrix used also in SW560 to determine the class participation grade:

<p>(0-5) Poor Participation</p>	<p>Does not attend in-person class sessions No effort, disruptive, and disrespectful Does not participate in online forum Uses harmful language in class and does not respect other students' identities</p>
<p>(6-9) Marginal Participation</p>	<p>Does not attend 2 or more class sessions Little effort, texting or web surfing (irrelevant to course) Demonstrates infrequent involvement in class or class discussions Rarely participates in online forum Uses harmful language at times in class and sometimes does not respect other students' identities</p>
<p>(10-12) Moderate Participation</p>	<p>Late to every class session Moderate effort, texting or web surfing on occasion (irrelevant to course) Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze Rarely offers to contribute to discussion (both online and in the classroom), but contributes to a moderate degree when called on May seem occasionally distracted or uninterested Demonstrates sporadic involvement in online forum Uses inclusive language at times and respects other students' identities to an extent</p>

<p>(13-14) Strong Participation</p>	<p>Rarely late and no class absences Engaged in classroom activities only while in the class Has clearly read and asks pertinent questions about course material Offers interpretations or analysis of course material (more than just facts) to class Contributes well to discussion in an ongoing way (both online and in the classroom): 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 Demonstrates consistent ongoing involvement by active visual and /or verbal engagement Uses inclusive language in class and respects other students' identities</p>
<p>(15) Excellent Participation</p>	<p>On time and no absences Engaged in classroom activities only Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) Participates actively and equally during in class discussions, in online forum discussions, class assignments, and team activities Contributes in a very significant way to ongoing discussion (both online and in the classroom): keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building, suggest alternative ways of approaching material Demonstrates ongoing active involvement and active visual and/or verbal engagement Always uses inclusive language in class, on the online forum, and respects other students' identities</p>

There are graded assignments for this course, and on occasion, homework assignments along with the expectation of class participation. A more detailed description of each assignment will be discussed in class, with due dates. Link to the [Policy on Class Attendance](#) found in the MSW Student Guide.

**General Expectations for Written Work**

I expect in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, Summer 1986.*) Or <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**Academic Integrity:**

**Plagiarism** – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your *Student Guide to the Master’s in Social Work Degree Program* for further discussion of plagiarism and procedures for processing**



**alleged infractions and the range of possible sanctions. The student guide is electronic:** <http://www.ssw.umich.edu/studentGuide/>. The library also has an excellent area to advice about issues of plagiarism and other ethical issues. Please visit this site <http://www.lib.umich.edu/acadintegrity>.

**Deadline Expectations:** All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- A-, A or A+** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B** Mastery of subject content at level of expected competency – meets course expectations
- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C+, C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- D** Student has poorly demonstrated minimal understanding of subject content.
- E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. For assistance with writing or if you want feedback on written work contact the Office of Student Services (<http://ssw.umich.edu/current/student-services.html>) or the **Sweetland Writing Center** (<http://www.lsa.umich.edu/swc/>). As an "fy" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I am not sure if they take walk-ins.

The course is challenging and demanding. Grading will be rigorous but fair. I understand the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another. If you read my comments and believe something is incorrect, please discuss your findings with me within one week of getting your assignment back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

### **The Learning Environment:**

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a "teacher and a learner" in the class will enhance the learning for all class members.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice and is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so; please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use that as data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please

honor this process. **Let us strive to remain open to diverse perspectives, which may conflict with our own.**

**I invite you to consider the following:**

- With the understanding that this may be culturally relative, being silent & simply listening is a privilege that not everyone has. More specifically, remaining silent & saying that you are either learning through listening or allowing space for others is in & of itself, a privilege which you will not be able to employ when practicing social work.
- There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable aha moments occur.

**This class adheres to the following Ground Rules for the Class:**

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations, experience and accept people are always doing the best they can, both to learn material and to behave in a socially just and honest way.
2. Listen actively -- respect others when they are talking.
3. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
4. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas. The goal is not to agree -- it is to gain a deeper understanding.
5. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
6. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
7. We will work diligently to develop an environment where individuals have the freedom to speak their mind, share their personal life experiences and discuss difficult issues with compassion, sensitivity, and confidentiality. Thus, at times, members of the class may wish to make a comment they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
8. We will develop a classroom community that tolerates others making mistakes and encourages everyone to learn from the experience

### **Housekeeping and Relevant Policies**


#### **Electronic Devices and Computers in class**

In consideration of your classmates, and due to their disruptive nature, I request that all students silence telephones while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time; however, if you must be on call for an emergency, please let your home or office know you are only available for emergencies that no one else can handle. Please use your laptop during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop. Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will result in deductions in class participation grades.

#### **b. Safety and emergency preparedness:**

In the event of an emergency, dial 911 from any cell phone or campus phone. 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](mailto: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](#)

**c. 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
  - o 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](mailto: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](mailto:ssw.wellness@umich.edu)

**d. 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.

**e. Proper use of names and pronouns:**

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

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

**f. 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](mailto:ssdoffice@umich.edu)

**g. 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.](#)

**h. Military deployment:**

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

**i. 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](mailto: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.](#)

**j. 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.](#)