1. Course Statement

a. Course description
This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

b. Course content
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW512, which is designed to be taken concurrently.

c. Course objectives
On completion of this course, students will be able to:
- Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work (Practice Behaviors 4.1, 9.1)
• Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)

• Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)

• Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular, applying them to those situations which affect disadvantaged/discriminated against populations (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)

• Demonstrate the ability to utilize selected macro assessment tools to develop community-centered interventions (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5) 

• Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns (Practice Behaviors 5.3, 7.2)

• Identify salient connections between macro practice and interpersonal practices (Practice Behaviors 5.3, 7.2)

Course Competencies & Practice Behaviors

1. Identify as a professional social worker and conduct oneself accordingly
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers advocate for client access to the services of social work; attend to professional roles and boundaries.

2. Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles; apply strategies of ethical reasoning to arrive at principled decisions.

1 The Council on Social Work Education (CSWE) has established core competencies for social work education that span the classroom and field in the 2008 Educational Policy and Accreditation Standards (EPAS). For more information see https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behaviors.pdf
3. **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; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences.

5. **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.

6. **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.
7. Apply knowledge of human behavior and the social environment
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.

8. 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; collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; promote sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment
Social workers
- collect, organize, and interpret client data
• assess client strengths and limitations
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

**COMPETENCY 10(c)—Intervention**

Social workers
• initiate actions to achieve organizational goals
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

**COMPETENCY 10(d)—Evaluation**

Social workers
• critically analyze, monitor, and evaluate interventions.

d. Course design

In-Class sessions include lecture, guest speakers, and videos, discussions, skill building exercises. Students are expected to complete weekly readings, as well as assignments, and participating activities via Canvas.

e. Curricular themes

| Theme Relation to Multiculturalism & Diversity | are addressed through methods such as the use of readings, and examples/cases, and role plays, and the development of intervention tools that explore multicultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system |
| Theme Relation to Social Justice | are addressed through the use of readings, and examples/cases, and role plays, and the development of intervention tools that enable workers 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 | are addressed through the use of readings and examples/cases, and role plays, and the development of intervention tools 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

Research is addressed through the use of readings and 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.

f. 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. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. 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. Text and class materials
Our class will have a Canvas website (https://canvas.umich.edu) where required chapters/articles and other reading materials (as well as lecture slides) will be posted.

- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected to complete all required readings, make active and thoughtful contributions to class discussions and learning activities, and contribute to a positive and constructive team learning environment and experience (See class participation section below).
- All materials will be posted in at least two weeks in advance, except the lecture slide (This will be posted after the lecture is given).
- Recommended books (You do not need to purchase this text):
## Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Sept. 10</td>
<td>Course overview  &lt;br&gt;Introduction to Macro Practice  &lt;br&gt;Social problems and macro practice  &lt;br&gt;Concept of community</td>
<td><strong>Readings:</strong>  &lt;br&gt;Syllabus  &lt;br&gt;Uehara (2013)  &lt;br&gt;Bent-Goodley (2016)  &lt;br&gt;Nettings (2012), Chapter 1  &lt;br&gt;Recommended:  &lt;br&gt;Hardcastle (2012) Chapter 4</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;Oct. 1</td>
<td>Community problems &amp; assets I  &lt;br&gt;Developing a community description</td>
<td><strong>Readings:</strong>  &lt;br&gt;Netting (2012) Chapter 5-6  &lt;br&gt;Ohrner (2009)  &lt;br&gt;Community tool box</td>
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<tr>
<td>Week 5</td>
<td>Oct. 8</td>
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<tr>
<td><strong>Gathering Information from a Community and Using Census and Survey Data about your Community</strong></td>
<td><strong>Assignment:</strong> Critical reflection (advocacy analysis) Community pre-profile*</td>
<td></td>
</tr>
<tr>
<td><strong>Guest speaker:</strong> Librarian</td>
<td><strong>Readings:</strong> UCLA Center for Health Policy Research Section 4: Key informant Interviews Delgado et al., (1998)</td>
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<table>
<thead>
<tr>
<th>Week 6</th>
<th>Oct. 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community problems &amp; assets II</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>Alternative ways of gathering data on community assets and needs</td>
<td>UCLA Center for Health Policy Research Section 4: Key informant Interviews Delgado et al., (1998)</td>
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<table>
<thead>
<tr>
<th>Week 7</th>
<th>Oct. 22</th>
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<tbody>
<tr>
<td><strong>Community Observation Day (No class)</strong></td>
<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>MI Simulation completion</td>
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<table>
<thead>
<tr>
<th>Week 8</th>
<th>Oct. 29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Service Organizations I</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>Different types of HSO (e.g. Coalition)</td>
<td>Recommended: McBrearty (2007). Social enterprise</td>
</tr>
<tr>
<td>Collaboration &amp; partnership</td>
<td></td>
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<tr>
<td>Anti-oppressive practice in programs</td>
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</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Nov. 5</th>
</tr>
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<tbody>
<tr>
<td><strong>Human Service Organizations II</strong></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>Theories of change in community intervention</td>
<td>Recommended: Martin (2009) program planning</td>
</tr>
<tr>
<td>Program evaluations</td>
<td><strong>Assignment:</strong> Community Profile*</td>
</tr>
<tr>
<td>Grant Proposal writing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Nov. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No class</strong></td>
<td><strong>Assignment:</strong> Take-home exam</td>
</tr>
</tbody>
</table>
Week 11  
Nov. 19  
Federal and legislative policy  
Realms of policy advocacy  
Policy action plans: targets, systems, context  
**Guest Speaker:** Angie Perone, JD, PhD Candidate, UM SSW  
**Readings:**  
Hoefer (2016) Chapter 9 Evaluating policy  
**Assignment:** Community intervention (Grant proposal)*

Week 12  
Nov. 26  
Policy implementation & evaluation (Policy analytics)  
**Readings:**  
McCue, B. (2012)  
"Indivisible: A Practical Guide for Resisting the Trump Agenda."

Week 13  
Dec. 3  
Class presentation 1  
**Assignment:** Policy advocacy (Action plan)*  
Culminating assignment (presentation and Final supporting documents, due on presentation day)

Week 14  
Dec. 10  
Class presentation 2  
Summary  
**Readings:**  
Karabanow (2004)  
Michael Reisch (2016)  
Culminating assignment (presentation and Final supporting documents, due on presentation day)

Note: * denotes team assignment.

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Assignments</strong></td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>On-going</td>
<td>(15 %)</td>
</tr>
<tr>
<td>Critical reflection (Individual advocacy goal)</td>
<td>10/1</td>
<td>(10 %)</td>
</tr>
<tr>
<td>SiMmersion-Motivational Interviewing Simulation</td>
<td>10/22</td>
<td>(5 %)</td>
</tr>
<tr>
<td>Take home exam</td>
<td>11/12</td>
<td>(5 %)</td>
</tr>
<tr>
<td>Individual Evaluation of Team</td>
<td>On-going</td>
<td>(5 %)</td>
</tr>
<tr>
<td>Team Assignments</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>Community Profile</td>
<td>11/5</td>
<td>(15 %)</td>
</tr>
<tr>
<td>Community intervention (Grant proposal)</td>
<td>11/19</td>
<td>(15 %)</td>
</tr>
<tr>
<td>Policy advocacy (Action plan)</td>
<td>12/3</td>
<td>(15 %)</td>
</tr>
<tr>
<td>Team Process (including weekly meeting minute, community pre-profile 10/1, and class presentation)</td>
<td>On-going</td>
<td>(15 %)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Note: Every assignment need to be submitted to Canvas before the class begins.
Critical Reflection (Individual advocacy goal) (Max.: 10 points)
This is individual assignment where students write a 2000-words critical reflection on advocacy on communities/groups that students passionate about. Using at least three references from the course materials (e.g. system, policy, oppression, social identity, positionality), students will reflect their roles as social workers in advocating communities. Details of the assignment will be provided during class sessions.

Simersion Motivational Interviewing (Max.: 5 points)
As a part of the SSW’s efforts to offer more training in actual skills used in evidence-based practices, this course introduces students to the Motivational Interviewing simulation (512 offers introduction to Coaching simulation). This uses a virtual site protocol where you can participate as many as you want. Once you receive a 90% score more than three times, you will automatically receive an online certificate for the simulation completed. To receive a full credit for this class, you need to reach a 75% score by the assigned date. If you do not reach 75% competency, a 1-on-1 meeting with me will be required to help you reach your goal. Taking one session generally takes 15-20 minutes.

Take-home Exam (Max.: 5 points)
This offers students opportunities to review critical concepts and skills used in macro practice learned throughout the course. A mix of multiple response questions and short/long essays will be presented.

Individual Evaluation of Team (Max.: 5 points)
It is an individual assignment. It is an opportunity at the end of the semester for you to provide input into your and others’ contributions in team assignments and provide feedback on your experiences working in your assigned team. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class. You will earn a maximum of 5 points towards your grade for the course in this assignment based on the feedback received from other members of your team.

Community Profile Assignment (Max.: 20 points)
This is a team assignment. At the beginning of the semester you will be assigned a team with two to four fellow students. As a team you will chose a community to focus on and will profile and assess the community. You are expected to use the knowledge learned in the class as well as that you bring to the class from past experiences for this assignment. You will assemble quantitative and qualitative data to present as a part of your assessment. Assessments are expected to be at least 10 pages (without including cover page), though significantly larger assessments are more typical. Details of the assignment will be provided during class sessions.
Community intervention Assignment (Max.: 15 points)
Leveraging the knowledge about the community you assembled in the Community Profile assignment, you will be submitting a grant on behalf of the same community or its members. Details of the assignment will be provided during class sessions.

Policy advocacy Assignment (Max.: 15 points)
After assessing a community's needs and submitting a grant relevant to these needs, you will prepare to influence the systems affecting the community by advocating for policies and/or designing policies that would benefit the community.

Team Process (Max.: 15 points)

- **Minutes**: To successfully implement team-oriented learning and facilitate teamwork, students are required to document weekly team meeting and summarize discussions. Instructor will follow weekly submitted minute and support students as needed. Details of the assignment will be provided during the class.

- **Community pre-profile**: Students are expected to identify (narrow down to) two or three community or organizational need/issue/problem and provide a reference why that is the case. Students list relevant stakeholders in relation to community need/issue/problem. Have identify couple of data collection methods appropriate for this need/issue/problem and community/organization. Details of the assignment will be provided during class sessions.

- **Class presentation**: Create a 30-minute presentation detailing the needs assessments, as well as the proposed solution (intervention areas). Each team will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to a potential funder, the class will be that funder. (Identified policy advocacy plan will be excluded from this presentation). This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. The presentation needs to demonstrate graduate level work (graduate level quality) and demonstrate an understanding of course materials. Details of the assignment will be provided during class sessions.

d. Attendance and class participation

Class participation is more than mere attendance. It includes things like arriving on time, being actively present in the classroom, reading assigned material, preparing for class with questions, completing assignments, reflections, and discussions on the online forum, and participating activities. This is a place where you demonstrate your ability to think critically and contributing to your peers’ education during the class. The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:
| (0 - 5) Poor Participation | - 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 |
|---|---|
| (6 - 9) Marginal Participation | - 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 |
| (10 - 12) Moderate Participation | - 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 them  
- 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 |
| (13 - 14) Strong Participation | - 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 |
| (15) Excellent Participation | - 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

e. 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 assignment will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-78</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
</tr>
</tbody>
</table>

Incompletes in the Final Grade are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor prior to the final week of class.

As an instructor I want each student to attain their greatest learning potential for this course. I am not a gate keeper to your grade and view myself as a facilitator to your achieving the maximum grade you deserve based on the learning you achieve. Therefore, I will follow the protocol, grades will initially be given in manner similar to a peer reviewed academic article, for each assignment.

• **Accept**: the assignment is acceptable, no further action required.
• **Revise and Resubmit (“R&R”)**: the assignment is well done but requires further revision to be satisfactory. You may follow the suggested revisions and resubmit the assignment OR you may choose to accept the grade as it stands.
• **Reject**: the assignment is not satisfactory. Significant revision required. You MUST revise the document and resubmit per the review given. Failure to do so results in zero points.

In other words, students will receive two grades in every assignment: the formal letter grade and a more informal grade in the manner of a peer reviewed article. That means, all assignments are to be completed by the date due, so that I have enough time to review and give a feedback. Exceptions will be granted with the permission of the instructor in advance of the due date for the assignment. Assignments submitted late without such permission will be downgraded by half a letter grade each day the assignment is turned in past the due date, including weekends. I will only accept one round of revision per assignment.

Student Support:
Food and Housing Security
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Services for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to connect you with resources.

Writing Support
Betsy Williams (betsywil@umich.edu) provides writing support for the School of Social Work. [https://sites.google.com/a/umich.edu/ssw-writing-help](https://sites.google.com/a/umich.edu/ssw-writing-help). Please visit this site for resources for your course assignments. Please reach out to her if you are struggling with writing.

Research Support
Darlene Nichols (dpn@umich.edu) provides research support for the School of Social Work [http://guides.lib.umich.edu/prf.php?account_id=52944](http://guides.lib.umich.edu/prf.php?account_id=52944). Please visit this site for resources for your course assignments. Please reach out to her if you are struggling with research.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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