WELCOME and COURSE DESCRIPTION: Welcome to Social Work 560! 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.

I would like to support your success in this course so do not hesitate to contact me via e-mail with any questions, concerns, or to schedule an appointment. Please include “SW560” in the subject line. I try to respond to emails within 24 hours. However, emails may not be returned over the weekend. For brief questions or concerns, I am often available during class breaks and for a short time following class. I look forward to our semester together!

REQUIRED TEXTBOOKS: No textbook is required for this course. The materials for this course are housed on the University’s web-based course management platform “Canvas” and two (2) auxiliary online locations. Readings will be available on Canvas, organized by class date or available directly from a website. Auxiliary online content will be available from edX and SIMmersion websites. Registration and log in is required for all sites (see links below). Students are expected to complete requisite readings and online content prior to class.

- Canvas Log In: https://canvas.umich.edu
- edX Log In: https://www.edx.org/
- SIMmersion Log In: https://training.simmersion.com/index.html

RECOMMENDED TEXTS: For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:


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 SW502, which is designed to be taken concurrently. Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

COURSE DESIGN: While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videotapes.

COURSE REQUIREMENTS: Students are expected to attend all classes for the full time frame, complete assigned reading(s) and/or online content for each week, participate in class activities/discussions, and complete all assignments on time.

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

1) 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)*

2) 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)*

3) 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)*

4) 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)*

5) Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-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)*

6) 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)*

7) Identify salient connections between macro practice and interpersonal practice. *(Practice Behaviors 3.2, 7.1, 7.2)*
COURSE COMPETENCIES & PRACTICE BEHAVIORS: This course addresses the following competencies and 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 and 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.

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; and 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 and 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 and 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. Through 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. Through 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. Through evaluation social workers: critically analyze, monitor, and evaluate interventions.
RELATIONSHIP OF THE COURSE TO CURRICULAR THEMES:

**Multiculturalism and Diversity:** are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural 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.

**Social Justice:** will be addressed through the use of readings, 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.

**Promotion/Prevention/Treatment & Rehabilitation:** will be addressed through the use of readings, 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).

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

**Social Work Ethics & 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.


**LEARNING NEEDS AND ACCOMMODATIONS:** If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.

For information and resources, please contact the Services for Students with Disabilities Office:
Location: G664 Haven Hall
Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661
Email: ssdoffice@umich.edu
HEALTH and WELLNESS SERVICES: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu) at 734-936-0961 regarding any health, mental health, or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

University of Michigan is committed to advancing the mental health and wellbeing of its 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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

RELIGIOUS HOLIDAYS: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University’s policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from the responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments due to their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent.

ATTENDANCE and PARTICIPATION: Your attendance and participation in each class is required. Attendance and participation reflect the basic elements of any social work relationship – to show up and remain present.

I fully recognize levels of participation may vary based on comfort and interest in topics of discussion. The participation dynamic mirrors one you might experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and taking action, as appropriate. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course material and discussions or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

If you need to miss a class, in part or in total, you are required to notify the instructor via email (dmbrydon@umich.edu) or phone/text (734-272-5634) in advance of our class meeting time. Failure to communicate an absence to the instructor will result in an automatic deduction toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.
INSTRUCTOR NOTE ON THE CLASSROOM LEARNING ENVIRONMENT: Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity. There will be a variety of ways you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will 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 those 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.

USE of ELECTRONICS DURING CLASS: Please avoid non-class use of electronics during the course. I expect your computer will only be used during instructor-specified times in class or for taking notes during lectures. If you need to take a phone call or respond to a text message or email, please step out of the class and return when you are done.

SW 560-006 Fall 2018: GRADING GUIDELINES

GRADING PROCEDURE AND SCALE: Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The total point to final grade is as follows:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>96 - 99</td>
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<tr>
<td>A-</td>
<td>92 - 95</td>
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<tr>
<td>B+</td>
<td>89 - 91</td>
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<tr>
<td>B</td>
<td>86 - 88</td>
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<tr>
<td>B-</td>
<td>82 - 85</td>
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<td>C+</td>
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<td>C</td>
<td>76 - 78</td>
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<td>C-</td>
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<tr>
<td>D</td>
<td>66 - 71</td>
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<td>E</td>
<td>Less than 66</td>
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**Please note: A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.**

FOR ALL ASSIGNMENTS, YOU WILL BE GRADED ON:
- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing skills: clarity of thought, organization, and flow (also see below)
- Effort/ability to self-reflect and think critically
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Insightfulness and clinical acuity
- Integration of reading materials, as requested
- Ability to discern which aspects of use of self would be important in assessment or intervention
WORK EXPECTATION FOR THIS COURSE: The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six (6) hours per week in preparation for this class. The assignments in the class have been developed to help you systematically gain social work knowledge, to develop social work practice skills and values, and to enable you to successfully achieve the goals and objectives of the course.

WRITING SKILLS:
Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the American Psychological Association Publication Manual (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other online writing resources such as (but not limited to):

http://apastyle.apa.org/
http://grammar.ccc.commnet.edu/grammar/
https://owl.english.purdue.edu/owl/resource/560/01/

When you cite a source for one of your papers, use APA style citation. Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

PLAGIARISM:
Don’t do it. Representing someone else’s words, statements, ideas or works as one’s own - without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:


Another helpful resource: http://www.lib.umich.edu/academic-integrity/resources-students. Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.

INCOMPLETES: Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

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OTHER NOTES: I try to provide clear, thoughtful feedback designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. If I write or say something that confuses or upsets you, please make an appointment so we can discuss it! If I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.
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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic for Class Session</th>
<th>Requisite Preparation for Class Session</th>
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<tbody>
<tr>
<td>1</td>
<td>9/4</td>
<td>Introductions and Course Overview</td>
<td>- Bring yourself and your Haiku</td>
</tr>
</tbody>
</table>
| 2      | 9/11 | History, Meaning, and Context of Macro Practice             | - SLO: Session One  
- MOOC: Community Org as Form of SW (Readings + Intro to CO + Core Concepts/Skills)                 |
| 3      | 9/18 | Community Organizing as a Form of SW Practice               | - SLO: Session Two  
- MOOC: Community Org as Form of SW (The Spoken Word + Values, Ethics, and Principles)              |
| 4      | 9/25 | Motivational Interviewing in Macro Practice                | - SLO: Session Three  
- Hohman chapter [CANVAS]                                                                             |
| 5      | 10/2 | Assessment and Understanding the Needs of Communities      | - SLO: Session Four  
- MOOC: Assessment (Readings + ALL lecture sections)                                                  |
| 6      | 10/9 | A Call to Action: Advocacy in SW Practice                   | - SLO: Session Five  
- MOOC: Policy Advocacy (Readings + ALL lecture sections)                                               |
| 10/16  |      | 10/16 – NO CLASS DUE TO FALL STUDY BREAK                  |                                                                                                          |
| 7      | 10/23| Advocacy, Strategy, and Sustainability                    | - SLO: Session Six  
- MOOC: Strategy/Sustainability (Readings + Intro + Strategic Thinking + Understanding Environment) |
| 8      | 10/30| Program Development and Budgeting                          | - SLO: Session Seven  
- MOOC: Strategy/Sustainability (Planning for Change + Fiscal Management)                             |
| 9      | 11/6 | Fund Development                                           | - SLO: Session Eight  
- MOOC: Fund Development (Readings + ALL lecture sections)                                              |
| 10     | 11/13| Management as a Form of SW Practice                         | - SLO: Session Nine  
- MOOC: Management (Readings + ALL lecture sections)                                                    |
| 11     | 11/20| Human Resources                                            | - MOOC: Human Resources (Readings + ALL lecture sections)                                               |
| 12     | 11/27| Program Evaluation                                         | - MOOC: Evaluation (Readings + ALL lecture sections)                                                    |
| 13     | 12/4 | Community Profile Presentations                            | - Community Profile Group Presentation  
- Self-evaluation + Peer Evaluation                                                                       |
| 14     | 12/11| Final Remarks, Reflections, and Final Exam                 | - SLO: SIMmersion Transcript & Reflection                                                               |
YOUR GRADE FOR THIS COURSE WILL BE BASED ON:

30% Attendance, Participation, and Student-Centered Learning Opportunities – **DUE WEEKLY**
20% Advocacy Project and Presentation – **DUE October 23**
30% Community Profile: Group Presentation – **DUE December 4**
20% Final Exam – **in class, December 11**

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Class Attendance, Participation, and Student-Centered Learning Opportunities  
**DUE: Weekly**

Attendance is a requirement. Active and focused participation is a requirement. Course preparation outside of class is a requirement. Full credit is achieved by students who attend every class, are attentive and present, responsive to and inclusive of others, complete all student-centered learning opportunities with satisfactory quality, and regularly contribute to discussion. Quality of student-centered learning opportunities will be indicated using +/- feedback. I will use the rubric below to determine this portion of your grade:

### Class Participation and Attendance Grading Criteria

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<th>Points</th>
<th>Description</th>
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| **30 points** | Consistently & Regularly  
No absences and arrive on time for each class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students’ identities. Engage only in classroom activities while in the class. Complete all assigned student-centered learning opportunities. Quality of submissions is excellent. |
| **25 points** | Often & Generally  
Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students’ identities most times. Engage only in classroom activities while in the class. Complete most to all assigned student-centered learning opportunities. Quality of submissions is good to excellent. |
| **15-20 points** | Occasionally & Sometimes  
Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students’ identities. Engage in occasional texting or web surfing irrelevant to course requirements/content. Complete some to most assigned student-centered learning opportunities. Quality of submissions is fair to good. |
| **0-10 points** | Rarely & Irregularly  
Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do no demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in texting or web surfing irrelevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities. Quality of submissions is poor to fair. |
Advocacy Project & Presentation  

DUE: October 23

Select an issue, policy, coalition/organization, or cause you are particularly interested in or passionate about. Choose an advocacy deliverable (event and summary, OpEd, legislative testimonial, or policy memo) to develop related to your selected topic. Each advocacy deliverable will be submitted with 2 tweets (including 1-2 relevant hashtags), and a reference page. Students will present their advocacy projects in small groups during class on October 23.

**Full guidelines and assignment instructions will be reviewed in class during Session 2**

Community Profile Project & Presentation  

DUE: December 4

This is a group project. You will work with a group of classmates to identify and understand a problem within a community or a community organization, develop an intervention plan for this identified problem, and design a presentation (and appropriate materials) detailing the problem and proposed solution. Each student will also individually submit self- and peer-evaluations with their presentation. Groups will share presentations and materials during class on December 4.

**Full guidelines and assignment instructions will be reviewed in class during Session 3 or 4**

Final Exam  

In-Class: December 11

Your final assignment for this course is an in-class exam. The final exam will be an open notes experience designed to demonstrate your integrative and technical skills related to the course content.

**Exam format and student questions related to exam will be addressed in class during Session 12**