1. COURSE STATEMENT

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.

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. 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 Objectives

On completion of this course, students using a generalist social work practice framework 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)

**Theme Relation to Multiculturalism & Diversity** are addressed through methods such as the use of readings, 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, 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, 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** 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. 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.

**Focus on PODS**
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminates injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.
Course Design
This course will include lectures, discussion, audiovisual presentations, guest speakers, and written assignments. This design assumes that all participants are responsible for, and actively engaged in, learning. You are the primary actor in developing your knowledge, understanding and skills through class activities, seminar development, presentations (instructor, guests and your own), reading, listening, discussion and from your developing experiences and insights. The role of your class instructor is facilitator and guide. By University/School policy, I evaluate your immediate classroom-related learning, and provide “grades.” However, you are responsible for your own learning and much of the quality of your class experience. My “teaching” is less about lecturing than about identifying and providing many, but not all learning resources that you will use throughout the semester and beyond. Class sessions will include a range of activities including written assignments; small and whole class discussions of scholarly readings; hands-on activities; print, audiovisual and electronic media; presentations by your instructor, guests and yourselves. Written assignments will represent individual or group effort. Presentations will reflect both individual and group effort. You will receive a class schedule and reading/materials lists.

With group assignments, it is inevitable that conflict may arise in your group. This is part of typical group development (storming) and natural in a diverse group of experiences and points of view. Thus, this class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. An expectation of mutual respect will be established early on through the development of consensus ground rules for dialogue and classroom climate. Additionally, as social workers, we are expected to “meet clients where they are” and as learners in the classroom community we will extend that expectation to our peers. In other words, we should seek to use an approach that ensures that we all move towards a place of PODS orientation and avoids divisiveness.

2. CLASS REQUIREMENTS AND POLICIES

Textbooks (not required to purchase):


Canvas Site
The class Canvas site houses all readings, resources, and assignment guidelines for the semester. Students will be required to submit assignments through Canvas, unless otherwise noted. Class readings will be linked on the course Canvas site, or provided by the instructor.

Email Policy
All course related emails must contain “560” in the subject line. Any email that does not contain j may be marked as spam and deleted. I endeavor to respond to emails within 24 hours during the week. If
you have not received a response in 48 hours, please send a follow up email. Emails sent on Friday or the weekend will be answered the following Monday or Tuesday.

Office Hours
I do not hold formal office hours. However, I will usually be around before and/or after class to answer brief questions and to make appointments for longer, more substantive meetings. I am also available via email and more than willing to make the time for you. Please do not hesitate to make an appointment. Please email allancw@umich.edu with the subject, “SW 560 Office Hours Appointment Request” to set up an appointment or speak to me before or after class.

Use of Electronic Devices
Please silence your cell phones and put them away during class. If you must make or receive a phone call during class (in an emergency), please excuse yourself and cause as little of a distraction as possible. Laptops can be a useful tool for taking notes and referencing course readings. They can also be very distracting. You are encouraged to thoughtfully consider how you incorporate your laptop into your learning process. If I notice that laptops and other electronic devices are interfering with learning and participation I will ask that they be put away. I reserve the ability to request computer-free time during course sessions.

Food
Food is allowed in class. Please be considerate of overly-aromatic foods and noisy wrappers that can be a distraction for others. If anyone has a food allergy that requires the prohibition of certain foods in the room (i.e. peanuts), please let me know and I will enforce an appropriate policy.

Preparation
The University of Michigan Rackham Graduate School guidelines expect graduate students to spend approximately 2-3 hours in independent preparation for each hour of class time. This would translate to 6-9 hours a week for this class, on average. Assignments and required readings have been designed to support you as a developing social worker in the health care and policy fields. Rackham Credit Hours Overview

Attendance
Class attendance is required. Please notify the instructor at the beginning of the semester (or as early as possible) if religious observances or other unavoidable obligations will conflict with class or due dates for assignments so that we can make appropriate arrangements. Any assignment due on a missed class day must be submitted, on-time, via Canvas, unless other arrangements have been made with the instructor. Class will begin promptly at 6:00 pm. Coming to class more than 10 minutes late more than once, or leaving early, unless you have received prior authorization, will be considered an absence. If you arrive after the class has begun, please enter the classroom as quietly as possible and wait until break to catch up on activities. You are responsible for getting class materials and notes from your classmates if you are unable to attend.

Note: If you have a contagious illness that can be spread in the classroom, please do not attend class.

Making up an Absence
Each absence reduces your final grade by one level (e.g. A to A-). With approval, up to two absences may be “made up” by completing activity(ies) related to the topic that day. You must contact me within 24
hours of the missed class to arrange for this option and avoid the one grade level reduction. More than 4 absences (made up or not) you will be asked to withdraw from the course.

**Participation in Discussion & Activities**

Discussions and group activities are a critical aspect of active learning at the graduate level and in this course. Therefore, well-prepared and active participation is required. Participation expectations will be taken into account when considering your grade. As an adult learner, you are expected to prepare for class by reading, thinking about, and preparing to discuss the topic of the day; preparing analytical materials, class discussion notes and other written work; and actively contributing to small and large group discussions. Your contributions must show evidence of reflection on the content and meaning of readings/class materials, and participation in classroom presentations, activities and discussion.

**Participation Rubric**

*Participation Grade will be rated based on a combination of factors included but not limited to the following (total 10):*

(0 – 2) Poor Participation: more than 6 discussion points were missed; late more than 6 times; No effort, disruptive, and disrespectful; Uses harmful language in class and does not respect other students’ identities

(3 - 4) Marginal Participation: Late 5-6 times; 5-6 discussion points missed. Little effort, texting or web surfing (irrelevant to course); Demonstrates infrequent involvement in class or class discussions; Uses harmful language at times in class and sometimes does not respect other students’ identities

(5 - 7) Moderate Participation: Late 3-4 times; 3-4 discussion points were missed. 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 but contributes to a moderate degree when called on; May seem occasionally distracted or uninterested; Uses inclusive language at times and respects other students’ identities to an extent

(8 - 9) Strong Participation: Late 1-2 times; Only 1-2 discussion points were missed; 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: 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

(10) Excellent Participation: On time every class and no absences; Discussion points were made every week. Engaged in classroom activities only while in the class; 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, class assignments, and group activities; Contributes in a very significant way to ongoing discussion: 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 and respects other students’ identities

**Professional Behavior**

You are a social worker in training and are expected to conduct yourself as a professional in the classroom. All class members are expected to be attentive to speakers and discussants and extend attention, courtesy and respect to the instructor, guests and fellow students, even if their values, opinions and attitudes differ from yours. Please also show respect to class itself through verbal, non-verbal, and
written communication and behaviors. Failure to behave professionally will result in a participation grade reduction.

Class schedule (see Canvas for details)
September 10 Intros, Class overview, Groups, Assignment Intro
September 17 Intro to Macro
September 24 Intro to C/O
October 1 Assessing Communities
October 8 Community Organizing for Social Change
October 22 Presentations
October 29 Policy
November 5 Policy
November 12 Policy Evaluation
November 19 Management
November 26 Management
December 3 Program Evaluation
December 10 Outros

Grading
Both depth and quality of content and format will be considered in assigning grades. Lower grades will result from late submission of assignments, failure to follow assignment and formatting guidelines, sloppiness, inappropriate grammar and misspellings. All assignments will be graded by a points system, with a total of 100 points at the end of the semester. Points will then be converted to letter grades, using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>99 - 100</td>
</tr>
<tr>
<td>A</td>
<td>97 - 98</td>
</tr>
<tr>
<td>A–</td>
<td>90 - 96</td>
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<tr>
<td>B+</td>
<td>86 - 89</td>
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<tr>
<td>B</td>
<td>82 - 85</td>
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<tr>
<td>B–</td>
<td>78 - 81</td>
</tr>
<tr>
<td>C+</td>
<td>74 - 77</td>
</tr>
<tr>
<td>C</td>
<td>70 - 73</td>
</tr>
<tr>
<td>C–</td>
<td>66 – 69</td>
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</tbody>
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The criteria for letter grades are as follows:

- **A+** grades are typically earned by students who turn in exceptional work in assignments and exceptionally contribute in class and in their assigned teams. The grade of A+ will rarely be used and, in general, students should not expect to receive this grade, for it signifies work that goes beyond the content of the course and the expertise students are expected to master. An A+ is very rare to obtain.
- **A or A-** grades are reserved for student work which not only demonstrates excellent mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student.
- **B+** is given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material.
- **B** A grade of B is given to student work which meets the basic requirements. It denotes that the student has done adequate work and meets basic course expectations.
- **B-** denotes that a student’s performance was less than adequate, reflecting only moderate grasp of content and/or expectations.
- **C+ or C** reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.
Grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance.

Assignments (Greater detail is provided on Canvas Due Dates are in RED)

1) Class Participation 10%:
A portion of your grade is tied to participation and will be evaluated based on the following activities:
- Discussion and General Participation Ongoing
- Key Points Sunday night before class at 11:59pm
- Participation Rubric (see above)

2) Macro Tools 25%:
These assignments will help you to demonstrate the ability to utilize selected macro assessment tools to develop client-centered interventions. Self-reflection is a component of good social work practice and will also be practiced.
   a) Reflective Assignment - Self-Assessment of Learning (2) Due Sept 24 and Dec 15
   b) SIMmersion (3): Due Dec 15
   c) Facilitation (10): Due on signup dates
   d) Macro Tools (e.g. asset maps, skills inventory, SWOT, Logic Model) (10) Due in class

3) Community Engagement Activity 25%:
For this assignment, working collaboratively in groups of 2-3 you will plan and implement a voter engagement project in a local community agency.

   The assignment has several purposes:
   - To learn the skills necessary for engaging and assessing a community and agency;
   - To gain experience in reflective practice at the community and agency level;
   - To learn and practice skills important to working in a team; and
   - To learn how to present your outcomes and outputs in a professional manner.

   - Pre-project reflection (2): Due 2nd class meeting
   - Voter engagement report (15) and presentation (5): Written and presented as a group. Plan must be implemented by Oct. 8th. Written portion and presentation due Oct 22nd
   - Post-project reflection (3): Due Oct 29th

4) Policy Advocacy 25%:

   Advocacy practice occurs when a "social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice" (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School's emphasis on Privilege, Oppression, Diversity and
Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause.

While there are many ways to do this, for this assignment you are asked to develop a letter to be sent to a public official (either U.S. or state senator or representative). This assignment will provide you with the opportunity to strengthen your advocacy skills by researching a current piece of legislation that impacts or is connected to health care or health care reform. The legislation can be at the local, state or federal level. **Due November 19**

4b) Advocacy Event Reflective Essay - Walking the Talk (5)
All students must attend a professional conference, rally, town hall or other advocacy related event that enhances their learning in the course - that is not already part of your required educational experience. I will also consider city council, legislative hearings, etc. If you are not sure if what you want to do counts, ask. **Due December 15**

5) Concept Paper/Mini-grant Proposal (Individual or Groups) 15%:
This assignment involves the development of a letter of intent or mini-proposal for a grant to support the voter engagement project you developed in the first assignment or another project of your choosing. The assignment’s central goal is to learn the skills associated with proposal development. **Due Dec 15**

Reading List (See Canvas)
Readings and materials required for each class period are listed on Canvas. You are responsible for coming to class prepared to discuss required materials in depth. Throughout all readings, pay particular attention to service delivery (or lack of) for vulnerable populations, including the poor, ethnic minorities, children, immigrants, older adults, LGBTQ, women, differently abled, and people of color. Chapter readings often integrate this material without specifically drawing attention to it.

Deadline expectations
All reading, written and other assignments must be completed, submitted via Canvas, and ready for use by the start of class or the specified due date (see schedule). _Assignments submitted late will be graded down one grade level (e.g. A to A-) per day._ Canvas will keep track of the timing of assignment submission. Assignments submitted more than one week late will not be accepted. Exceptions require permission of the instructor. Incomplete grades or extensions are assigned only through negotiation with me before the due date.

Format of written assignments
All papers must be typed with one inch margins. Font is your choice; however, fonts need to be between 10pt and 12pt. Also note that almost no one in professional circles uses Times New Roman – please avoid. All assignments will be written in single space format with spaces between paragraphs. Additionally, all citations will be made using APA format.

APA citation style: Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

General writing expectations
Strong writing is an essential professional and academic skill. The following expectations will be taken into consideration when evaluating your writing:

- You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them (and reference them). Do not rely on direct quotations from
your sources; instead summarize them in your own words. Quotations, if used at all, should be very minimal, used for special emphasis only and clearly identifiable and referenced.

- Written work should incorporate the standards of critical thinking, analysis and writing (described below). In evaluating your written work, I will apply these standards.
- Written work should incorporate your knowledge and growth around PODS issues.
- You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. See writing support section below for resources

**Critical thinking** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987).


All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

- **CLARITY:** Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?
- **ACCURACY:** Is that really true? How could we check that? How could we find out if that is true?
- **PRECISION:** Could you give more details? Could you be more specific?
- **RELEVANCE:** How is that connected to the question? How does that bear on the issue?
- **DEPTH:** How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?
- **BREADTH:** Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a variety of points of view?
- **LOGIC:** Does this really make sense? Does that follow from what you said? How does that follow? Before you implied this and now you are saying that; how can both be true?

### 3. ADDITIONAL COURSE INFORMATION AND RESOURCES

**a. Safety and emergency preparedness:**

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Be prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.
Each SSW classroom is equipped with door locks. Pressing the ‑button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-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

b. Behavioral health and well-being:
The University of Michigan is committed to advancing the mental health and well-being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:
- Counseling and Psychological Services (CAPS) at (734) 764-8312
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- University Health Service (UHS) at (734) 764-8320
- Programs and Services for Alcohol and Other Drugs are available through Wolverine Wellness
- Collegiate Recovery Program (email collegiate.recovery.program@umich.edu or call Matt Statman, Program Manager at 734-763-3933)
- 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

c. 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 me if you are comfortable in doing so. This will enable me to connect you with resources if possible.

d. General needs:
Please utilize the services offered by Office of Student Services for anything you may need as a student. Finally, do not hesitate to reach out to me if you are struggling, need my support, or if you would like my assistance in finding services for anything.
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

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 support:**
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 Betsy Williams betsywil@umich.edu Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

j. **Research support:**
Darlene Nichols (dpn@umich.edu) provides library research support for the School of Social Work. Please visit this site for resources for your course assignments. Please reach out to her if you are struggling with library research.

k. 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.

l. Academic conduct, integrity, ethics, 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.

Academic Conduct and Integrity:
The conduct of a student enrolled in courses offered by the School of Social Work must be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, show respect for their ideas and opinions and strive to help them achieve maximum benefits from their experience.

Written and oral materials prepared for this course must adhere to NASW Editorial Policy, the NASW Code of Ethics, the University of Michigan and the University of Michigan School of Social Work guidelines.

NASW Code of Ethics:
The NASW Code of Ethics is available at https://www.socialworkers.org/About/Ethics/Code-of-Ethics. The following excerpts apply to academic integrity:

4.04 Dishonesty, Fraud and Deception: Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.06 Misrepresentation: (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

4.08 Acknowledging Credit: (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed; (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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.”

Academic Integrity in Social Work: http://guides.lib.umich.edu/swintegrity
This guide provides outstanding resources, guidance and examples related to a variety of topics, including understanding and avoiding plagiarism, understanding acceptable and unacceptable collaboration and group work, use of data, citations and a variety of related subjects.

School of Social Work Student Code of Academic and Professional Conduct:
Section 1.13.00 covers the Student Code of Academic and Professional Conduct. You are responsible for reviewing and understanding its requirements. Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations that are assigned on an individual basis, must represent each student’s own effort. For group assignments, you have an equal share of responsibility for work necessary to complete the assignment completely and ethically, and for the final product. All reference sources must be indicated clearly and completely in both individual and group assignments. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the student code of conduct.

- Section 1.13.01 covers cheating, which is considered an act of fraud or deception in which the offender gains or attempts to gain undeserved benefit. See: http://ssw.umich.edu/msw-student-guide/section/1.13.01/22/cheating.
- Section 1.13.02 covers plagiarism, which is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. See: http://ssw.umich.edu/msw-studentguide/section/1.13.02/23/plagiarism.

From Section 1.13.02:
“Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at http://www.lib.umich.edu/academic-integrity/resources-students.”

This Department of English letter is widely posted throughout the university and is a useful reference if you have any questions about what constitutes plagiarism and its potential consequences. https://lsa.umich.edu/english/undergraduate/advising/note-on-plagiarism.html

If you engage in plagiarism in this course, including self-plagiarism, you will fail both the assignment and the course. There will be no exceptions. We will also refer the details of the situation and related materials to the SSW administration for further action. Plagiarism is grounds for expulsion from the University of Michigan. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points.

Credits: This syllabus has been developed by inspiration from many current and past 560 instructors
SW 560 SYLLABUS AGREEMENT: Fall 2018

Student Agreement

I have read this SW 560 (Fall 2018) syllabus and understand its contents. I agree to adhere to the University of Michigan School of Social Work Student Code of Academic and Professional Conduct and the NASW Code of Ethics.

Name (Print): ____________________________________________________________

Name (Signature): __________________________________________________________

Date: ________________________________