1. Course Statement

a. **Course description**
This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

b. **Course content**
This course will cover practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with the primary and secondary mediating structures in communities, such as schools, neighborhood associations, self-help organizations, community centers, and faith based organizations. Emphasis will be placed on ways in which different levels of practice, including interpersonal, organizational, community, and policy practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and national or international organizations. Specific practice methods will include feminist, multicultural, structural, and community social work models of practice. These models will include techniques for group work of various kinds, crisis intervention, advocacy, and service coordination; consultation with community members, groups, and organizations; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards; organizing and facilitating mutual aid and self-help groups; and collaborating with communities to develop local programs and services. Under girding all of these methods will be a focus on methods for encouraging community participation and empowerment and in reducing barriers to these activities for members of different subgroups and who are disempowered and marginalized by mechanisms of oppression. Topical issues will include: enhancing individual, family, and community safety and security; the mediation of community conflicts; the social integration of newcomers and returnees to
communities; promoting positive intergroup relations; and the promotion and protection of human rights and environmental justice. Students will engage in activities that allow them to examine and expand their understanding of their own group memberships and identities and how they are relevant in different practice situations.

c. Course objectives and competencies

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

a. Demonstrate an understanding of how community and social systems can play a role in improving the well-being of individuals, families, organizations, and communities and in promoting greater social justice. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   i. To demonstrate several methods that engage, strengthen and build well-being and social justice, particularly at the community level. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   ii. To promote capacity building and preventive approaches via strengthening the student's knowledge, skills and resources so that they may assist individuals, groups, and communities to develop more socially just practice. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)
   iii. To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)

b. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   i. To demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   ii. Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

c. Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affect the needs and assets to be mobilized in practice. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   i. To be able to locate oneself as a practitioner incorporating multiple social positions, statuses, and cultures, and to understand the implications of these for worldview, values, and biases. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

d. Demonstrate skills for engaging community systems and encouraging the participation of community members with attention to their diversity and for reducing barriers to that participation. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)
   i. To demonstrate skills in negotiating differences and conflicts at system interfaces. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   ii. To work across social system boundaries and apply multiple strategies for building linkages across boundaries. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

d. Course structure

Most sessions begin with a either a lecture or a peer-led small group discussion about the assigned out-of-class text/audio/video, move into large group discussion, practice activities, small group work, and end with time devoted to class assignments. The last hour is reserved for student
project groups to meet, and the instructor will be available to check in or consult briefly with groups as needed during this hour.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity
will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence."

Theme Relation to Social Justice
will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment, and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

Theme Relation to Behavioral and Social Science Research
will form the basis of this course and will guide practice in working with community and social systems. For example, community and social systems practice is supported by research that suggests that well-being is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

f. Relationship to SW Ethics and Values
This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker's responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

g. Intensive 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, illuminate 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.

h. Learning Philosophy and Environment
Teaching and learning in this course will be guided by the principles of adult education and empowerment. These frameworks approach all participants of an educational endeavor as active, self-
directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. So, you are encouraged to share your insights with the class throughout the semester. At the same time, we should all try to maintain a reflexive stance, carefully considering our thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, we can all benefit if we think of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, it is hoped that collaborative learning will occur between students, as well as between students and instructor. Furthermore, one of the class assignments is designed to provide an additional opportunity to reflect on collaborative effort.

Creating a Positive Learning Environment
Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto).

Pedagogical approach
This classroom is a learning community in which integrates academic resources, dialogue, practice applications and project-based learning. During class, I set processes and structures to promote active and cooperative learning. I believe the process of plan-do-review-do is necessary for growth. Project-based learning meets diverse learning styles and build professional competency. The projects are based in students’ individual professional interests and most deliverables are in a professional format that can be used in a portfolio which demonstrates your professional skills. As consistent with learning theory, class time is divided between large, small and individual groups, and between lecture, discussion, in-class practice and group project. I encourage students to meet with me to discuss any stumbling blocks in learning and assignment completion.
**Individual Learning Objectives**
Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each of you likely has your own interests regarding macro practice. Given this background, you are encouraged to create at least one individualized learning objective for our course. If you are currently in a field placement, you may wish to consider developing an objective related to your field-based learning goals.

For instance, if you are interested in identifying the needs of a particular population, you may want to develop a specific learning objective related to conducting community needs assessments. The possibilities are endless—just be sure you select an objective that you can achieve.

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**2. Class Requirements**

a. **Text and class materials**


   ⇒ Recommended text: Gamble, Dorothy & Weil, Marie (2009). *Community Practice Skills: Local to Global*.

   ⇒ Other written materials may be assigned during the course, and will either be handed out in class, e-mailed, or made available on the canvas course site.
b. **Tentative Schedule:** Schedule and reading may change according to class interests and needs; required text/audio/video materials found in Canvas Module titles by week/topic.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Special Notes &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/14</td>
<td>Introductions, Course Overview, Policies and Q&amp;A</td>
<td>No readings</td>
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<tr>
<td>Week 2 1/21 NO CLASS</td>
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<tr>
<td>Week 3 1/28</td>
<td>Guest Speaker Human Behavior in the Macro Social Environment - Initial Steps in Forming Project Teams - Project Teams Finalized - The Seven Step Planned Change Process - Launching the Projects – first steps - Class Facilitation and Current Events Presentations</td>
<td>Ch. 1 Kirst-Ashman</td>
</tr>
<tr>
<td>Week 4 2/4</td>
<td>STEP 1: Engagement: Understanding community issues from their perspective - Community meeting planning - Group Projects: getting started - Class Facilitation and Current Events Presentations</td>
<td>DUE by midnight on 2/4: Bright Moment Ch. 2 Kirst-Ashman</td>
</tr>
<tr>
<td>Week 5 2/11</td>
<td>Community Meeting Dynamics (flier creation for EACH team) - Class Facilitation and Current Events Presentations</td>
<td>Ch. 3 and 4 Kirst-Ashman</td>
</tr>
<tr>
<td>Week 6 2/25</td>
<td>STEP 2: Assessment: - Thinking critically about what makes “social problems” - Assessment: Developing relationships and gathering “expert” knowledge - SWOT Analysis and Project Planning - Class Facilitation and Current Events Presentations</td>
<td>Ch. 10 Kirst-Ashman</td>
</tr>
<tr>
<td>Week 7 3/4</td>
<td>No class, spring break</td>
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<tr>
<td>Week 8 3/11</td>
<td>STEP 3: Planning - Theoretical Perspectives On Groups - Practical, Principled Planning - Developing Goals, SMART Objectives, And Workplans - Power In Groups And Leadership Principles - Roles, Group Cohesion, Decision-making - Class Facilitation and Current Events Presentations</td>
<td>DUE by midnight on 3/11: Bright Moment Readings TBD</td>
</tr>
</tbody>
</table>
### Course Schedule

**Week 9**
3/18
- Managing Communication and Conflict
  - Environmental Context of Organizations
  - Impact Of Social And Economic Forces
  - Ethics In The Macro Social Work Environment
  - Class Facilitation and Current Events Presentations
- Readings TBD

**Week 10**
3/25
- STEP 4: ACT
  - Implementation (Intervention)
  - COMMUNITY MEETING/EVENT
  - Internal and External Dynamics of Social Change Efforts
  - Implementation and Outreach
  - Organizational Theories and Frameworks
  - Definition And Types Of Organizations
  - Class Facilitation and Current Events Presentations
- Readings TBD

**Week 11**
4/1
- STEP 5: Evaluation
  - Social Work Practice in Organizations and the Shifting Environmental Context
  - Agency Settings And Organizational Missions And Goals
  - Management And Empowerment
  - Leadership And Quality Improvement
  - Course evaluations
  - Class Facilitation and Current Events Presentations
- DUE by midnight on 4/1:
  - Bright Moment
  - Readings TBD

**Week 12**
4/8
- STEP 6: Termination
  - Class Facilitation and Current Events Presentations
- Readings TBD

**Week 13**
4/15
- Final project completion
- DUE by midnight on 4/15:
  - Group Presentations and Group Paper

**Week 14**
4/22
- Presentations
- Due by midnight on 4/15:
  - Group Presentations and Group Paper

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bright Moments</strong></td>
<td>90 points</td>
<td>20%</td>
<td>Topics assigned-see calendar for due dates and rubric</td>
</tr>
<tr>
<td><strong>Digital Digest: End of project reflection</strong> (10 page min, 15 max)</td>
<td>60 points</td>
<td>15%</td>
<td>See description, rubric, and templates</td>
</tr>
<tr>
<td><strong>Group Presentation and Outline</strong></td>
<td>100 points</td>
<td>25%</td>
<td>See description, rubric, and templates</td>
</tr>
</tbody>
</table>
Class Facilitation Activity | 20 points | 5% | See description, rubric
---|---|---|---
Current Events | 20 points | 5% | See description, rubric
Meeting Minutes | 20 points | 5% | See description, rubric, and templates
Attendance & participation | 100 points | 25% | See rubric in syllabus
Total | 400 points | 100%

**Reflective Bright Moments** (30 points each X 3=90 points)

Purpose: In order to ensure that students are able to identify their growth throughout the term, inform professor of strengths and needs, and integrate knowledge from lecture into practice, students will submit 3 reflective writings. Students will submit a 1-2 page MAXIMUM reflective paper based on the readings, content, and class discussion from the previous weeks. Formal references will not be required for these reflections as the emphasis here is communicating your own critical reflection and thought process. The reflective paper for a given class period is due at the beginning of the class. Papers must be submitted via Canvas. **Students are expected to write in “first person.”** No title page is required.

**Bright Moments Rubric (submitted via Canvas only)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student maintains 1-2 page requirement</td>
<td>2.5</td>
</tr>
<tr>
<td>Students will submit reflections via online canvas tool prior to the beginning of the class period</td>
<td>2.5</td>
</tr>
<tr>
<td>Critical thinking is demonstrated in the reflective writing</td>
<td>10</td>
</tr>
<tr>
<td>The following items are included in the reflection:</td>
<td>15</td>
</tr>
<tr>
<td>1. At least one course concept is included in the reflection and student is able to identify how it applies to their group work.</td>
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<tr>
<td>2. Identify at least one course objective met during the period</td>
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<tr>
<td>3. The strengths developed during the time period.</td>
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<tr>
<td>4. Support needed from group members, agency, or professor.</td>
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<tr>
<td>Total (per Bright Moment)</td>
<td>30</td>
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</tbody>
</table>

**Digital Digest: Self-Reflection on Course Material and Activities**

(60 Points)

Purpose: This assignment expects you to provide a confidential, candid and reflective analysis of your experience in the team, applying and integrating concepts from class content, articles distributed, and textbook to discuss and analyze your perspective. Students will design a digital magazine with 10-15 pages of content (excluding front and back cover) that includes:

- A dynamic visual front cover and a table of contents
- A textual introduction to the issue in the form of a “letter from the editor”
- Live-linked resources for further information or services
- Relevant images (appropriately curated and placed), including screenshots of social media (i.e. Tweets/IG) to capture the essence of public dialogue on the issue
- A “playlist” of 5-7 songs that provide a fitting musical soundtrack AND a list of 5-7 movies/documentaries that provide context (with attributions)
- A list of at least 5 fiction or non-fiction works and or recent news articles or “think pieces” that provide socio-historical context on the topic with
A Feature Story on your theory of choice and how it is applied to the issue

A “must listen” feature on podcasts (series or episodes) that capture this issue or related concepts.

At minimum, each digest will be created off-line and saved as a fully “clickable” PDF with live links. Students wishing to “go the extra mile” are welcome to upload to a digital publishing platform, and share via link for grading and separately, with the class. A rubric and samples/templates/ and/or class demonstrations will be available by February 15th.

**Current Events Activity (20 points)**

The purpose of this exercise is

1) To discuss current events related to community organizing practice

   ⇒ Each week 3 students will be asked to bring in an article, grassroots campaign, podcast, blog post, tweet, etc. relating to…field placement community organizing, social justice related and/or the mission of social work (5 min each). You will be allowed 1 power point slide, please submit your slide (which will be used to assign a grade) the night before you signed up to present on Canvas. This will be an open assignment that will close on May 1st but is due on the date you signed up to present.

**Group Facilitation Activity (20 points)**

The purpose of this exercise is

1) To practice group facilitation skills, and
2) To critically consider the themes raised in the course readings as a class

Students will sign up to present on course readings each week

⇒ Each facilitation activity will last 25-30 minutes
⇒ The facilitator(s) will be required to provide a BRIEF summary of the readings (max 1 min.)
⇒ The expectation is that all students have done the readings
⇒ After this summary, the role of the facilitator is to foster discussion among students
⇒ The facilitator(s) must email their facilitation plan to the instructor by the Sunday before class.

This plan must include:

⇒ The summary of readings
⇒ A list of 3-4 questions and any follow up questions (including the rationale for each question)
⇒ Questions MUST be open-ended
⇒ Optional: A detailed description of any interactive activity to be used (including rationale)

**GROUP PRESENTATION (100 points)**

Purpose: The project description and intervention plan is intended to provide an opportunity for groups to share with others their final product of practice methods in a macro setting.

Each group will prepare and present a 15 minute panel presentation (with 5 additional minutes for questions and comments) on your team's project to during class. Prepare the presentation as if you were appearing at the Michigan NASW annual conference to showcase your work about what UM students are doing in the community.
GROUP PRESENTATION grades will be based on the following requirements:

A. Presentation does not exceed 15 minutes

B. The presentation includes the following:
   A. Each team member must present a portion of the presentation.
   B. The content of the presentation should be based on the group’s Project Report
   C. Assume that the rest of the class is hearing about your project for the first time.
   D. Visual aids, handouts, power point, interactive components, etc. are encouraged.
   E. There must be a “moderator” who introduces each speaker, or each speaker must introduce themselves before speaking, or introduce the next person to speak.
   F. Speakers must stand when presenting, maintain professional demeanor throughout the presentation, and speak loudly and clearly.
   G. Business casual or professional dress is encouraged.

**Extra Credit Points** will be awarded to groups who utilize UM colors/apparel during presentation.

A rubric and samples/templates/ and/or class demonstrations will be available by February 15.

GROUP PROJECT DESCRIPTION & INTERVENTION PLAN

Purpose: The project description and intervention plan is intended to provide an opportunity for groups to outline the goals and objectives of the project and create an intervention plan that demonstrates strategic and intentional practice techniques.

GROUP INTERVENTION PRESENTATION/OUTLINE grades will be based on the following requirements:

A. Submitted by midnight on the due date

B. Paper includes the following:
   a. Introduction
      Introduce your project with a brief introduction and the primary population that will be the group’s guide on the project. Describe how the project goal and objectives are consistent with the mission of the UM School of Social Work and briefly explain the process by which you arrived at them.
   b. Project Summary Description and Objectives
      Describe the overarching goal of your project in terms of the social justice issue you expect it to address, community it will serve, and three clear objectives the team will accomplish. Describe the process your group followed in deciding how to develop this project and setting the group’s goals. Discuss how you plan to engage the community and population you will be working with, assess the needs of that population, determine the appropriate intervention, and plan for sustainability (i.e. lasting impact).
   c. Detailed Description of Intervention Plan
      Using the outline of the Seven Step Planned Change Process (see text, chapter 1) as a guide, describe your intervention work plan for approaching your project that includes:
      ● Specific tasks and responsibilities of team members, either individually or in collaboration;
      ● Process you will follow in assigning appropriate roles, functions, and tasks among team members, and include your understanding of the role of the liaison in guiding and supporting the project;
      ● Communication and decision-making methods to be used;
      ● Allies, barriers, and assets of the group:
      o What outside resources/contacts do individual group members already have in place that could be helpful to the project?
      o What are the barriers/challenges that the group anticipates will need to be managed carefully in order to stay on track?
      o What skills and expertise do individual group members bring to the project that will be helpful in completing tasks and achieving the group’s goals

A rubric and samples/templates/ and/or class demonstrations will be available by
d. Attendance and class participation 25% of overall grade

Students contribute to developing a climate in the classroom in which everyone can

⇒ 1. experiment with new skills
⇒ 2. explore their own multicultural competence and the implications of one's own background for developing and implementing social and political action strategies
⇒ 3. consult with each other on action projects and assignments
⇒ 4. generate plans and strategies for future learning and development.

Attendance will be recorded in this course and is part of the participation grade. Absences, late arrivals and early departures, depending on their length and frequency will affect your grade. Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. Students are expected to attend every class session, come on time, remain for the entire class period, complete the required out of class learning: readings, film, podcasts, and participate in class discussions and exercises. It is important to be prepared to discuss assigned readings and to share experiential knowledge. If you are unable to attend a session, please communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices not related to class activities will see the impact in this grade. See rubric in below.

<table>
<thead>
<tr>
<th>0 – 25</th>
<th>Poor Participation</th>
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<tbody>
<tr>
<td></td>
<td>• Frequent Absences, late arrivals and/or early departures</td>
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<td></td>
<td>• No effort, disruptive, and disrespectful</td>
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<td></td>
<td>• Uses harmful language in class and does not respect other students’ identities</td>
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<tr>
<td>26 – 50</td>
<td>Marginal Participation</td>
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<tr>
<td></td>
<td>• Often late</td>
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<td></td>
<td>• Little effort, texting or web surfing (irrelevant to course)</td>
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<td></td>
<td>• Demonstrates infrequent involvement in class or class discussions</td>
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<td></td>
<td>• Uses harmful language at times in class and sometimes does not respect other students’ identities</td>
</tr>
<tr>
<td>51 - 75</td>
<td>Moderate Participation</td>
</tr>
<tr>
<td></td>
<td>• Sometimes late or early departure</td>
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<td>• Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them</td>
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<td></td>
<td>• Rarely offers to contribute to discussion, but contributes to a moderate degree when called on May seem occasionally distracted or uninterested</td>
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<td></td>
<td>• Demonstrates sporadic involvement</td>
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<td></td>
<td>• Uses inclusive language at times and respects other students’ identities to an extent</td>
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<tr>
<td>76 - 99</td>
<td>Strong Participation</td>
</tr>
<tr>
<td></td>
<td>• Rarely late/early departure and 1-2 absences</td>
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<td></td>
<td>• Has clearly read and asks pertinent questions about course material</td>
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<td></td>
<td>• Offers interpretations or analysis of course material (more than just facts) to class</td>
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</tbody>
</table>
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.

On time and 1-2 absences

Has analyzed course material exceptionally well, relating it to readings and other material (readings, course material, discussions, experiences, etc.)

Participates actively and equally in class discussion, 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.

100 Excellent Participation

• On time and 1-2 absences
• Has analyzed course material exceptionally well, relating it to readings and other material (readings, course material, discussions, experiences, etc.)
• Participates actively and equally in class discussion, 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

Grading

Course grades will be calculated based on the following percentages (note these are percentages not points). The percentage is calculated by dividing your total number of points by 100:

- A 100-94/A- 93-90
- B+ 89-87/B 86-84/B- 83-80
- C+ 79-77/C 76-74/C- 73-70
- D+ 69-67/D 66-64/D- 63-60

Incompletes

a. 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 course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

Technology

a. This is a course in which you will often be asked to take notes or to access materials online. However, out of courtesy to me and other students, please do not use laptops, cellphones, iPads, etc. during class for non-class related activities. Students who frequently use technology during class discussions will be given one warning, and then
will receive significant reductions in their participation grade. Any student who requires
the use of technology for health or other reasons should contact the instructor at the
beginning of class.

⇒ Assignment Practices

a. **Drafts:** students may submit a draft of their assignment for review in advance of its due
date. I will provide ungraded feedback based on the rubric. The latest you may submit a
draft to me is one week before its due date-this provides me with the time necessary to
provide quality feedback and you with time to respond to it. Most students have found this
helpful in producing a quality paper that earns the grade they desire.

b. **Due dates:** Most assignments are due by midnight on the date listed in Canvas. However,
I will grant a grace period of one week in which you can submit your assignment. I will
not accept a draft for review during the grace time. While I will accept the assignment, the
points awarded will be reduced by the equivalent of ½ letter grade. Assignments submitted
after the one-week grace period will be accepted and have their points reduced by the
equivalent of ½ letter grade for each day beyond the grace period. Exceptions to this will
need permission of the instructor one week prior to the due date and will only be made in
extenuating circumstances.

c. Resubmission: Sometimes despite your best effort, the peer review, and/or your
submission of a draft to me for review, your assignment misses the mark. You may choose
to resubmit one assignment (note: you must have submitted an assignment in the first
place). If you would like to resubmit, you will let me know prior to the last scheduled date
of class. To resubmit, you must meet with me or have received significant written
feedback about the needed improvements to the assignment. A resubmitted assignment
will be accepted up until one week past the last class date.

d. Submission format: all assignments are submitted via Canvas assignments. Documents
should be 11/12-point font, single spaced and the narrative portion within 2pages of the
recommended length. Cover pages, executive summaries, extensive use of graphic
elements, references and appendix are not part of the length of the paper. The principles of
good design are expected in assignments and accounted for in the rubrics. Additionally,
well-written, error free narrative using professional language and tone are expected.
Beyond traditional document formats, you can use more creative media formats for your
assignments –I will use the same grading rubric regardless. A less traditional format may
require a bit of conversation about length and submission format.

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

e. **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 MSU 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

f. Mental health and well-being:

The University of Michigan is committed to advancing the mental health and well-being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- Counseling and Psychological Services (CAPS) at (734) 764-8312
  The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email atmshaughm@umich.edu.

- University Health Service (UHS) at (734) 764-8320

- Additional campus health and wellness resources

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

g. 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.

h. 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 2nd 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.

i. 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

j. 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.

k. Military deployment:

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

I. Writing skills and expectations:

Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

j. Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

k. Inclusivity Statement

Student represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
- share their unique experiences, values and beliefs
• be open to the views of others
• honor the uniqueness of their colleagues
• appreciate the opportunity that we have to learn from each other in this community
• value each other’s opinions and communicate in a respectful manner
• keep confidential discussions that the community has of a personal (or professional) nature
• use this opportunity together to discuss ways in which we can create change