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. Undergirding 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 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 COMPETENCIES AND PRACTICE BEHAVIORS**

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 OBJECTIVES

On completion of this course, students will be able to:

1. 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)
   a. 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)
   b. 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.MHS)
   c. 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)

2. 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)
   a. 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)
   b. 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)

3. 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)
   a. 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)

4. 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)
   a. 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)
   b. 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)

5. Identify how social work ethics and values can guide practice with community and social systems. (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
E. Course Design

In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Videos and guest speakers will be utilized to provide examples of current and past practice. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

**Multiculturalism and 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 as community of residence.

**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.

**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.

**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.

**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 “Multiculturalism and Diversity” and “Social Justice” above.

**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.

Course Information Above - Faculty Approved Sep. 3, 2014.
F. STUDENT MENTAL HEALTH AND WELLBEING

The University of Michigan, Ann Arbor is committed to advancing the mental health and wellbeing of its students. Services are available, if you or someone you know is feeling overwhelmed, depressed, and/or in need of support. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and at the CAPS website: [https://caps.umich.edu/](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](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [http://www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

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

G. ACCOMMODATIONS

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work’s policy that instructors keep this information strictly confidential.

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On September 14, 2016 their location and contact information was as follows:

- **Location**—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045
- **Phone**— (734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)
- **Email**— ssdoffice@umich.edu
- **Working Hours**— Monday through Friday, 8:00 a.m. to 5:00 p.m.

Please note that contact, location and working hours information for the office is available via the search function of the University of Michigan website [http://www.umich.edu](http://www.umich.edu) and the University of Michigan Phone Directory service.

H. CREATING A POSITIVE LEARNING ENVIRONMENT

This section has been quoted from Janet Ray's syllabus for SW 560 offered in the Fall 2013 semester. The instructor acknowledges her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of past SW 560 instructors Luke Shaefer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

"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)."
Electronic Devices
In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

Religious Observances
Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members') lives easier if you bring this up during the first week of the semester.

Contacting Instructor
A note about email: Please place “SW 697: ” in the subject line. Please note, I do not check my University of Michigan email every day of the week, and therefore, I may not respond to your email the same day that you send them. However, I will try my best to respond to your email within 48 hours of receipt. For urgent matters, please call my mobile phone (314.322.6184) and leave a message.

I. SAFETY & EMERGENCY PREPAREDNESS
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (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 (2) 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 and/or email ssw-ADA compliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/
Register for UM Emergency Alerts at: http://www.dpss.umich.edu/emergency-management/alert/
Report a hate crime or bias-related incident at: https://expectrespect.umich.edu/topic/report-incident

Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).
2. CLASS REQUIREMENTS

A. TEXTS AND CLASS MATERIALS

**Recommended Texts & Source Materials:**

2. Gamble, Dorothy & Weil, Marie (2009). Community Practice Skills: Local to Global

It is recommended that students purchase / rent the Reich text. Materials from other text included in class lectures.

Each class session has assigned readings that students are expected to have read prior to coming to class. Readings and the date they are due to be read by, will be listed on the “Readings for Class Sessions” page on the Canvas site for this course. Please check this page on a regular basis as it is updated throughout the term. Readings are typically discussed during class sessions on the date they are due or in subsequent class sessions. Not every reading may be discussed in class based on flow and progress of the course and in-class discussions.

Most, but not all, of the readings will be posted at least one week prior to the date they are due to be read by on “Perusall” (see Canvas site – left hand navigation to access Perusall). Students will need to access Perusall from the Canvas site for this course to read these articles (and be graded on them).

Journal, newspaper and media articles etc. not posted in Perusall are available through the University of Michigan Library system for students registered for the course. Students are responsible for using library systems to access readings and course materials that are required but not posted on Perusall and/or Canvas. At times, PDF scans or equivalent of some readings may be available in the “1. Resources” folder in “Files” section of the Canvas site for this course.

B. CLASS SCHEDULE

Please refer to course site on Canvas LMS (Learning Management System) for a detailed listing of topics and agenda for each session. These can be quickly accessed using the “Agenda Pages Quick Links” page on the Canvas site. There is also a link to this page on the home page of the Canvas site for this course. Session topics are subject to change during the semester. The most up to date information will be maintained on Canvas.

<table>
<thead>
<tr>
<th>Session Topic(s)</th>
<th>Session Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 1: Session Schedule – Dates &amp; Topics</strong></td>
<td><strong>Team Work Week</strong></td>
</tr>
<tr>
<td><strong>1 Jan 15</strong> Introduction, Teams, Self-assessment</td>
<td><strong>8 Mar 12</strong> TEAM WORK WEEK</td>
</tr>
<tr>
<td><strong>2 Jan 22</strong> Systems &amp; Frameworks</td>
<td><strong>9 Mar 19</strong> Theories of Social Change</td>
</tr>
<tr>
<td><strong>3 Jan 29</strong> TEAM SOCIAL EVENT</td>
<td><strong>10 Mar 26</strong> TEAM WORK WEEK</td>
</tr>
<tr>
<td><strong>4 Feb 5</strong> Assessment in social work practice</td>
<td><strong>11 Apr 2</strong> Mobilization</td>
</tr>
<tr>
<td><strong>5 Feb 12</strong> Assessment (contd.) &amp; Mapping</td>
<td><strong>12 Apr 9</strong> Advocacy</td>
</tr>
<tr>
<td><strong>6 Feb 19</strong> Entering Communities</td>
<td><strong>13 Apr 16</strong> Ethics</td>
</tr>
<tr>
<td><strong>7 Feb 26</strong> Engaging Communities</td>
<td><strong>14 Apr 23</strong> Summation (Attendance Mandatory)</td>
</tr>
</tbody>
</table>
c. ASSIGNMENTS & GRADING

Individual assignments are assignments that you will complete by yourself and team assignments are those you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team's) and the work of others needs to be properly attributed. (Please pay close attention to the "Academic Honesty and Integrity" section of this syllabus in terms of attribution expectations.)

Note: All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the Canvas site for the course.

If you think you will be late in submitting an assignment, please inform the instructor(s) before the due date. The instructor may at their discretion accept late assignments and may impose a penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments, if any, and the whole team will be penalized for late submissions.

Community Engagement – Self-Reflection Paper (Max.: 5 points)

The ‘Community Engagement – Self-Reflection Paper’ is an individual assignment. You will be asked to attend and observe/participate in two events from a list of events provided by the instructor. You will write a self-reflection paper. Details provided on Canvas site for this course.

Community Engagement – Observations Paper (Max.: 5 points)

The ‘Community Engagement – Observations Paper’ is an individual assignment. You will draw on and make connections with CSS (Community and Social Systems) competencies about the same two events you wrote your ‘Community Engagement – Self-Reflection Paper’ about. Details provided on Canvas site for this course.

Mini-Community Assessment Assignment (Max.: 25 points)

The 'Mini-Community Assessment Assignment' is a team assignment. At the beginning of the semester you will be assigned a team with two to four fellow students. As a team you will choose a community to focus on and will profile and assess the community. For this assignment, you are expected to use the knowledge from your past experiences, from this course’s content, and from the class pre-requisite course, SW 560: Introduction to Community Organization, Management, and Policy/Evaluation Practice. You will assemble quantitative and qualitative data to present as a part of your assessment. Details of the assignment will be provided during class sessions.

Engagement & Advocacy Proposal (Max.: 25 points)

The 'Engagement & Advocacy Proposal' is a team assignment. After assessing a community's needs, you will prepare to influence the systems affecting the community by creating a proposal for engaging the community and advocating for policies that would benefit the community. For this assignment, you are expected to use the knowledge from your past experiences, from this course’s content, and from the class pre-requisite course, SW 560: Introduction to Community Organization, Management, and Policy/Evaluation Practice. Details of the assignment will be provided during class sessions.

Online Forum Postings (Max.: 2 postings = 5 + 5 = 10 points)

Through the semester each student will be expected to respond to questions and / or discussions that the instructor(s) post via an online forum. You can earn up to 5 points in each of these posting assignments through your responses to the questions or to your peers' comments.

Reflection Paper (0 points) & Individual Evaluation of Team (Max.: 5 points)

The initial 'Reflection Paper' will carry no points assigned. It is a way to help you reflect on working in a team and get to the people you will work with through the term. Specific details about the paper and the assignment will be provided during lecture.
The 'Individual Evaluation of Team' is a required individual assignment. It is an opportunity at the end of the semester for you to provide input into your individual contributions in team assignments and provide feedback on your experiences working in your assigned team. It is expected that your responses will be confidential and that you as a student will not have access to the submissions of other students in the class. You can earn a maximum of 5 points towards your grade for the course in this assignment based on the feedback received from other members of your team.

**Class Critical Thinking and Q&A (Max.: 15 points)**

Discussions, assignments and activities during class sessions are an essential method of learning in this course. Class discussions work well when students come prepared to class by having read the assigned readings for the class session (the most up to date information on assigned readings is on Canvas).

Merely showing up for class sessions gains you no points toward your grade for the course. Your level of preparedness for class sessions affects both your learning and that of your peers. Students who come prepared for class sessions enrich the quality and quantity of the lessons that they learn from the course content and contribute to their peers’ learning as well. Students who are not prepared for class negatively impact their peers’ learning through the effect they have on the class environment, in addition to detracting from their own learning.

To align incentives (i.e., grades) with actions (i.e., in-class learning), the “Class Critical Thinking and Q&A” grade (max. 15 points) is based on in-class discussions and assignments. Coming to class well prepared, participating in class discussions, contributing insights and views that demonstrate critical thinking will gain you points toward your “Class Critical Thinking and Q&A” grade.

Attendance in class sessions is not mandatory in this course with the exception of the last mandatory class session. Missing too many classes in a period may provide you less opportunity to gain points toward your course grade. Thus, there is incentive to come to class sessions prepared and no incentive to merely show up and attend class. Self-care and agency over your learning is also important. If you happen to be sick, it would serve you and your peers’ better if you stayed at home and recovered instead of coming to class ill. If you need to not attend class for some other reason (e.g., pursuing a different form of learning), you have the flexibility to decide for yourself where you would gain the maximum return on your time investment and choose what to give up for it. This grading structure provides you with the flexibility to miss a class without seeking any permissions or providing any explanations.

If you miss a class, it is your responsibility to find out what you missed from your team members. Please do not approach the instructor to “make up” the class or to “fill you in” on what you missed. The instructor will not be assigning additional work to enable you to “make up” a missed class. The instructor will not accept any additional papers, summaries, notes, synopses etc. of readings etc. as an alternative to attending class. As an instructor I want each student to attain their greatest learning potential for this course. I am not a gate keeper to your grade and view myself as a facilitator to your achieving the maximum grade you deserve based on the learning you achieve. Points will be applied toward deciding your grade for the course. The assignments and their respective maximum points that can be earned is as follows.

<table>
<thead>
<tr>
<th>ASSIGNMENT TYPE</th>
<th>ASSIGNMENT NAME(S)</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
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<tbody>
<tr>
<td>Individual Assignment</td>
<td>Class Critical Thinking and Q&amp;A</td>
<td>15 points</td>
<td>15%</td>
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<tr>
<td></td>
<td>2 Online Forum Postings (5 + 5 = 10 points)</td>
<td>10 points</td>
<td>10%</td>
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<tr>
<td></td>
<td>Instructor's evaluation of student's holistic</td>
<td>10 points</td>
<td>10%</td>
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<tr>
<td></td>
<td>performance during the semester</td>
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<tr>
<td></td>
<td>Community Engagement – Self-reflection</td>
<td>5 points</td>
<td>5%</td>
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<tr>
<td></td>
<td>Community Engagement – Observations</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper/Individual Evaluation of Team</td>
<td>5 points</td>
<td>5%</td>
</tr>
</tbody>
</table>
ASSIGNMENT TYPE | ASSIGNMENT NAME(S) | MAXIMUM POINTS | MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS
--- | --- | --- | ---
Team Assignment | Mini Community Assessment | 25 points | 25%
 | Engagement & Advocacy Proposal | 25 points | 25%
**TOTAL** | **100 POINTS** | **100%**

Translation of points earned to grade assigned for course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Grades of &quot;A+&quot; 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.</td>
</tr>
<tr>
<td>A or A-</td>
<td>Grades of &quot;A&quot; or &quot;A-&quot; 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.</td>
</tr>
<tr>
<td>B+</td>
<td>A grade of 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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>A grade of B- denotes that a student’s performance was less than adequate, reflecting only moderate grasp of content and/or expectations.</td>
</tr>
<tr>
<td>C+ or C</td>
<td>The grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.</td>
</tr>
<tr>
<td>C- to F</td>
<td>Grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in many/most aspects of a student’s performance.</td>
</tr>
</tbody>
</table>

Please also refer to Chapter 7: Grades in Academic Courses and in Field Instruction and Chapter 17: Student Grievances of the Student Guide (https://ssw.umich.edu/msw-student-guide).

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

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism
Academic Honesty and Integrity

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation."1 Section 1.12.02 of the 2013-14 MSW Student Guide states:

Examples of plagiarism include, but are not limited to:
1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

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.

Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

Ignorantia juris non excusat. Ignorance of the code will not excuse you from being held accountable for your transgressions of the code.

LEO – Lecturers’ Employee Organization, AFT Michigan Local 6244, AFL-CIO

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