Course title:	**Introduction to Community Organization, Management, and Policy/Evaluation Practice**
Course #/term:	SW 560, Winter 2020 (Hybrid)
Time and place:	Mondays 6-9 pm and online, [Room #2752] This section meets in person the following days: 1/13, 2/10, 3/16, 3/30, 4/13
Credit hours:	3
Instructor:	Dr. Shanna Katz Kattari
Pronouns:	She/her/hers or name as pronoun
Contact info:	**Email:** Skattari@umich.edu **Phone:** 734.763.0074 You may expect a response within approximately 48 hours
Office:	4706
Office hours:	Mondays we have class 4-5pm, Tuesdays 4-5pm, and by appointment

1. Course Statement

a. Course description

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

b. Course design

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. 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.

This section is designed as a hybrid course, meaning that the majority of the course will be completed through an online platform. There will be **five (5) in-person** class sessions. The online course portion is referred to as a MOOC (Massive Open Online Course). The MOOC is comprised of weekly "modules" (like classes) that include mini-lectures, online reflections, assignments, and readings. In-Class sessions may include lecture, skill building activities and exercises, guest speakers, and videos.

On completion of this course, students will be able to:
1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.
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.
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.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practices.

This course addresses the following competencies and practice behaviors:
1. **Identify as a professional social worker and conduct oneself accordingly**. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers advocate for client access to the services of social work and attend to professional roles and boundaries.
2. **Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles; apply strategies of ethical reasoning to arrive at principled decisions.
3. **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned

discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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

5. **Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers: advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.

6. **Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers: use research evidence to inform practice.

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

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that

policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers: analyze, formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action.

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

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Through **assessment** social workers: collect, organize, and interpret client data, assess client strengths and limitations, develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies. Through i**ntervention** social workers: initiate actions to achieve organizational goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings. Through **evaluation** social workers: critically analyze, monitor, and evaluate interventions.

c. Curricular themes

Themes related to PODS 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.

Themes related 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.

d. Relationship to social work ethics and values

The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

2. Class Requirements

a. Text and class materials

This course utilizes *Canvas* and *edX edge* as a resources for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on those sites. Please review the sites carefully. Login to the Canvas portal at: https://canvas.umich.edu to find the course materials and here: https://edge.edx.org/courses/course-v1:MichiganX+sw560_002+2020_winter/about to find our edX course site.

There is no required text for this course. Readings for each topic are listed on Canvas (for in class sessions) and edX (for online sessions). Students are expected to have completed all assigned readings prior to in person class sessions, as these will serve as the basis for class discussion, activities, and assignments.

Recommended Texts:
Klein, K (2011). Fundraising for Social Change (6th ed). San Francisco, CA: Jossey-Bass.

Wells, D (2015). Community Organizing. Cambridge, MA: Polity Press

b. Class schedule

Changes in the course schedule due to weather/illness will be given as far in advance as possible; alerts will come over email and changes will be posted to canvas; etc.

Class Session/ Date	In Person/ Online	Topic	Readings/Assignments *Due by mid-week (Thursday at 11:59 p.m.) unless otherwise noted*	Assignment Due No Later Than:
Class 1 Jan 13th	In Person	Intro, Course Overview, Intro to Motivational Interviewing	- Syllabus - Grand Challenges of Social Work - Motivational Interviewing in Social Work Practice	N/A
Class 2 Jan 20th	Online	MOOC Module 1: Community Organizing as a Form of Social Work	- Reflection (in MOOC) - Skills Inventory (in MOOC) - Ethics Discussion Prompt (in MOOC) - Quiz (in MOOC)	Jan 23, 11:59 p.m.
Class 3 Jan 27th	Online	MOOC Module 2: Management as a form of Social Work	- Adaptive Leadership Case Study (in MOOC) - Marginalization in Management Reflection (in MOOC) - Quiz (in MOOC)	Jan 30, 11:59 p.m.
Class 4 Feb 3rd	Online	MOOC Module 3: Policy Advocacy as a form of Social Work	- Reflection (in MOOC) - Advocacy Event OR Policy Memo (in MOOC, begin) *Note: this assignment due date is delayed, reflected below* - Quiz (in MOOC)	Feb 6th, 11:59 p.m.
Class 5 Feb 10th	In Person	Content Reinforcement/ Group Formation	- Lee H. Staples PhD (2001) Insider/Outsider Upsides and Downsides, Social Work with Groups, 23:2, 19-35, DOI: 10.1300/J009v23n02_03 - Organization Practice - A Guide to Understanding Human Services	N/A
Class 6 Feb 17th	Online	MOOC Module 4: Assessment	- Reflection (in MOOC) - Photovoice (in MOOC)	Feb 20th, 11:59 p.m.

			- Advocacy Event OR Policy Memo (in MOOC, due) *Note: this assignment is in Module 3* - Quiz (in MOOC)	
Class 7 Feb 24th	Online	MOOC Module 5: Strategy / Sustainability	- Reflection (in MOOC) - SWOT Analysis (in MOOC) - Application of Kotter Change Model (in MOOC) - Quiz (in MOOC)	Feb 27th, 11:59 p.m.
March 2	**No Class**	**Spring Break**	**N/A**	**N/A**
Class 8 Mar 9th	Online	MOOC Module 6: Human Resources	- Reflection (in MOOC) - Conflict Resolution Case Study (in MOOC) - Quiz (in MOOC)	Mar 12, 11:59 p.m.
Class 9 Mar 16th	In Person	Understanding Communities & Organizations/ Group Work	- Consensus Organizing - A Community Development Workbook - Ch. 6 - Social Work Macro Practice Assessing Communities	N/A
Class 10 Mar 23rd	Online	MOOC Module 7: Fund Development	- Grant Proposal Review (in MOOC) - Ask for Money (in MOOC) - Quiz (in MOOC)	Mar 26, 11:59 p.m.
Class 11 Mar 30th	In Person	Program Development, Implementation, Monitoring & Evaluation	- Logic Model - Speaking Effectively slide deck - Blog post on non-profits and outcomes: https://nonprofitaf.com/2016/03/dude-whats-with-this-notion-that-nonprofits-dont-have-clear-outcomes/	N/A
Class 12 Apr 6th	Online	MOOC Module 8: Evaluation	- Reflection (in MOOC) - Focus Group Review (in MOOC) - Quiz (in MOOC)	Apr 9, 11:59 p.m.
Class 13 Apr 13th	In Person	Summary & Class Presentations	- Culminating Assignment (presentation and supporting	N/A

			documents, due on class day)	

ASSIGNMENTS

The online MOOC modules all incorporate two to three activities. The activities include either:

1) a reflection about the reading or TED talk you watched, plus one or two short assignments, or
2) two short assignments

Each MOOC module also incorporates a quiz that covers the module content.

Outside of the MOOC, you will complete a simulation about motivational interviewing. This simulation can happen at your leisure, but must be completed by the date listed in the assignment detail below. In addition, you will have one semester-long, group assignment that works to tie together the learning in the course. Details are as follows.

c. Assignments

Assignment	Due date	Percent of overall grade
In MOOC reflections	Throughout the semester	10%
In MOOC assignments	Throughout the semester	25%
In MOOC quizzes	Throughout the semester	10%
Motivational Interviewing Simulation	April 16th, 11:59pm	10%
Culminating Assignment	April 13th, 6pm	30%
Participation	April 13th, 6pm	15%

1. In-MOOC Reflections

Some MOOC modules include reflection questions about the reading or TED talk you watched. These include:

- Module 1
- Module 3
- Module 4
- Module 5

● Module 6
● Module 8

Reflections receiving highest marks will be those that thoroughly answer the question asked, are well written, insightful, and make connections to practice. Reflections are due by the dates listed in the chart above. These dates correspond to the Thursday following the class date. For example, the reflection for Module 1 must be done by the Thursday that Module 1 was assigned.

Reflection answers are worth 10% of your grade.

2. In-MOOC Assignments
There are 11 short assignments within the MOOC environment itself. Assignment directions are all included in the MOOC. I have noted those assignments on the class schedule to be sure you do not miss them. All in-MOOC assignments are due by the end of the day Thursday, the week of the class. For example, the assignments for Module 1 must be done by Thursday, 3 days after Module 1 has been assigned. Below is a listing of the in-MOOC assignments, as well as their total point values:
● Skills Inventory, Not graded, but required
● Ethics Reflection, 10 points
● Adaptive Leadership Case Study, 10 points
● Marginalization in Management Reflection, 10 points
● Advocacy Event or Policy Memo (your choice), 20 points *(Note the due date on this assignment is delayed)*
● Photovoice, 20 points
● SWOT Analysis, 10 points
● Application of Kotter Change Model, 15 points
● Conflict Resolution Case Study, 15 points
● Grant Proposal Review, 20 points
● Ask for Money, 15 points
● Focus Group Review, 10 points

These in-MOOC assignments are worth 155 total points, which is worth 25% of your grade.

3. In-MOOC Quizzes
Each MOOC module ends with a brief, 10 question quiz. These quizzes have been designed to ensure you have watched and understand the content in that MOOC module.

In-MOOC Quizzes are worth 10% of your total grade.

4. Motivational Interviewing Simulation Assignment
 Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment, with an online "client." In this

class, we will be practicing the skill of motivational interviewing. While this particular simulation is more micro in focus (your client "Gabe" is referred to you for concerns about his alcohol use), the format and process of motivational interviewing has great value in a macro context.

For this assignment, you will review the lesson about motivational interviewing (within the simulation), and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). While this assignment can be done at any point through the semester, I encourage you do it rather soon, before your semester heats up. To access the simulation, go to: https://sites.google.com/umich.edu/simmersion/home, and click "Request Access to SimMersion Simulations."

This motivational interviewing simulation assignment is worth 10% of your grade.

5. Culminating Assignment
This course will have one major, culminating assignment, designed to help you pull together what you have learned through the semester.

As a way to reflect on the experience of this assignment, a self-evaluation and peer-evaluation are required, due on the same day as the final presentation. Class time during our in-person sessions will be used to work on your assignment, but additional time outside of class will be necessary if you hope for a positive result.

Details of each piece of this assignment are as follows:

1) Identification of a community or organizational problem
This piece of the assignment is designed to identify and understand a problem within a community or a community organization. You will spend some time identifying and analyzing one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other problems not listed that you could pursue.
   a. Community Issues: High rates of violence in a specific area; lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food, trans affirming shelters, multi-lingual services BIPOC centered LGBTQIA2S+ services; gentrification; inaccessible transist, etc.
   b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

This piece of the assignment has several purposes:
   ● To learn the skills necessary for understanding and analyzing a community or organization;
   ● To gain experience in reflective practice at the community or organizational level; and
   ● To learn and practice skills important to working in a team.

2) The development of an intervention plan for this identified problem
An intervention plan should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing the behavior of individuals by intervening in their environment. This can vary greatly. An intervention plan may be a new policy, a change in programing, new practices, or a combination.

This assignment has several purposes:
- To explore what an intervention plan may look like for an organization or community;
- To learn when and why to use an intervention plan;
- To practice the creation and development of a realistic intervention plan.

To learn and practice skills important to working in a team.

3) An original presentation and materials, detailing both the problem and the proposed solution
Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

This part of the assignment has several purposes:
- To practice the skills necessary for effectively presenting information and material to stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.
- To think critically about what information will be compelling to a stakeholder audience.

This third part of the assignment is the culmination of the work done through the semester. Each group is required to:

1) **Create a 10-15 minute presentation** detailing the needs assessment (part 1), as well as the intervention plan or proposed solution (part 2). Each team will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to a potential funder, the class will be that funder.

   This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation, but please make sure to use image descriptions and captioning to ensure accessibility. Please be prepared for questions from your classmates.

2) **Develop a leave behind item.** Each group must include some leave behind item. This can be a handout, brochure, brief summary, PowerPoint presentation or some other item of your choosing. This written item should support and/or further explain the points made in your presentation. If your visual aid is in the form of a handout or pamphlet, please provide hard copies for the class.

Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format available here: http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf.

Because this is the only part of the assignment itself that is presented/submitted for grading, be sure your presentation and/or product, deals with all of the things included in the rubric below:

Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience.	10
The community or organizational need/issue/problem is clearly identified.	10
Assessment: ● included all relevant stakeholders ● data collection methods were appropriate for this need/issue/ problem and community/organization	25
The intervention plan presented: ● matches or connects clearly to assessment findings ● demonstrates an understanding of the problem and how the problem is situated within the specific organization or community	25
The presentation supplemental materials: ● demonstrate graduate level work (graduate level quality) ● demonstrate an understanding of course materials	20
Peer and Self Evaluation	10
TOTAL	100

Please note: Each group member must turn in a self and peer evaluation. This should be turned in by presentation day on Canvas. Evaluations must be turned in by each group member and will not be shared.

Part 1. Self-Evaluation (Suggested maximum length: 1 page)
Describe your participation in the assignment. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's work. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this work, using the following guidelines:
   1 = Extraordinary; far exceeded the basic requirements for group work

2 = Very good work; generally exceeded the basic requirements
3 = Met the basic requirements for group work
4 = Fell below the basic requirements for group work

Part 2. Peer Evaluation
Write the name of each member of your group, and beneath each person's name, provide 2-3 sentences describing their participation in and contributions to the assignment. Provide each person a grade using the above criteria.

This culminating assignment is worth 30% of your grade.

6. Participation
Class participation is more than mere attendance. It includes things like being actively present in the classroom, engaging with assigned material, preparing for class with questions, completing assignments, reflections, and discussions on the MOOC, doing assignments, attending office hours, sharing resources with your peers, and participating in activities - both in class and online. The class participation grade is a subjective grade – I will use the grading matrix on Canvas to determine the class participation grade.

Participation is worth 15% of your grade.

ATTENDANCE POLICY
While in general, flexible attendance policies are best practice, this course is unique, given that we only have FIVE in person courses. Therefore, students are unable to miss an in-person class without some detriment to their grade. Students who will miss due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. **Please note that the student is responsible for all of the content missed during their absences. There will be no opportunity for in class assignments to be made up.**

d. Grading

References; MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

Submission of Assignments

All assignments must be submitted online via Canvas at or before the time it is due as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Any late assignment will lose 3 points for each day it is late unless arrangements are made with

me for an extension prior to the due date. I will not accept late assignments further than a week past their initial due date.

Occasionally, unforeseen circumstances arise (e.g., illness, mental healther, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, it is YOUR responsibility notify me. At my discretion**,** your request for an extension that takes place MORE than24 hours before an assignment is due <u>will likely</u> be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around grading, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

Letter grades from A through F are given for class performance. A grades are given for ***exceptional individual performance and mastery of the material***. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.

Grading Scale (by percentage)
97-100 = A+
93-96.9 = A
90-92.9 = A-
87-89.9 = B+
83-86.9 = B
80-82.9 = B-
77-79.9 = C+
73-76.9 = C
70-72.9 = C-
67-69.9 = D+
63-66.9 = D
60-62.9 = D-

Grade Contestation
As a program, we strongly discourage grade grubbing *of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future.*

If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing *explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with me (your professor) to discuss the grade in person.* Note that re-reading an assignment submission can result in either a lower or a higher *grade and that this grade will be final.*

Universal Design for Learning
I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

Laptop Policy
Laptops and other forms of technology may be used for appropriate classroom purposes only, such as taking notes, accessing readings on Canvas, doing class related research, etc. Email, Facebook, instant messaging, online shopping, surfing the Internet, etc. are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Dependent Care Resources
For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

You are welcome to bring your children to class as needed; I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

Additional School and University policies, information and resources are available here: 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*