COURSE TITLE: Planning for Organizational and Community Change
COURSE NUMBER: SW 651 / URP 587 (Winter Term, 2020, Section 001, Class# 20698)
TIME & PLACE: Wed 6:00 - 9:00 p.m., School of Social Work Building, Room B684
CREDIT HOURS: 3
PREREQUISITES: SW 560 or equivalent or permission of instructor
INSTRUCTOR: Rabindar Subbian, MSW, MBA
CONTACT DETAILS: 314.322.6184 | rabindar@umich.edu – Start email subject line with SW651:
OFFICE HOURS: By appointment at SSWB 3798

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

This course taught by a LEO Lecturer.

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This syllabus builds on the collaborative efforts of Trina Shanks, Shane Brady, Adisa Chaney and Leo Kattari from whose past syllabi I have drawn from and from those who they drew their inspirations from.

COURSE BACKGROUND

COURSE DESCRIPTION

This course examines planning as a systematic process for community change that promotes social justice and empowerment. The course critically analyzes the sociopolitical and organizational contexts in which planning occurs, as well as major models and methods of planning practice. It presents practical tools for engaging community members, assessing community strengths and needs, setting goals and developing action plans, fostering support and partnerships for implementation, and evaluating and monitoring results. Emphasis is placed on participatory planning processes with marginalized and oppressed groups (including 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).

**COURSE CONTENT**

Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and This course assumes a conceptual and pragmatic approach to planning for change to foster community well-being, including change involving human service organizations and their programs. The central focus of the course is planning with regard to problems affecting disadvantaged and disenfranchised groups in society. Emphasis is placed on prevention and the design of community interventions leading to the improvement of social policies and services, which contribute to the equitable distribution of goods, services, and resources. Students study a range of analytic and interactional tasks performed by community planners at all stages of the planning process. These tools include force-field analysis, SWOT analysis, Delphi method, PERT charting, as well as others. Various approaches to planning are considered; for example, rational-comprehensive models and social and political action. Emphasis will be placed on planning within the context of Social Work's commitment to serving the oppressed and marginalized, with a focus on diversity and plurality of interests in society. The ethical and moral implications of various planning related action strategies and probable outcomes will be examined using the NASW Code of Ethics as well as other relevant documents. Awareness of one's own personal values and ideology and their influence on community organizing will also be explored.

**COURSE OBJECTIVES**

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

1. Distinguish among major approaches to planning for community change and empowerment among diverse constituencies. (Practice Behaviors 3.CO, 3.MHS, 4.CO, 4.MHS).
3. Conduct an assessment and formulate a plan at the organizational or community level, drawing on empirical studies to inform planned interventions. (Practice Behaviors 3.CO, 3.MHS, 6.CO, 6.MHS, 10.b.CO, 10.b.MHS, 10.c.CO, 10.c.MHS).
4. Identify issues of ethics and values arising in the field, especially those related to empowerment and how to foster responsive change. Develop an evaluation plan for creating, expanding, or improving a service program that is shared with or dependent on a number of institutions at the community level. (Practice Behaviors 1.CO, 1.MHS, 2.CO, 2.MHS, 5.CO, 5.MHS).
5. Develop an evaluation plan for creating, expanding, or improving a service program that is shared with or dependent on a number of institutions at the community level. (Practice Behaviors 9.CO, 9.MHS, 10.d.CO, 10.d.MHS).

**COURSE DESIGN**

To achieve the course objectives, learning activities include readings, group discussion, experiential activities, and written assignments. Community resource persons may be invited to participate in ways that complement curricular content. Students are expected to be reflective, critical thinkers, actively engaged in classroom activities and responsive to constructive criticism. Students will have opportunities to work on planning projects aimed at impacting target communities, applying knowledge learned in the classroom.

**Theme Relation to Multiculturalism & Diversity:**

Students will learn that inter-ethnic communication and other forms of intergroup relationships are central to the success of planning efforts, which often must accommodate to the interests of an increasingly diverse public. In addition, planning is often dependent on the ability to secure the commitments of populations that may differ on demographic, geographic,
and psychographic characteristics, and on the ability to balance these against larger institutional and organizational interests.

**Theme Relation to Social Justice:**
Equity is a major theme in contemporary social planning, and this course will focus on how planners can assure that the interests of the most vulnerable and disadvantaged groups are represented and promoted through the planning process.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:**
Students will learn that planning methods can be used to correct social problems, the conditions that lead to them, and their consequences.

**Theme Relation to Behavioral and Social Science Research:**
This course will emphasize research since planning is anchored in research and scientific knowledge, and many of the assessment and evaluative tools are derived from research methodology. Likewise, the selection of intervention strategies is often informed by empirical analysis or the systematic application of social theory. Students will be expected to examine the empirical literature to inform their interventions.

**Relationship to Social Work Ethics and Values:**
The ethical and moral implications of various planning related action strategies and probable outcomes will be examined. Relevant insights will be drawn from the NASW Code of Ethics and contrasted with those of other occupational groups. (e.g., Association of Black Social Workers, American Institute of Certified Planners, American Institute of Planners, American Society for Public Administration, and others). Since planning is an attempt to influence who gets what, where, when, and how, this course will focus on the ethical implications of planning decisions. In particular, concerns related to equity and justice.

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**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/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see http://www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

**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.
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 “SW560: ” 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.

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/](http://www.dpss.umich.edu/)

Register for UM Emergency Alerts at: [http://www.dpss.umich.edu/emergency-management/alert/](http://www.dpss.umich.edu/emergency-management/alert/)

Report a hate crime or bias-related incident at: [https://expectrespect.umich.edu/topic/report-incident](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).

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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
**COURSE DETAILS**

**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 submitting an assignment, please inform the instructor(s) before the due date. The instructor may at her/his 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.

**Change Strategy Teach Back (Max.: 15 points)**

Each student will choose a subject during the first few days of class on which they will present to the rest of the class. Everyone will sign up for a topic and a time during which they will present. On their assigned time, students will educate other students and the instructor about their subject through any combination of lecture, discussion, media use and/or activities, and may choose to assign a short reading at least two days in advance. The teach back must include the following three components in no more than 15 minutes:

1. An overview/definition of the topic and identify a historical or modern example of the topic.
2. Identify the leaders, the planning and/or decision-making process for selecting this approach, and the expected outcomes.
3. Discuss limitations or weaknesses to approach. Any resources or sources used for the teach back MUST be cited.

**Self-Reflexive Journals- 3 journals - (Max.: 15 points / 5 points each)**

You will write 2 page long journal entries THREE TIMES throughout the semester in response to the prompts below in addition to any reflections you may have on the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases and reactions to engaging with different identity groups, individuals, and potential clients, as well as different frameworks, interventions, and theories for community change. Each entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. Only the instructor will be reading these journal entries (they will not be shared with the class).

- **Journal 1:** Prompts: Think about a complex social, political, or environmental issue you are passionate about or that resonates with you. What do you know about its history, movement leaders, or communities involved? What has been done to address this issue? How successful has it been, why or why not?
- **Journal 2:** Prompts: Think about the personal and professional identities you hold. Our identities inform how we lead and how our leadership or practice is perceived by communities and individuals we work with. Consider each aspect of your identity (race, class, gender, gender expression, sexuality, religion, ability, language, citizenship, education, size, and introversion/extroversion) and examine how your identities may influence your process or positioning in community change. How might your identities impact the communities you work with? How do you go about building relationships with communities who may have different identities than you?
• Journal 3: Prompts: Think about the different types of community and organizational change theories, models, and strategies we have explored throughout this course so far. What resonates with you the most? Have you seen any in action either through your field placement or through other groups or organizations in which you work or participate in? What are some limitations you see within these methods? How does this method incorporate cultural humility and address diversity, equity and inclusion?

Interview with a Current or Former Organizer and Reflection Paper (Max.: 15 points)

Each student will complete a 45-60 minute interview with a current or former organizer as approved of in advance by the instructor. As part of this assignment, you are expected to initiate contact with this person. No harassment. Remember you are representing yourself and the University, be respectful and courteous of their time and willingness to participate in an interview with you for this assignment. Please take great care to be culturally responsive to the interviewee and ensure you are using the correct name and pronouns throughout the interview and in your reflection paper. During the interview each student must ask the followings questions (you can paraphrase the question asked and/or combine questions, however, the answer(s) provided must satisfy the question(s) in the list below that has been paraphrased). Please feel free to ask additional or supplemental questions to receive a grade higher than “B”.

1. Tell me a little bit about yourself and what type of community organizing you have done?
2. How did you get involved in community organizing?
3. What are some challenges you have encountered as an organizer?
4. What are the most important aspects to organizing that need to be considered before entering into a community or planning a project with a community or organization?
5. Have you ever approached a community or organization in which you don’t share the same identities?
6. How do you build those relationships and navigate your (lack of) power and privilege in those spaces?
7. Have you had to work with individuals, decision-makers, communities or organizations where you don’t share the same values but still needed their input or buy-in? How do you navigate those difficult spaces and conversations?
8. What does collaboration mean to you? What makes collaborations successful? What makes them ineffective?
9. What do you consider successful community organizing? How do you measure success?
10. Anything else you want me to know about community organizing and planning for success and effectiveness?

Each student will complete a reflection paper of three to four pages about the organizer interview. Your reflection paper should include or address:

1. A brief profile about the organizer and what type of organizing they have done.
2. What aspects of the interview resonated with you the most?
3. How did the organizer incorporate diversity, equity and inclusion into their organizing work?
4. What social work values from the Code of Ethics did you see reflected in this organizing?
5. How will you incorporate what you learned from this organizer into your community change practice?

Graduate-level work is expected. Profiles should be presented in APA style with a References page citing the Social Work Code of Ethics, the interview and any other sources that were consulted for the assignment. Profiles should be typewritten and double-spaced in a standard font.

Learning Team Change Effort Project: Paper (Max.: 20 points) & Presentation (Max.: 15 points)

The class will be divided into teams based upon interest area for developing a community change effort including a strategic plan and evaluation plan. Each team will describe and analyze a current or recent community-level, complex problem, such as human trafficking, chronic homelessness, disconnected youth, food insecurity, racial health disparities, or neighborhood revitalization. The community can be anywhere in the world, yet it is important that someone in the group either has or can get access to key informants engaged in the change effort. The team will describe the community or organization problem through a literature review, conduct key informant interview(s) to
analyze the current state of the problem and identify any current change efforts. Using the information collected each team will identify a community change strategy to implement and develop a strategic plan for facilitating and evaluating the change process. This should not be something already being done at an organization but an innovative change strategy your team can implement to address your team’s selected community problem. As you team, you will discuss and decide upon:

1. Choose a community-level problem to analyze. The focus of the effort should be addressing a community-level problem, such as chronic homelessness, school to prison pipeline or food insecurity.
2. Choose a local organization that works to address the community-level problem.

**Team Paper Instructions**

1. Write a two-page literature review that describes and analyzes the problem that includes the following:
   a. Describe data that indicate the presence of the problem in the community (e.g., high school drop-out rates, number and characteristics of long-term homeless persons), including whether and how the problem disproportionately affects various groups (e.g., by race, income, gender and other social identities);
   b. Explain what makes the issue problematic, i.e., negative consequences for the group of people affected;
   c. Using various analytical tools we have read about and discussed, identify and describe contributing factors; and
   d. Explain the degree to which structural forms of oppression (e.g., racism, economic inequality) are part of the complex adaptive systems that support the existence of the problem.
2. Describe and analyze any change efforts currently being implemented by the organization you have selected. Based upon stakeholder interview(s), see this guide (Links to an external site.) for conducting key informant interviews, which you can conduct in person, by phone, or via Skype, Google video chat or similar technology.
   a. identify and describe the community group(s) and/or organization(s) that are leading the change effort;
   b. using course readings and content, characterize the type of strategy that is or seems to be developing to address the community problem and explain how well aligned this type of strategy is with the community problem;
   c. describe current challenges to implementing the change effort.
3. As a team, identify and explain an updated or different change effort strategy that could more effectively address the community-level problem. Based on your analysis of the problem, course content and key informant interview(s),
   a. identify and develop a problem definition;
   b. conduct a power analysis;
   c. identify a community change strategy;
   d. create a strategic plan and implementation timeline;
   e. Describe how community engagement, diversity, equity and inclusion are incorporated into the plan; and
   f. develop an evaluation plan for clearly measuring success and/or outcomes using SMART Goals.

Support your ideas for the change effort with at least 5 scholarly sources (peer-reviewed journal articles) relevant to the problem, e.g., evidence from education journals concerning the effectiveness of various strategies for addressing the achievement gap, from community mental health journals re: building effective systems of care for chronically homeless individuals with serious mental illness.

There is no page limit and your team is highly encouraged to use an innovative method of content delivery. Teams should ensure they have responded to all of the instructions above, using whatever formatting they like (e.g., bullet points, callouts, tables, figures) to present an attractive, professional document, yet APA style should be strictly followed for in-text citations and bibliographic references. One paper will be submitted for the entire group.

**Team Presentation Instructions**
Each team will create a presentation based upon the analysis and research conducted for the paper that will be presented to the class that covers four areas:

1. the problem definition,
2. a description of the power analysis,
3. an overview of the selected change strategy, strategic plan and implementation timeline;
4. an overview of the evaluation plan.

Presentations may not be longer than 20 minutes, and the team grade will be penalized if the presentation runs over time. There should be a visual component (poster, Powerpoint, Prezi, video, activity, etc.), and all images should include a description or captioning for accessibility. A reference list of the articles used should be incorporated into the presentation.

Upon completion of the presentations, your peers in class should have a better understanding of your team’s community-level problem, the change strategy being used to address it and how your team will measure success.

As the teams are assigned, the teams should decide on a project timeline and which activities are done collectively and which activities will be divided up and integrated later on. This also goes for who will do which part of each presentation. This is completely open to interpretation and the interest areas of the group. After the presentation, each member of each group will rate themselves and other group members based on how much effort each person contributed to the entire project (planning, writing, presenting, etc), so that if one group member winds up completing the majority of the project, they will be recognized for shouldering more of the responsibility. Students may consider reviewing the website Presentation Zen (http://www.presentationzen.com) for ideas and guidelines for designing presentations.

**Class Critical Thinking and Q&A (Max.: 20 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. 20 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.

Please refer to the course site on Canvas, which contains a detailed listing of topics, readings and agenda for each session. Session topics are subject to change during the semester. The most up to date information is on Canvas.

<table>
<thead>
<tr>
<th>ASSIGNMENT NAME(S)</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Critical Thinking and Q&amp;A</td>
<td>20 points</td>
<td>20%</td>
</tr>
<tr>
<td>Teach Back/Facilitation</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Interview with Organizer and Reflection Paper</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Self-Reflexive Journals (3)</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Learning Team Project Paper</td>
<td>20 points</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Team Project Presentation</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 POINTS</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**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</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>A-</td>
<td>Grades of &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 all aspects of a student’s performance.</td>
</tr>
</tbody>
</table>

As an instructor I want each student to attain their greatest learning potential for this course. The instructor is not a gate keeper to your grade and views themselves 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.

**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." 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.

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**COURSE MATERIALS & TEXTS**

**Recommended Texts & Source Materials:**


**Other Texts & Source Materials Referred**


**SESSIONS**

Please refer to course site on Canvas LMS (Learning Management System) for a detailed listing of topics and agenda for each session. Each class session has assigned readings from scholarly journals and media articles. A listing of the required readings for each class session is available on Canvas at: https://canvas.umich.edu and can be accessed using your UM uniqname/password login. Session topics are subject to change during the semester. The most up to date information will be maintained on Canvas.

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 15</td>
<td>Introduction to course.</td>
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<tr>
<td></td>
<td>Jan 22</td>
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<td>2</td>
<td>Jan 29</td>
<td>Team Formation Event.</td>
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<tr>
<td>3</td>
<td>Feb 5</td>
<td>Reflection Paper due.</td>
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<td>4</td>
<td>Feb 12</td>
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<td>5</td>
<td>Feb 19</td>
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<td>6</td>
<td>Feb 26</td>
<td>TEAM WORK WEEK (No Lecture)</td>
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<td>SPRING RECESS (Feb 29 – Mar 8, 2020)</td>
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<td>7</td>
<td>Mar 11</td>
<td>TBD: POSSIBLE TEAM WORK WEEK (No Lecture)</td>
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<td>8</td>
<td>Mar 18</td>
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<td>9</td>
<td>Mar 25</td>
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<td>10</td>
<td>Apr 1</td>
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<td>11</td>
<td>Apr 8</td>
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<tr>
<td>12</td>
<td>Apr 15</td>
<td>Summation Lecture. (Attendance Mandatory.) Individual Eval. of Team assignment due.</td>
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<tr>
<td>EXAM PERIOD (Apr 18 - 24, 2020)</td>
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**LEO** - Lecturers’ Employee Organization, AFT Michigan Local 6244, AFL-CIO