SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course Syllabus

Course title:	*Macro Practice Skills Laboratory*
Course #/term:	SW 512 03 Fall 2020
Time and place:	Mondays, 2-5pm, Room 1840 SSWB
Credit hours:	3
Instructor:	Katie Doyle
Pronouns:	She/her/hers
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<u>Definitions</u>
Online Synchronous = "Same time-different place"
We are all accessing the same platform(s) at the same time and—*to the extent possible*—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Zoom, Google Drive, Canvas, etc.).

Online Asynchronous = "Different time-different place" or "On-demand"
Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as "homework."

<u>In this course, there will be a blend of:</u>
- Online synchronous class time
- Online synchronous group time, generally <u>during</u> scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time
- In-person class time[1]

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student's unique needs. At the same time, my experience is that the more **interactive and engaged** we are when we are synchronous, the more we can <u>all</u> learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but **I urge you to consider enabling audio and video as much as possible when we are together, and <u>especially in small groups</u>**.

Note about in-person classes: Most weeks, I will hold a synchronous class from 2pm-4pm (with breaks!). At the time of this writing, we are scheduled to be in person on 9/10 || 10/1 || 10/22 || 11/12. On those dates, we will meet from 2:10-4:50, with a break in between. There will be no penalty if you do not attend in person, and I will make every effort possible to ensure that if you do not attend in person, you will have the same access and engagement with the content and the process.

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[1] At the time of this writing, we are still scheduled to hold in-person classes. This could change (!) and I will adjust accordingly.

Teaching philosophy

My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

Classroom Climate

True learning involves risk and, therefore, vulnerability. Leadership demands vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not "freeze" your understanding of any of us after one or two interactions. Expect that _we all have the capacity to grow and develop_. Finally, if you are someone who likes to interact and engage verbally, consider "moving back" occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider "moving up" and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone's learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice "Both - And" thinking and solution seeking
- Be attuned to both **Process** and **Content**: "process" is _how_ and _when_ you express yourself,

and "content" is *what* you say.
- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not "freeze" anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples' intent, not just the impact of others' communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don't contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:
- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

Land, Labor and Life Acknowledgment

We are coming from many places and I want to acknowledge the ancestral homeland and traditional territories of indigenous peoples who have been here since time immemorial and to recognize that we must continue to build our solidarity and kinship with Native peoples across the Americas and across the globe.

The University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

I also acknowledge that this country would not exist if not for the free, enslaved labor of Black people. I honor the legacy of the African diaspora and Black life, knowledge and skills stolen due to violence and white supremacy.

While the movement for justice and liberation is building, and we are witnessing the power of the people, many are still being met with violence and are being killed. Collectively, I join with all communities to say that this must end now. Black lives matter.

Course Description

This laboratory course will focus on developing practical skills for community organization, management of human services, and social policy and evaluation, including tools and techniques for successful work in the field. This course provides opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice. Special emphasis will be placed on approaches that strengthen socially just and culturally sensitive practice.

There is a commonality among macro skills across fields of practice (community organizing, management, social policy and evaluation); many of these common skills are covered in this skills lab (project management, community engagement, advocacy, etc.). This particular section will be a broad cross-section of skills needed by all macro practitioners.

Course Content

The course is designed to be taken in coordination with SW 560. All sections of the course will provide practical skills for community organization, management, and policy/evaluation overall, although some instructors will organize their section around their specific area of expertise and concentrate on one of these fields. Across all sections, all students will engage in hands-on, skill-based learning in the areas of data analysis and visualization, identification of key community stakeholder groups, power analysis, and program/project management.

The course content aligns with the core competencies of each respective field, and will support students who are enrolled or expected to enroll in their field placement. To this end, the Office of Field Instruction has provided information on common macro practice tasks which will be infused into this course; some tasks include, but are not limited to, memo writing, project management, excel or other spreadsheet program competence, and meeting and project management. The course assumes that each student will start the course with a different level of experience, and its learning activities will be designed to move each one further along from his or her starting point. Consistent with social work core values, the primary mission of the work of social workers in Community Organization, Management, and Policy/Evaluation is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty, and to understanding of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Course Objectives

Upon completion of the course, students will:
1. Understand the importance of macro practice skills for effective macro practice.
2. Develop knowledge of practical skills for community organization, management, and policy/evaluation.
3. Critically analyze best practices and research findings in these respective fields.
4. Gain competence in the appropriate adaptation of these practical skills for particular target communities or populations.
5. Understand approaches that strengthen socially just and culturally sensitive practice.
6. Employ practice skills to support effective community and organizational interventions.
7. Understand the applicability of these methods for the development, implementation and evaluation of social programs and policies.
8. Examine questions of social work ethics and core values.

Course Design

This course will use multiple methods including, but not limited to, lectures, role plays, demonstrations, readings, discussions, written assignments, individual, and group exercises. The primary pedagogy will be experiential, involving problem solving, project planning, and hands-on applications of real-world situations arising in the field. A list of illustrative assignments will be prepared and provided to instructors and prospective instructors of the course. The course will be assigned using a point system out of 100 total available points, which will then be converted into letter grades at the end of the semester.

Course Competencies and Practice Behaviors

This course considers the following competencies and practice behaviors:

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; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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.

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.

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.

Understand and utilize culturally competent and intercultural methods of practice, emphasizing methods to:
- Assess and diagnose community needs and assets in ways which gather information, increase participation, and strengthen social diversity;
- Build organizational capacity and institutional structures that regularize roles and relationships, strengthen representation and dialogue of diverse social and cultural groups, and increase influence by building coalitions with other organizations;
- Formulate plans and strategies that involve individuals and groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communications and conflict styles, and take steps for collective action;
- Implement plans, programs, actions or tactics conductive to organizational or community situations, build constituency support, and collaborate and negotiate with diverse groups relevant to implementation.
- Monitor and evaluate activities through techniques that assess activities and outcomes, raise critical consciousness, motivate participation, and contribute to improvement and change.

Relationship of the course to the four curricular themes

Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of tools that explore multi-cultural and diversity issues from perspectives of the (1) community organizer and community planner (2) manager 3) policy analyst/advocate; 4) organization or program; and (5) the community or client system.

Social Justice and Social Change are addressed through the use of readings, examples, cases, and role plays, and the development of skills that enable macro practitioners 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.

Promotion, Prevention, Treatment & Rehabilitation are addressed through the use of readings, examples, cases, and role plays, and the development of skills that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

Behavioral and Social Science Research: Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

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. 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.

Course Requirements

To the greatest extent possible, please use a laptop or a desktop computer for this course. Bring a laptop to in-person sessions.

Readings:

There are no required textbooks for this course. I will place all required readings on our course Canvas site in folders that correspond to the weeks they are due. I reserve the option of adding/removing readings, but I will give you at least one week's notice if I do so.

Note that some weeks have *optional* readings. You are not expected to read *optional* readings for class. They are helpful resources if there are topics you would like to learn more about or if you would like to get more depth on some aspect of the course.

Assignments

In this course, you will manage the assessment of your progress through the course by choosing some assignments and skipping others. Throughout the term, you will choose assignments that have an associated number of points. Organizing the course this way gives you a lot of freedom but also a lot of responsibility in managing how your performance is assessed.

As you will see in reading through the details, you will earn points most easily by being critically engaged with the course material, with your classmates, and with me. Life will be easiest for you in this course with steady progress throughout the term rather than heightened activity at a few

points. (In other words, <u>do assignments steadily throughout the course, and **do not wait until the end** to cram</u>!)

There are three assignments that are **required,** and you will <u>choose</u> the others. There are some due dates associated with assignments, and some assignments have no due dates.

The REQUIRED assignments have firm due dates.

Your attendance and engagement is rewarded: 100 points is dedicated to attendance and engagement. In this case, "attendance" does NOT mean you have to come to the in-person classes.

You <u>are not expected to complete all the assignments</u>, because there are more assignments than any student will need to complete to earn an A.

In addition, from time to time I might end up adding optional assignments; that happens because conferences, lectures, opportunities come up in the school that I want you to have an opportunity to take advantage of, so I will make them a 25-point assignment. I will notify you when this happens. Finally, you may note that one assignment option is to schedule a meeting with me to plot out your path in this class. I can help you choose assignments that correspond with what you want to learn.

(This process starts off very confusing, but it will become clearer once we have a chance to discuss it in class!)

25 Point Options	50 Point Options	100 Point Options	
Choose any number	**Choose any number**	**Choose ONE (1) or None:**	**Individual, pairs or group**
Meet with Katie to map your your plan for the course. **SCHEDULE before 10/5/20** — 25			
United Way 21-Day Equity Challenge **DUE 9/14/20** — 25	Policy Advocacy Article Takeaway — 50	Interactive Training ***This must be approved by 10/26/20**	
Election Reflection **DUE 11/2** — 25	**Facilitator's Agenda DUE 11/2/20** — **50**		100
Power Map — 25	Shorten a Policy Brief — 50		
Policy Reflection **Due 10/5** — 25	Data Visualizations — 50	**Due 12/10/20**	
TBA: Lectures, conferences, etc. — 25	Survey Design (individual, pairs or group option!) **DUE 10/19/20** — 50		
Feedback Reflection — 25	Community Building Activities — 50	**DEI Checklist DUE 12/7/20** — **100**	
Elevator Pitch — 25	Program Budget — 50		
Submit DRAFT of your 100 pt assignment **DUE 11/16/20** — 25			
Simulation: 75% or 3 attempts DUE 11/30/20 — **25**			
Macro Practice Reflection **Due 12/13** — 25			
Total Points Available: 275	**Total Points Available: 350**	**Total Points Available: 200**	

Course Engagement & Attendance	100

All assignments are described in full on Canvas and you will turn in your assignments on Canvas.

Three assignments are **required**: the Facilitator's Agenda, the Coaching Simulation, and the DEI Checklist.

You may choose which other assignments you wish to complete

Total Points Available:	925
Total Points for an A:	**450**
REQUIRED	**175**
Individual, pair, or group	300

Class schedule

Date	Topic/Agenda	Asynchronous Work before class	Work to turn in before class
8/31	Introduction to Course		
9/7 **NO CLASS (Labor Day Holiday)**	Communications	☐ Content Guide 18F – Inclusive Language ☐ Demographic Survey For Organizing ☐ Visual design for accessibility ☐ Digital Accessibility Slides ☐ Understanding and Engaging Microaggressions video ☐ Core Organizing and Skills video	☐ **Discussion on Canvas**: Everyday words for Public Health Communications. Find 2 "original" sentences with "big" words and rewrite them using more plain language.

9/14	Using Data to Understand Social Contexts	☐ Video Lecture: Geographic profiles
		☐ Familiarize yourself with:
		  o Introduction to Census Data. http://guides.lib.umich.edu/census
		  o Gathering Information to Assess a Community. http://guides.lib.umich.edu/communityprofile
		  o Social Explorer Mapping. https://www.socialexplorer.com/explore/maps
		☐ OPTIONAL: University of Michigan Inter-university Consortium for Political and Social Research (ICPSR) : Finding and Analyzing Data https://www.icpsr.umich.edu/icpsrweb/ICPSR/
		☐ OPTIONAL: Map Power and Map Methodologies for Social Justice	

9/21	Policy Advocacy	☐ Video Lecture: Policy	Discussion on Canvas:

Date	Topic/Agenda	Asynchronous Work before class	Work to turn in before class
		Advocacy-Players in the Policy Arena ☐ Video: Targeted Universalism	Choose a podcast to discuss and comment on 2 other students' posts.
9/28 IN PERSON!	Organizing and Mobilizing Communities	☐ Video: Focus Groups ☐ Video: Focus Group example ☐ OPTIONAL: Health Care Providers Can Use Design Thinking	☐ Perusall Annotation: Building on Assets

10/5	Management	☐ Management is Still Not Leadership
		☐ Pioneers, Drivers, Integrators and Guardians
		☐ Video: Intro to Simmersion (note: the Simmersion simulation is due 11/30)
			☐ Power of Positive Deviance
			   o 3 takeaways
			   o 2 ways to apply
			   o 1 Critique
			   o 1 Question you still have

10/12	Equity	☐ AECF 7 Steps for Embracing Equity ☐ Five Faces of Oppression ☐ Four "I"s of Oppression ☐ Video: Shifting Organizational Culture towards Racial Equity & Social Justice ☐ 8 ways people of color are tokenized in nonprofits	
10/19 IN PERSON CLASS!	Leadership	☐ How Can You Be Sure Someone Has True Leadership Skills? ☐ Leadership that Gets Results ☐ Video Lecture: Leadership ☐ Video: Daring Leadership	
10/26	Strategic Communication	☐ Nytimes: How to Speak in Public ☐ How to Give a Great Presentation Even if You're Super Anxious About It ☐ Unproductive Meetings? Maybe It's You	☐ Perusall Annotation: Building a Strategic Thinking Organization

Date	Topic/Agenda	Asynchronous Work before class	Work to turn in before class
		☐ Amnesty International Meeting Facilitation ☐ 14 tips for running effective meetings ☐ The Spoken Word ☐ OPTIONAL: How to sound smart in TED talks: https://www.youtube.com/watch?v=8S0FDjFBj8o&vl=en	
11/2	Assessment	☐ Gift Explosion	**Required Assignment: Facilitator's Agenda** ☐ Perusall Annotation: Metathemes
11/9 IN PERSON CLASS!	Evaluation Data Visualization	☐ Video: 7 Tips for Good Survey Questions ☐ Chart Chooser ☐ DataViz Checklist ☐ Qualitative Chooser ☐ Design Principles for Data Visualization in Evaluation Pgs 5-20 ☐ Video: Evaluation Report: Data Visualization Example **I have a lot more material if you really get interested in Data Viz!	•
11/16	Finance and Fund Development	☐ Video: Fiscal Management ☐ Video lecture: Intro to grant seeking ☐ Guide to Funding Research ☐ The Nonprofit Starvation Cycle ☐ What is General Operating Support and Why Is it Important? ☐ Business Planning for Nonprofits: What It Is and Why It Matters ☐ The Matrix Map: A Powerful Tool for Mission-focused Non-profits	

Date	Topic/Agenda	Asynchronous Work before class	Work to turn in before class
11/23	**NO CLASS**		
11/30	Human Resources	**Reading:** ☐ Hiring: Building the Team you Want ☐ Engaged Feedback Checklist ☐ List of Core Emotions 2018	**Required Assignment: Simmersion Simulation**
12/7	TBA	☐ Measuring Love	**Required Assignment: DEI Checklist**

Grading

Letter grades are assigned to point totals according to the following schedule:

476+	A+	375-399	B+	275-299	C+	175-199	D+
450-475	A	325-374	B	225-274	C	125-174	D
400-449	A-	300-324	B-	200-224	C-	100-124	E

Assignments	Points Available
Course Engagement & Attendance	100
25-point assignments (11 available) **1 required = 25 points**	275
50-point assignments (6 available) **1 required = 50 points**	300
100-point assignments (2 available) **1 required = 100 points** Choose up to 1 ****Approval required by 10/26/19**	200
Total	**925**

25 Point Assignments

There are eleven (11) 25-point assignments. I will grade each assignment separately; you will earn points based on your performance. You do not automatically earn the full number of available points just by turning the assignment in.

There is one 25-point option that is **required**: the Simmersion Simulation. You will earn 25 points either by completing it 3 times, OR by earning a 75% in the simulation.

50-point Assignments

There are seven (7) 50-point assignments, and you may choose up to 6 assignments to complete for a total of 300 points possible.

There is 1 50-point options that is **required**: Facilitator's agenda.

I will grade each assignment separately; you will earn points based on your performance. *You do not automatically earn the full number of available points just by turning the assignment in.*

100-point Assignments

There are two (2) 100-point assignments, one of which is optional. You may choose to complete either or both individually, in pairs or with a group. Each partner will earn the same grade.

There is one (1) **required** 100-point assignment: DEI Checklist.

I will grade each assignment separately; you will earn points based on your performance. *You do not automatically earn the full number of available points just by turning the assignment in.*

Course Engagement & Attendance—100 points possible

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider "moving back," and if you are less comfortable talking a lot, you consider "moving up." However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged in the classes and coursework. In synchronous online sessions, some of you will be more comfortable verbalizing your thoughts, and some will be more comfortable using the chat box: both styles represent engagement.

This is a hybrid course, which means there are some in-person sessions (3). Not everyone can make it to the in-person sessions because they are not staying close by, or because they or others in their home are particularly at risk. I understand this, and will work with you to make sure everyone can still benefit from your contributions, and that you will have access to the content/materials, etc.

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class or make arrangements to engage in all the content from each session. If personal or professional circumstances require your absence from

more than one class, please contact me as soon as possible. Note that even if you are absent from a class, <u>you are still responsible for submitting any assignments due that day</u>.

Late Assignments

I am aware that none of us has full "control" over our schedules and I want to be flexible to meet your needs. At the same time, you are likely to get much more out of this course if you submit assignments in a timely manner so that I can provide feedback prior to your next assignments.

<mark>It will be really difficult on you—and me—if you wait until the end of the semester to submit everything.</mark>

Grade Dispute Process

If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to "fairness." I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

Class Recording and Course Materials

I will record portions of each class and make the recordings available on Canvas. Students will be notified a recording is occurring. If a student is uncomfortable being recorded, they have the option of turning off their video and entering an anonymous name in their Zoom profile for the class period. Please reach out to me if you are concerned about recordings. I make them available because not everyone can get to every synchronous class and I want them to have access to the material.

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern.

Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including

maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the   COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is _not_ required.

Expectations for Written Work

Development of professional writing is a goal of the course, and I will consider writing quality in grading. **Proofread written work carefully;** I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University's OWL website https://owl.english.purdue.edu/owl/ is a great resource for general writing and formatting advice.

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. **Betsy has created a website with lots of information: ssw.umich.edu/writing-help**

Students may schedule an appointment and bring a draft of their work (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu.

Betsy has worked with many students, including students in this class, and I've never met a student who did not find her support extremely useful.

Finally, another resource is the English Language Institute: http://www.lsa.umich.edu/eli

Additional Course Information and Resources

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