



Course Syllabus

Course title:	Management of Human Resources
Course #/term:	SW 664 01 Fall 2020
Time and place:	Fridays, 9a-12pm EST Room B780 SSWB
Credit hours:	3
Instructor:	Katie Doyle
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The Hybrid Classroom

Definitions

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.”

In this course, there will be a blend of:

- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time
- In-person class time¹

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 all 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 especially in small groups.**

Note about in-person classes: Most weeks, I will hold a synchronous class from 9am-11am (with breaks!). **At the time of this writing, we are scheduled to be in person on 9/11 || 10/2 || 10/23 || 11/13.** On those dates, we will meet from 9:10-11:50am, 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.

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.

About SW 664: Human Resource Management

Course Description

This course will focus on how human service administrators can increase their effectiveness and improve the quality and efficiency of agency staff performance through structured human resource practice methods. This course will present ways to develop an equitable, healthy, and viable workplace for employers and employees. It will explore the role of managers as change agents within organizations and the societal level impact of those changes. Students will learn relevant skills in staff recruitment, hiring, retention and termination, staff development, compensation and performance, and the development of benefit packages. Relevant laws and legislation governing workplace relationships such as the Americans with Disabilities Act (ADA) will also be reviewed.

Course Content

Course topics will include: work organization and job design, personnel recruitment and selection, performance monitoring and improvement, compensation management, training, and development, occupational health, labor management and negotiation, workplace legislation, job discrimination, managed care, gender equity, sexual harassment policies, and affirmative action. Students will learn that personnel management and staff development within human service organizations are collective processes involving the shared responsibility and active participation of management and all other staff sectors. Issues pertaining to dimensions of diversity (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) will be given special attention, particularly in the areas of recruitment, promotion, compensation, and benefits. Emphasis will also be placed on leadership as a human resource manager and management issues of volunteers and the labor management issues impacting union and non-union "at will" employees.

Course Objectives

As a result of completing this course, students will be able to use skills such as the following:

1. Conduct job analysis and assist agency administrators in correcting job design problems.
2. Plan and implement a developmentally oriented performance appraisal and personnel assessment program.
3. Design and participate in administration of a staff and volunteer recruitment and selection program.
4. Develop affirmative action programs and policies with investigative procedures and consequences.
5. Identify and critique an agency's compensation plan and develop a corrective action plan as appropriate.
6. Participate in the design and implementation of a staff development and training

program.

7. Using principles of continuous quality improvement, be able to function within a small task force creating a program, plan or service while facilitating the group process.
8. Develop and write sexual harassment policy with investigative procedures and consequences.

Note: Some typical HR topics not included here are Employee Safety and Health, Employee Discipline, Employment Law, Collective Bargaining and International issues.

Course Design & Expectations

We will use a variety of activities, including lectures, discussions, case studies, short written assignments, papers, and student presentations to understand the material and apply it to social work practice. We are all both teachers and learners; your peers and I depend on your contribution. As such I expect you to attend class, be prepared to discuss the material, and to actively participate in in-class discussions and assignments. Written work should be submitted by the date it is due. Late assignments will be penalized as discussed below.

Relationship of the Course to Four Curricular Themes

Behavioral and Social Science Research

Behavioral and social science research will be addressed through the presentation and discussion of contemporary theories of human relations, as well as an examination of various theories of equity, compensation, human motivation, organizational development, and work design.

Multiculturalism and Diversity

Students will develop the capacity to identify ways in which gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement influence and are impacted by human resource policies and procedures, particularly those related to recruiting, hiring, retention, promotion, and termination.

Social Justice and Social Change

Students will be sensitized to the potential for and existence of social and economic exploitation in human service agencies as they consider the personal and community impact of such movements that decertify and reclassify workers, destabilize labor unions, and shift salaried/hourly employees with benefits to contract workers without benefits. Students will learn approaches that will allow them to work to prevent such exploitation and work proactively to realign agencies where this is present.

We will examine the differential impact of HR policies on those experiencing poverty and those who traditionally have been marginalized. Issues of Social Justice must be top of mind for social workers; your discussions and assignments must examine social justice.

Promotion, Prevention, Treatment, and Rehabilitation

Students will learn how human resource programs can be encouraged to place a high priority on the development of prevention, promotion, treatment, and rehabilitation activities for employees. Studies of successful and unsuccessful workplace health initiatives, periodic health appraisals and health screenings that emphasize physical health and emotional wellbeing for employees, as well as the use of internal and contract employee assistance programs (EAPs) will be reviewed.

Relationship of the Course to Social Work Ethics and Values

The NASW Code of Ethics will be used to inform practice in the area of human resource management. Students will learn to implement the ethical values of fidelity, beneficence, nonmaleficence ("do no harm"), and autonomy through the provision of opportunities for staff growth and advancement and through the promotion of emotional well-being and occupational health of the staff. In addition, this course will present how ethical values can be implemented with organizational policies, procedures, and consequences in the areas of discrimination, "whistleblowing", sexual harassment, and disabilities (e.g. ADA).

Textbook & other readings

Required textbook:

Chandler, M.T. and Dowling Grealish, L. (2019). Feedback and Other Dirty Words: Why We Fear It, How to Fix It. San Francisco: Berrett-Koehler.

You can order a hard copy from multiple vendors (you might consider the benefits to local economies of purchasing from an independent bookstore especially with a BIPOC owner.)

OR you can access an online version free of charge by: Sign in to lib.umich.edu and access the printed or audio version

<https://learning-oreilly-com.proxy.lib.umich.edu/library/view/feedback-and-other/9781523085248/>

<http://web.b.ebscohost.com.proxy.lib.umich.edu/ehost/detail/detail?vid=0&sid=234424f7-b263-4275-b925-61e0b58e9bab%40sessionmgr103&bdata=JnNpdGU9ZWVhc3QtbGl2ZSZzY29wZT1zaXRI#AN=2047590&db=e000xna>

Recommended (NOT REQUIRED) textbooks...but accessing these from lib.umich.edu could be useful for your group project:

Denhardt, R., Denhardt, J., & Aristigueta, M. (2016). Managing Human Behavior in Public and Nonprofit Organizations (4th ed.). SAGE.

Pynes, J. (2013). Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach. (5th ed.). Jossey-Bass.

I will place all required readings on our course Canvas site. Every class session folder contains a folder of recommended readings. You are **not** expected to read "OPTIONAL readings" for class. They are helpful resources in case there are aspects of the course you want to learn more about.

I may change some readings up to one week before they are due, and I will notify you when/if I do so.

Assignments

Assignments	Weight	Due Date
Course Engagement & Attendance Includes weekly reflections, discussions, participation in activities etc.	35%	Every week 😊
Individual Assignment: Assignment for Job Applicant	10%	9/18
Group Project PART 1: Report and Consultation with Katie	20%	Draft: 10/23 Final 11/20
Group Project PART 2: Training Module	20%	11/13
Peer and Self Feedback	15%	11/20 12/4
Total	100%	

Grading

This course is “ungraded².” 🙏🙏 **This does not mean the course is pass/fail.** You will still receive a letter grade on your transcript at the end of the semester. However, unlike in traditionally graded courses, your grade will be determined *based on your own self-assessment* of your learning and effort in the class, with the possibility of adjustments up or down from me. There is a significant amount of research that supports this process.

In assignments that you turn in, I will ask you to assign a letter grade, with the possibility of adjustments up or down from me. At the end of the semester, I will ask you to propose a grade for course engagement with a brief reflection.

When assigning final grades, I will strive to honor your assessment of your own performance and progress in this course. However, I reserve the right to alter your proposed grade as appropriate, based on my own evaluation of your performance and progress in the course as a whole. In the event of an adjustment, I will provide you with my rationale and will meet with you to discuss.

I typically use this framework for grades, which are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement & Attendance

I place so much emphasis on course and team engagement because leadership development is dependent on your active engagement. I expect you to be engaged in all in-class activities,

² Much of what I understand about ungrading, I have learned from Jesse Stommel: <https://www.jessestommel.com/ungrading-an-faq/>

including contributing comments and questions in class discussions and case studies. Early in the course you will be assigned to a team based on the project topic of your interest. Ideally I will be able to assign you to your first choice. You will work in that team throughout the semester on two assignments.

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.

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.

This is a hybrid course, which means there are some in-person sessions (4). **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.

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, you are still responsible for submitting any assignments due that day.

Create an Assignment for a Job Applicant

Often during interview processes, candidates are asked to submit an assignment or make a formal presentation to demonstrate that they have the knowledge, skills, abilities or other competencies (KSAOCs) for the position they are seeking. Assignments are an important way to compare your top 2-3 candidates. This assignment asks you to create a short assignment for a candidate who is applying for the job/internship that you have held (or currently hold). Because you have held the position, you have a good sense of what an important skill/competency for the position is that a candidate should have.

Full assignment is on Canvas

Group Project PART 1 Report

You will choose a topic (see below) and write an 8-page report, with citations.

- Compensation Plan
- Diversity, equity and inclusion: anti-racist practices for social work teams
- Performance Appraisal
- Recruitment and Selection Plan
- Social media policies—agency-managed and personal social media accounts
- Vicarious Trauma/Burnout/Self-Care

****At least 2 references must be recent (no more than 5 years old) and come from scholarly**

journals.

In addition to drafting the report, your group will meet with me for ~30 mins to discuss the project and Part 2.

Full assignment is on Canvas.

Group Project PART 2 Training Module

Following the written report and consultation, you will create a training module on the same topic, designed for MSWs who have just been promoted into a supervisory role in an organization. Full assignments are posted on Canvas:

Individual and Peer Feedback

You will provide feedback to the peers in your group in written and oral form. In addition you will provide a written reflection on your performance in the course and in the group project.

Class schedule

Date	Theme	Asynchronous Work before class	Assignments to turn in/do before class
9/4	Intro		
9/11 IN PERSON	Knowing Ourselves	<ul style="list-style-type: none">• Talent Management Priorities for Nonprofits-2019• Until the Animals Get Their Own Story Teller, the Hunter Remains the Hero of All Tales• Video Lecture: Intro to HR• OPTIONAL: Managing Human Behavior in Public and Nonprofit Organizations Chapter 2 Knowing and Managing Yourself (on Canvas)	<ul style="list-style-type: none">• Discussion: Until the Animals...
9/18	HUMAN Resource Functions	<ul style="list-style-type: none">• Managing Unconscious Bias in the Workplace• Introduction to Competing Values Framework• SKIM: Policies & Procedures (CSC and Ozone House)• Video Lecture: Policies and Procedures	<ul style="list-style-type: none">• Assignment for job applicant due

Date	Theme	Asynchronous Work before class	Assignments to turn in/do before class
9/25	Job analysis and design	<ul style="list-style-type: none"> • Crafting a Job • Effects of Intersectionality in the Workplace + video: https://www.nytimes.com/2018/09/30/us/the-effect-of-intersectionality-in-the-workplace.html • The Nonprofit Human Resource Management Handbook Chapter 5 Job Analysis: https://umich.skillport.com/skillportfe/main.action?assetid=RW\$3413:ss_book:56310#summary/BOOKS/RW\$3413:ss_book:56310 (have to be signed in to UM Library) 	<ul style="list-style-type: none"> • “Bring” a Job Description to Class • Discussion: Intersectionality
10/2 IN PERSON	Recruitment and Selection	<ul style="list-style-type: none"> • Hiring: Building the Team You Want • Feedback book: Chapters Intro- through chapter 3 • Video Lecture: Bias in Recruitment • OPTIONAL: Bridgespan Nonprofit Hiring Toolkit • OPTIONAL: Which Personality Attributes Are Most Important in the Workplace? Perspectives on Psychological Science 	<ul style="list-style-type: none"> • Reflection questions: Feedback
10/9	Supervision and Management	<ul style="list-style-type: none"> • Feedback book: Chapters 4-5 • Video: competing values • Video Lecture: Motivations for work • OPTIONAL: What Great Managers Do 	<ul style="list-style-type: none"> • Reflection questions: Feedback
10/16	Performance Appraisal, Improvement & Feedback	<ul style="list-style-type: none"> • Feedback book: Chapters 6-8 • Principles of Engaged Feedback • Video: performance appraisals & rating errors • Video Lecture: Principles of Feedback • OPTIONAL: Four Mistakes Nonprofits Make When Using Competencies in Talent Management 	<ul style="list-style-type: none"> • Reflection questions: Feedback • Discussion: Intersectionality
10/23 IN PERSON	DEI	<ul style="list-style-type: none"> • 8 Ways People of Color are Tokenized in Nonprofits • Choose ONE (1): <ul style="list-style-type: none"> ○ Awake to Woke to Work (Webinar or Report) 	<ul style="list-style-type: none"> • Group Project Part 1 Rough Draft/Consultation Due

Date	Theme	Asynchronous Work before class	Assignments to turn in/do before class
		<ul style="list-style-type: none"> ○ Race to Lead Revisited (Webinar or Report) ○ 2019 Nonprofit Diversity Practices ● OPTIONAL: Building Peace within Nonprofit Organization ● OPTIONAL: First there was diversity... 	
10/30	Org Culture and Leadership	<ul style="list-style-type: none"> ● How Company Culture Shapes Employee Motivation ● OPTIONAL: Leadership that Gets Results ● OPTIONAL : What Google Learned From Its Quest To Build The Perfect Team 	<ul style="list-style-type: none"> ● Perusall Annotation: To Obama with Love, Hate and Desperation
11/6	Compensation & Benefits	<ul style="list-style-type: none"> ● Feedback book: chapters 9-10 ● Reimagining Compensation: It's Time to Stop Building on Inequities of the Past ● How to establish salary ranges 	<ul style="list-style-type: none"> ● Reflection questions: Feedback ● MI NP Comp & Benefits ungraded quiz ●
11/13	HR Processes	<ul style="list-style-type: none"> ● Why We Hold On To Bad Employees, and What We Should Do About It ● Succession Planning Toolkit for Nonprofit Sexual Assault And Domestic Violence Organizations 	<ul style="list-style-type: none"> ● Presentations
11/20	Volunteer Management	<ul style="list-style-type: none"> ● Volunteer Management Brief ● Are Volunteers and Nonprofits a Heavenly Match? ● OPTIONAL: Volunteering to Give up Class Privilege ● OPTIONAL: Helping, Fixing, or Serving? 	<ul style="list-style-type: none"> ● Presentations
12/4	Termination and Succession Planning		<ul style="list-style-type: none"> ● Self and peer feedback due

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
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