



<b>Course title:</b>	Services and Supports to Transgender Clients and Communities	
<b>Course #/term:</b>	SW 707 - 01, Winter 2021	
<b>Time and place:</b>	Synchronous: Wednesday 6pm-7:30pm on 1/20, 2/3, 2/17, 3/3 & 3/17 Asynchronous: Weekly modules on Canvas	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>	N/A	
<b>Instructor:</b>	Leonardo Kattari	
<b>Pronouns:</b>	He/They	
<b>Contact info:</b>	<b>Email:</b> lkattari@umich.edu	<b>Phone:</b> Provided on Canvas
	You may expect a response within 24 hours	
<b>Office:</b>	N/A	
<b>Office hours:</b>	By appointment – daytime, evening or weekend	

## 1. Course Statement

### a. Course description

This course will increase students' capacity to understand the issues faced by transgender and gender diverse people and communities, including but not limited to trans and nonbinary persons across the life span, and capacity to provide gender-affirming social work support to this group. To achieve these goals, this course will 1) offer a working definition of terms, including (but not limited to): Transgender, Gender Identity, Gender Expression, Gender Expansive, Gender Diverse, Intersex, Nonbinary, Cisgender, and Accomplice; 2) examine multiple risk factors that impact trans and gender diverse people (e.g., mental health issues, economic insecurity, violence) from a strengths-based lens; 3) examine protective factors (e.g., social support, community); 3) consider how these experiences are differentially experienced across intersections of race, class, and disability status, among other facets of identity/experience; and, 4) educate students about resources for trans and gender diverse individuals and communities and where/how to access these resources. Of particular importance, the concept of gender affirmation will be introduced, including mechanisms for social, legal, and medical gender affirmation, with examination of the role of the Social Worker in each of these domains.

### b. Course objectives and competencies

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

1. Describe common issues facing trans and gender diverse people and communities.
2. Analyze how these issues are influenced by larger oppressive structures and individual biases.
3. Understand the concept of gender affirmation and how it applies to social work practice.
4. Identify social work strategies for working with trans and gender diverse individuals and communities at micro, mezzo, and macro levels.

5. Recognize the impact of age, race, gender, ethnicity, social class, sexual orientation, gender identity and expression, power and privilege on the experiences of trans and gender diverse individuals and communities, as well as on their interpersonal practice with these communities.

**c. Course design**

This course is designed to be highly interactive and will rely on active participation from all members. We will draw on knowledge (research about trans individual and community needs), theory (ways of understanding issues amenable to social work intervention experienced by trans and gender diverse individuals and communities), and practice (gender-affirming practices and organizations will be introduced) in order to inform a comprehensive approach to understanding and supporting trans and gender diverse individuals and communities.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation and their support for the learning of their colleagues in the classroom. The class will consist of a combination of mini-lectures and direct application of skills in small groups or pairs to take theory to the level of community change. Students must come prepared to fully engage in order to get the most out of this class. Additionally, this class does not approach education from the “banking” perspective. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

*Synchronous class:* Each week we will have synchronous (live) class lecture ranging from 60-90 minutes. However, to optimize our time together, acknowledge our (limited) attention spans, and to follow online teaching best practices, I will strive to keep our synchronous time as short as necessary.

*Asynchronous class:* In addition to our limited synchronous time together, you are expected to engage in our course content via our discussion board and other course materials each week. I highly encourage you to keep pace with the asynchronous materials (including group work) and engage immediately after class as if we are still going for the full three hours. This will keep you on track.

**d. Intensive focus on PODS**

PODS are fundamental to this course, such that attention will be paid to how systemic oppression influences the everyday experiences of discrimination among trans and gender diverse people and communities. This course uses an intersectional lens to look at diversity within trans and gender diverse communities, including around race, disability, immigration status, age, and more. In addition to understanding larger structural manifestations of oppression, students will be challenged around their own biases as well as to look at how structural stigma and individual biases impact their everyday work with gender diverse people and communities.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

**e. Anti-Oppression Statement**

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

## 2. Class Requirements

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### a. Text and class materials

There is no assigned textbook for this course. However, it is highly encouraged for you to purchase the textbook below if you are interested in working with transgender and gender diverse individuals and/or communities. An electronic version of this textbook is available, free of charge for UM students, through the UM library which we will utilize for this course.

Kattari, S. K., Kinney, M. K., Kattari, L., & Walls, N. E. (Eds.). (2020). *Social Work and health care practice with transgender and nonbinary individuals and communities: Voices for equity, inclusion, and resilience*. Routledge.

All assigned readings (including from the textbook above), assignment information, presentation slides, lecture recordings and other course materials can be found on the course Canvas. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings the week they are assigned. Course content will be delivered in a variety of formats, including book chapters, articles, content summaries, and video through the Canvas learning management system. Required course materials are listed in the week-by-week topics below and also reflected on Canvas in weekly modules.

### b. Class schedule – subject to change (any changes will be announced via email and Canvas)

Sessions	Topics	Required Readings & Assignments
1: January 20	<p>Introduction and overview of course</p> <p>Co-Learning Environment</p> <p>Terms, background, historical context</p>	<p>To be completed prior to session:</p> <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● Introduction Discussion Board Post</li> <li>● Glossary in Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.). (2020). <i>Social Work and health care practice with transgender and nonbinary</i></li> </ul>

		<p><i>individuals and communities: Voices for equity, inclusion, and resilience.</i> Pp. xxvii – xxxix. Routledge.</p> <p>Asynchronous materials to be completed before next session:</p> <ul style="list-style-type: none"> <li>● Lewis, L.V. &amp; kime, A. 2020. Introduction part 2: Place, joy, self in trans and nonbinary justice. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience.</i> Pp. 11-26. Routledge.</li> <li>● Recorded Guest Speaker: Jaysa Jones</li> </ul> <p>Supplemental:</p> <ul style="list-style-type: none"> <li>● Tourmaline and Sasha Wortzel (dirs.). <i>Happy Birthday, Marsha!</i> (United States: Frameline, 2018) [14m 42s; TW police violence] – available to stream on Amazon Prime (if not accessible to you, please notify instructor)</li> <li>● Hart, E. (Host). (2017-2020) Hoodrat to Headwrap. [Audio Podcast]. <a href="https://soundcloud.com/user-501838661/gender-101-the-binary-wont-save-you">https://soundcloud.com/user-501838661/gender-101-the-binary-wont-save-you</a></li> </ul>
<p>2: February 3</p> <p>Live Guest Speaker: Beck Gee Cohen</p>	<ul style="list-style-type: none"> <li>● Mental Health</li> <li>● Therapeutic Alliances and Best Practices</li> </ul>	<p>To be completed prior to session:</p> <ul style="list-style-type: none"> <li>● Abrams, M., Golden, R.L., &amp; Cohen, J.R. (2020). Affirming and inclusive mental health care for transgender and nonbinary young people. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience.</i> Pp. 76-88. Routledge.</li> <li>● Walls, N.E., von Merz, S., &amp; Atteberry-Ash, B. (2020). Affirming and inclusive mental health care for transgender and nonbinary adults. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience.</i> Pp. 89-104. Routledge.</li> </ul> <p>Asynchronous materials to be completed before next session:</p> <ul style="list-style-type: none"> <li>● Blotner, C. (2017, April 23). <i>Informed consent vs. talk therapy: Who decides when a transgender person can</i></li> </ul>

		<p><i>medically transition?</i> Stanford Medicine X:  <a href="https://www.youtube.com/watch?v=TdHYrPNZkjg">https://www.youtube.com/watch?v=TdHYrPNZkjg</a></p>
<p>3: February 17  Live Guest  Speaker: Xian Brooks</p>	<p>Healthcare  Health Equity  Best Practices</p>	<p>To be completed prior to session:</p> <ul style="list-style-type: none"> <li>• Kinney., K., Meininger, E.T., &amp; Weiner, S.E. (2020) Transgender and nonbinary youth and access to medical care. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience</i>. Pp. 29-41. Routledge.</li> <li>• Lacombe-Duncan, A., Kattari, S.K., Kattari, L. (2020) Transgender and nonbinary adults and access to medical care. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience</i>. Pp. 42-56. Routledge.</li> </ul> <p>Asynchronous materials to be completed before next session:</p> <ul style="list-style-type: none"> <li>• Ulaby, N. (2017, November 21). <i>Healthcare system fails many transgender Americans</i>. All Things Considered [Radio Broadcast]. NPR.  <a href="https://www.npr.org/sections/health-shots/2017/11/21/564817975/health-care-system-fails-many-transgender-americans">https://www.npr.org/sections/health-shots/2017/11/21/564817975/health-care-system-fails-many-transgender-americans</a></li> </ul>
<p>4: March 3  Live Guest  Speaker: Rachel Ester</p>	<p>Policy  Organizations  Empowerment  Advocacy</p>	<p>To be completed prior to session:</p> <ul style="list-style-type: none"> <li>• Wagaman, A.M. &amp; Kemmerer, A. (2020) Transgender and nonbinary youth empowerment. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience</i>. Pp. 273-285. Routledge.</li> <li>• Bakko, M., Kattari L., &amp; O'Brien, R.P. (2020) TNB Affirming policy: Current landscape, issues, and change practices. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience</i>. Pp. 286-300. Routledge.</li> </ul> <p>Asynchronous materials to be completed before next session:</p> <ul style="list-style-type: none"> <li>• Malkin, M. (2020, November 12). How 'Pose' Star Angelica Ross Has Been Saving Lives With Transgender Advocacy Organization TransTech. Variety.</li> </ul>

		<a href="https://variety.com/2020/scene/news/pose-angelica-ross-transtech-1234830221/">https://variety.com/2020/scene/news/pose-angelica-ross-transtech-1234830221/</a> <ul style="list-style-type: none"> <li>Begin reviewing and providing colleague's deep dive assignments</li> </ul>
5: March 17 Live Guest Speaker: Ezra Young	Resilience Resistance Transformation	<p>To be completed prior to session:</p> <ul style="list-style-type: none"> <li>Arnold-Renicker, H., Inselman, K., Rivera, J., &amp; Whitley, C.T. (2020) Trans and nonbinary leadership and civic engagement. In Kattari, S. K., Kinney, M. K., Kattari, L., &amp; Walls, N. E. (Eds.), <i>Social work and health care practice with transgender and nonbinary individuals and communities: voices for equity, inclusion, and resilience</i>. Pp. 273-285. Routledge.</li> </ul> <p>Asynchronous materials:</p> <ul style="list-style-type: none"> <li>Review and provide feedback on colleague's deep dive assignments</li> </ul>

c. Assignments

Course assignments are due on the date specified in the course syllabus and on Canvas. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due date time. Should this happen, it is the responsibility of the student to notify the instructor. At the instructor's discretion, a student's request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. *The instructor reserves the right to deduct points for late assignments.* University policies related to persons with disability (i.e. temporary or permanent accommodations), bereavement, and religious observations supersede this policy (see MSW Handbook).

Assignment	Due date	Percent of overall grade
Critical Consciousness Posts	Three times throughout the mini-course	30%
Deep Dive – Framing the Issue	March 1st	40%
Deep Dive – Peer Assessments	March 17th	15%
Deep Dive – Vision for the Future	March 31st	15%

## 1. Praxis & Critical Consciousness (30% of grade)

Three (3) times throughout the mini-course, as part of our asynchronous course materials, you will be asked to complete a critical consciousness task that engages you in the cycle of praxis through connecting theory, practice and, the purpose of this assignment, reflection of our course materials.

### You will pick when to submit and what your praxis and critical consciousness reflections will cover.

These reflections will relate directly to our course materials such as readings, guest speakers, lectures and other asynchronous content and developing a sense for your social work practice as it pertains to working with transgender and gender diverse individuals and communities. It is highly recommended that you pace out your praxis and critical consciousness posts throughout our mini-course and do not leave all of them to the very end. I recommend due dates of 2/3, 2/17 and 3/3.

Your reflections should address the following:

- i. What resonates with you most from the course material and why?
- ii. What aspects of power, privilege and/or oppression are or are not being addressed – how and why do you think that is?
- iii. How does this impact your social work practice?

Your post may be submitted in a visual format such as a self-reflexive journal, infographic, storybook, report, or an audio format such as an audio or video recording, or in another creative format of your choosing. Another option for these reflections is scheduling a meeting with the instructor and having a discussion.

Praxis and Critical Consciousness reflections will be submitted through Canvas assignments and only reviewed by your instructor; however, you are welcome to post your reflections to the discussion board as well if you would like to share them with your colleagues in the class.

Dimension	Satisfactory	Developing
<b>Professionalism in Presentation (15 points)</b>	<p>The student has addressed all of the following criteria related to professionalism in writing (5 points):</p> <ul style="list-style-type: none"> <li>• The grammar and mechanics of style are consistent with APA formatting (see Chapters 3 and 4 of manual) – first person narrative is acceptable.</li> <li>• The organization of the paper or presentation is clear and logical and consistent with APA formatting (see Chapter 3 of manual)</li> <li>• The reference list is consistent with APA formatting (see Chapter 6 of APA manual).</li> <li>• The reflection is free of spelling or other errors.</li> <li>• The reflection does not exceed 2,000 words or 10 minutes.</li> </ul>	<p>The student only partially addressed the criteria related to professionalism in presentation from the Satisfactory column. (Deduct 5 points for each item not addressed.)</p>
<b>Technical Requirements (15 points)</b>	<p>The student has addressed all of the following technical requirements (5 points each):</p> <ul style="list-style-type: none"> <li>• Reflection properly incorporates course material</li> <li>• Quality of the reflection is thoughtful and engaging.</li> <li>• Submitted reflection in a timely manner</li> </ul>	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 5 points for each criterion that is not addressed)</p>

## 2. Deep Dive – Framing the Issue (40%)

The structure of this assignment may look familiar to other assignments you have completed for various courses throughout the MSW program. We certainly cannot cover everything related to services and supports for transgender and gender diverse individuals and communities in one mini-course (or even in a regular 3-credit course). The purpose of this assignment is for you to do a deeper dive into one specific topic area as it relates to transgender and gender diverse individuals and communities and your social work practice (micro, mezzo, macro).

Depending upon your own social work practice and/or your field placement, you may choose to do a literature review, a policy analysis, a brief report, an infographic, a grant application, a Tedtalk, a podcast, or speak with the instructor with other creative ideas. The purpose is for this to be a meaningful and applicable product while also providing the opportunity to teach your colleagues in the course. \*This may be completed as a group or individual assignment. If working in groups, no more than three students per group\*

Regardless of the format and product of your issue framing deep dive, you should cover the following items in addition to an introduction and a conclusion:

- i. Scope of the Issue:
  1. Describe, using statistics and other evidence, about what we know about the issues using academic and gray literature.
  2. Describe the political, economic, social and cultural systems or contexts that have framed this issue historically and currently in society. Consider this at the relevant individual, organizational, local, state, or national level(s).
- ii. Power, Privilege and Oppression:
  1. What issues of power, privilege, oppression are present in this issue area?
  2. How does this issue reinforce the status quo? Should the status quo be reinforced? Why or why not?
  3. How does this issue disproportionately impact multi-marginalized transgender and gender diverse individuals and communities such as BIPOC, disabled, non-Christian, lower-income, etc?
- iii. Social Work Implications
  1. Utilizing the NASW Code of Ethics, critically apply social work ethics and values to this issue.
  2. What should be the field of social work's stance on this issue?
  3. What should social workers do about this issue at micro, mezzo and macro levels?

Dimension	Satisfactory	Developing
<b>Professionalism in Writing/Presentation (5 points)</b>	The student has addressed all of the following criteria related to professionalism in writing (2 points): <ul style="list-style-type: none"> <li>• The grammar and mechanics of style are consistent with APA formatting (see Chapters 3 and 4 of manual) and include an introduction and conclusion.</li> <li>• The organization of the paper is clear and logical and consistent with APA formatting (see Chapter 3 of manual)</li> <li>• The reference list is consistent with APA formatting (see Chapter 6 of APA manual).</li> <li>• The product is free of spelling or other errors.</li> <li>• Does not exceed 8 pages or 30 minutes.</li> </ul>	The student only partially addressed the criteria related to professionalism in writing from the Satisfactory column. (Deduct 2 points for each item not addressed.)
<b>Scope of Issue (12.5 points)</b>	The student has addressed the following requirements (6.5 points each): <ul style="list-style-type: none"> <li>• Describe, using statistics and other evidence, about what we know about the issues using academic and gray literature.</li> <li>• Describe the political, economic, social and cultural systems or contexts that have framed this issue historically and currently in society. Consider this at the relevant individual, organizational, local, state, or national level(s).</li> </ul>	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 6.5 points for each criterion that is not addressed)



<b>Power, Privilege and Oppression (12.5 points)</b>	The student has addressed the following requirements (6.5 points each): <ul style="list-style-type: none"> <li>• What issues of power, privilege, oppression are present in this issue area?</li> <li>• How does this issue reinforce the status quo? Should the status quo be reinforced? Why or why not?</li> <li>• How does this issue disproportionately impact multi-marginalized transgender and gender diverse individuals and communities such as BIPOC, disabled, non-Christian, lower-income, etc?</li> </ul>	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 6.5 points for each criterion that is not addressed)
<b>Social Work Implications (10 points)</b>	The student has addressed the following requirements: <ul style="list-style-type: none"> <li>• Utilizing the NASW Code of Ethics, critically apply social work ethics and values to this issue. (4 points)</li> <li>• What should be the field of social work's stance on this issue? (3 points)</li> <li>• What should social workers do about this issue at micro, mezzo and macro levels? (3)</li> </ul>	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 2.5 points for each criterion that is not addressed)

### 3. Deep Dive – Peer Assessments (15%)

- i. The second aspect of this assignment is to provide peer feedback on their deep dive. You will be assigned no more than five (5) of your colleague's Framing the Issue assignments and provide constructive, professional, and appropriate feedback that:
  1. Discusses what was done well.
  2. Discusses what could be improved upon.
  3. Thoughts on how this issue can be addressed by the field of social work.

Dimension	Satisfactory	Developing
<b>Professionalism in Providing feedback (10 points)</b>	The student has addressed all of the following criteria related to professionalism in writing (2.5 points): <ul style="list-style-type: none"> <li>• Feedback discusses what was done well</li> <li>• Feedback discusses what could be improved upon</li> <li>• Thoughts on how this issue can be addresses by the field of social work is incorporated</li> <li>• Feedback is professional, appropriate and constructive.</li> </ul>	The student only partially addressed the criteria related from the Satisfactory column. (Deduct 2.5 points for each item not addressed.)
<b>Technical Requirements (5 points)</b>	The student has addressed all of the following technical requirements (5 points each): <ul style="list-style-type: none"> <li>• Five (5) colleagues received complete feedback</li> </ul>	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 5 points for each criterion that is not addressed)

### 4. Deep Dive – Vision for the Future (10%)

During our last session together (or by scheduling a time to meet with your instructor), we will engage in a visioning activity together. This visioning activity is meant to engage the creative, solution focused aspects of ourselves and our work to envision what a transformative and gender affirming world will look like in the future that addresses your deep dive issue. Once the visioning activity is completed, you will have time to create a visual or audio representation of your future vision. This may be a visual representation of a vision statement, a (info)graphic, a drawing, a storybook, a song, or another creative final product.

Dimension	Satisfactory	Developing
<b>Vision for Change (10 points)</b>	The student has addressed all of the following requirements (2.5 points each): <ul style="list-style-type: none"> <li>● Described their vision for change</li> <li>● Described their vision as a big picture (e.g., inspiring) not at the goal and outcome level</li> <li>● Explained how things will be different (e.g., for the organization, community, nation, world, etc.).</li> <li>● Defended position using evidence in the literature.</li> </ul>	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 2.5 points for each criterion that is not addressed)  <i>Instructor may deduct partial points for each criterion that is partially addressed</i>

d. Attendance and class participation

This **online course has no formal attendance policy for our synchronous time together** recognizing there are a multitude of challenges for many students to show up in this capacity for our five sessions together. Each synchronous class session will be recorded and posted on Canvas within 24 hours of the class session. Students who do not attend the live session are still expected to watch the session and turn in any associated materials or assignments. All assignments are expected to be completed within the due date timeframe, in less previously discussed.

There is not a specific participation grade as participation is broadly defined and includes synchronous class time as well as engaging in asynchronous content - including showing up on time/posting/submitting assignments on time and returning from breaks on time/responding to questions or comments in a timely manner. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation.

Here's a link to the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

It is important to keep in mind that ***you are not your grade!*** Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

**Excellent Work**

Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 93 range constitutes an A minus which translates to a 3.7. Students display excellent work (***beyond course expectations***) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work.

### **Good Work**

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translate to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to a 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the “excellent” category.

### **Work Minimally Meets Course Expectations**

Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitutes a C plus which translates to a 2.3. Grades in the 74 to 77 range constitute a C which translates to a 2.0. Grades in the 71 to 73 range constitute a C minus which translates to a 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

### **Failing Work**

Grades in the 0 to 70 range constitute an F which translates to a 0.0. Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

<b>Assessment Classification</b>	<b>Range</b>	<b>Grade</b>	<b>Grade Point</b>
Excellent Work	94-100	A	4.0
(above course expectations)	91-93	A -	3.7
Good Work	88-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7
Poor Work	78-80	C +	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C -	1.7
Failing Work	70-0	F	0.0

More information on MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#).

### **Winter 2021 SEMESTER NOTE:**

This semester will continue to pose many challenges to our physical and emotional wellbeing. We are still living through a pandemic, have a shifting political environment leading to community mobilization and civic unrest, and our semester will be occurring through a tumultuous and contentious transfer of presidential power and the fallout thereafter. Considering the stress and distress these factors will contribute to our daily lives throughout the semester, I encourage you to think about your capacity and strive for trying your best and not for perfection. Keep in communication with your instructor so we can work together to ensure your success.

f. Class Recording and Course Materials

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. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. 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.

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

g. 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](#).

h. 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.

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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*