1. Course Statement

a. Course Description

- This course is partly survey in nature, touching on a range of methods, strategies, and skills in macro practice, specifically community organization, management, and advocacy. It provides an appreciation of the historical and contemporary importance of these social work methods as well as opportunities for students to develop practical skills. With opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice, the course places special emphasis on approaches that strengthen socially just and culturally sensitive practice.

- Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policymaking, planning, and program development. Course content addresses concepts and practice skills involving assessment, engagement, and intervention planning at the macro level, and strategies to work effectively with communities, organizations, and groups. Content also includes reflective practice and utilizing interpersonal skills in macro practice. The course will offer skill-building in some tasks that are important to beginning social work practice, such as understanding and developing spreadsheets, meeting facilitation, teamwork, collecting and presenting basic data, and communicating effectively.
b. Course Objectives and Competencies

- Use anti-oppressive and anti-racist frameworks to describe examples of systemic and structural root causes of contemporary social welfare issues (Essential 22, 33, 39, 45; EPAS 1, 2, 3, 5, 6, 7, 8, 9).
- Apply inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational and community contexts (Essential 1, 9, 11, 14, 15, 16, 45; EPAS 1, 2, 3, 6, 7, 8).
- Articulate social work values and ethics in all organizational and community strategies to address contemporary social work and social welfare problems (Essential 26, 44; EPAS 1, 5).
- Practice engaging with teams, partnerships, collaborations, coalitions, and other alliances to build intraorganizational and interorganizational power and influence (Essential 8, 10, 40; EPAS 1, 6).
- Assess community needs and issues and identify community assets, indigenous solutions, capacities, and allies in partnership with organizational and/or community stakeholders (Essential 3, 7, 15, 20, 24; EPAS 2, 4, 6, 7, 8, 9).
- Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).
- Investigate how to engage with community partners to build community capacity to mobilize on issues and needs, develop services and strategies that enhance community well-being, and dismantle oppressive structures and systems (Essential 25, 29, 34, 45; EPAS 2, 3, 4, 5, 9).

c. Course Design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, and individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning and implementation, in-person and online simulations and hands-on applications of real-world situations that arise in the field.

d. Intensive focus on PODS

- 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.
- Consistent with social work core values, the primary goals of Community and Organizational Practice are to enhance human well-being and help meet the basic human needs of all people. This course will devote resources and attention to the needs and empowerment of people and groups who traditionally have experienced oppression and marginalization. Course content and processes are designed to help students gain understanding of intersectional diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religious/spiritual practice, immigration status, and cognitive,
mental, or physical disability. In addition, students will be exposed to strategies for increasing social and racial equity and inclusion across settings.

2. Class Requirements

This course utilizes Canvas as a resource for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on the course site. Please review the sites carefully. Login to the Canvas portal at: https://canvas.umich.edu to find the course materials.

a. Text and Class Materials

- To fully engage in the course topics and gain skills and understanding in line with course objectives and becoming a skilled social work practitioner, students should complete text, audio, and digital media consumption prior to the class for which they are assigned. Classroom discussion and activities are based on completing out of class learning.
- All required text/audio/video are listed and linked in the Canvas/Modules/Week x on the week’s Agenda Page. Modules are arranged by week and topic.
- The Agenda Page is posted/updated at least one week in advance. If changes are made to the schedule, assignments, text/audio/video requirements, these will be updated on the Canvas Home Page and an announcement sent, typically a week in advance.
- Supplemental readings are also posted in the Agenda Page for the week. Students are encouraged to share new and useful material—I can upload these into our Canvas site.
- Required course materials
  - UN Declaration of Human Rights,
  - NASW Code of Ethics
  - NABSW Code of Ethics
  - IFSW Code

b. Class Schedule

Schedule and reading may change according to class interests and needs. Changes will be shared in announcements and updated in relevant Canvas Module.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Required Out of Class Learning (text/video/audio)</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1 8/31 | Building a Learning Community Intro to Macro Practice | • 509 Week 0  
• Why Macro Practice Matter  
• Grand Challenges for Social Work | • Student survey and student information sheet |
| 2 9/7 | Advocacy as a Form of Social Action  
Skills Lab: Advocacy examples review | • Using the Advocacy Spectrum  
• Self-Selected podcast Making Contact or Reveal  
• Why Social Media for Social Change, Larry Gant, 21 min | • Macro Practice Reflection |
| 3 9/14 | Understanding and Engaging with Communities  
Skills Lab: Empathy Map | • TED Talk, Ernesto Sirolli-listening to community, 20 min  
• Community Practice, Delgado: Chapters 8 & 10: Engaging with Communities  
• Empathy Map video and How To | • Group Project Team Selection |
| 4 9/21 | Understanding and Engaging with Human Services Organizations  
SIMmersion Introduction  
Skills Lab: Power mapping | • Watch SIMmersion Introduction, 20 min  
• Hansenfeld (2010) Human Service organizations as complex systems  
• Power Mapping How To and video, 12 min | • |
| 5 9/28 | Researching and Gathering Information  
Skills Lab: Data Dive | • UM Library video by Darlene Nichols  
• US Census, Pew Research Institute  
• Research Justice | • Preliminary Planning  
• Team Agreements |
<p>| 6 10/5 | Assessing Community and Organizational Needs and Strengths | • Netting, Kettner,McMurty, &amp; Thomas (2012), Social Work Macro Practice, Chapter 6 “Assessing | • Advocacy Project |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Skills Lab: Assessment Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/10/12</td>
<td>Interventions in Communities and Organizations</td>
<td>• Ideas, Arrangements and Effects by Design Studio for Social Interventions</td>
</tr>
<tr>
<td></td>
<td><strong>Skills Lab: SWOT</strong></td>
<td>• Emergent Strategies podcast or reading, adrienne maree brown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• KU Toolbox for Developing Interventions</td>
</tr>
<tr>
<td>10/19</td>
<td>Fall Break No Class</td>
<td></td>
</tr>
<tr>
<td>8/10/26</td>
<td>Program Development, Implementation, Monitoring</td>
<td>• Martin (2009) Program Planning and management</td>
</tr>
<tr>
<td></td>
<td><strong>Skills Lab: Logic Model/setting goals/strategies-action steps/GANTT chart</strong></td>
<td>• KU Toolkit, Developing Strategic and Action Plans</td>
</tr>
<tr>
<td>9/11/2</td>
<td>Community Observation/Group Preparation Day</td>
<td></td>
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<tr>
<td></td>
<td><strong>Skills Lab: Presentation Skills</strong></td>
<td>• Part 2a: Identify and Assess</td>
</tr>
<tr>
<td>10/11/9</td>
<td>Ethics and Legal Issues in Macro Practice</td>
<td>• Hoefer (2006) social justice and advocacy practice</td>
</tr>
<tr>
<td></td>
<td><strong>Skills Lab: Presentation Skills</strong></td>
<td>• Non Profit AF, We Must Build the Power of Organizations and Communities of Color</td>
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<tr>
<td></td>
<td></td>
<td>• Part 2b. Outline intervention and presentation, 'leave behind'</td>
</tr>
</tbody>
</table>
c. **Assignments**

The assignment description in the syllabus is a general overview. Details, format and rubrics are found in Canvas Assignments. Following the rubrics leads to good scores on assignments, as does beginning your assignments early. I expect your work to demonstrate concise yet thoughtful, evidence-based, integrative and deep work. The course uses individual and group project, as consistent with social work practice. In the structure and grading of these, I seek to balance accountability and professional performance expectations.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date, submission type</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation Activities (Individual and Group)</td>
<td>Weekly, Canvas</td>
<td>20%</td>
</tr>
<tr>
<td>Advocacy Project (Individual)</td>
<td>10/5, Canvas</td>
<td>15%</td>
</tr>
<tr>
<td>Human Resources Management Project: Coaching -SIMmersion (Individual)</td>
<td>11/16, Canvas</td>
<td>15%</td>
</tr>
<tr>
<td>Community or Organizational Change Effort Project (Group)</td>
<td>9/28, 11/23, 11/30, Canvas</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Attendance and class participation (Individual)**

Students are expected to attend every class session, come on time and remain for the entire class period (see rubric in Canvas Assignments. The SSW Policy on Class Attendance is found in the MSW Student Guide. If you are unable to attend a session, please communicate with me in advance, if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. You can complete the in-class participation activities within one week to retain credit for them in your grade.

Throughout the semester there will be in class and out of class activities that are graded for participation (see Canvas rubric). That it, you are assigned pointed based on your engagement with the assignment (not whether you did it ‘right’). These will be included in the agenda for the week and uploaded, when relevant, to Canvas or as part of a shared Google doc. In addition to these, a student’s contribution to the learning community through their preparation, listening, responding, and questioning skills will be assessed.

1. Advocacy Assignment (Individual Project)
There are two options for the Advocacy Practice Assignment: Speak Out or Coalition/Organization

**Option A: Advocacy Practice Assignment: Speak Out**

Hoefer (2009) defines advocacy practice as when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice.” Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

**Step 1: Select an issue**
Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. It can be an issue that you identified in your macro practice reflection, related to a policy you have studied in your social welfare policy course. Or, if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

**Step 2: Research the issues**
Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

**Step 3: Write your statement**
Select the proper forum for your advocacy effort. This could include a letter to the editor, a Facebook blog, a YouTube video, or a speak out script from a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of government, or the board of directors of a human service organization. Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

**Step 4: Reflect on the process**
In the effort to be reflective practitioners, you are expected to write a two-page, double spaced reflection paper which addresses the following:
• Summarize how you developed your project, specifically why you chose the issue you did and the rationale for how you framed it.
• In terms of your project, what do you see as its strengths and the areas for improvement? While it is appropriate to focus on the product developed, emphasis should be given to the process or skills you used to develop your opinion piece or prepared testimony.
• Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Option B: Coalition Assignment

Step 1: Identify a local organization
Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue that you have interest in.

Step 2: Gather information on the organization
Interview someone in a leadership role and review written and on-line materials that the organization, coalition or collaboration has available and use newspapers as resources to understand the current context.

Step 3: Write a Statement
Prepare a written 3-to-5-page (double-spaced) overview to analyze the group’s effort and your opinion of its effectiveness. In this overview, define the issue, describe the organization, coalition, or collaboration and who is involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group’s effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process
You are expected to write a two-page, double-spaced reflection paper which addresses the following:

• Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process. • What knowledge or skills did you gain from the assignment?
• In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
• Reflect on the potential impact of this organization’s advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Submit
1) Opinion piece, written testimony (Option 1), 3-5 page Written Summary (Option 2)
2) Bibliography and/or list of interviews conducted
3) Reflection paper

2. Performance Coaching-SIMmersion Assignment (Individual)
This assignment set is designed to strengthen your human resources management skills in supervision and coaching using the SIMmersion Coaching/Supervision simulation and practice model. SIMmersion is a company that "creates training solutions that improve communication skills." The training developed by SIMmersion is a simulation of potential supervisory situations in which you can practice intervention techniques. The simulation walks you through various intervention models through virtual engagement that incorporates the nuances of expression and reaction.

Students will complete the coaching/supervision simulation a minimum of four times, scoring 85 or higher on 2 of these. We will discuss your SIMmersion experiences and the model at scheduled times during the semester. Students complete this module through a supervision meeting role play using the SIMmersion model and reflect on their experience.

Submit
1) SIMmersion score sheet showing the 4 attempts and their scores.
2) Reflection on their in-class practice supervision session

3. Community or Organizational Intervention (Team Project)
This course will have one connected master assignment with multiple products, designed to help you pull together what you have learned through the semester.

There are several important dates regarding this assignment:
   Preliminary Plan and Team Agreements: 9/28
   Identification and Assessment: 11/5
   Draft of intervention, presentation and Leave Behind: 11/9
   Presentation and Leave Behind: 11/23
   Budget and fundraising plan: 11/30
   Team Assessment: 12/10

This assignment connects to the following P.O.D.S. capacities:
Capacity Area A: Social Justice Vision and Actions
- Envision what social justice could look like in specific practice contexts
- Use processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics (e.g., use accessible language, attend to power and marginalizing dynamics in groups and organizations, value diverse leadership and participation styles).
- Build on positive sources of power to envision and work toward social justice; work to reduce disempowerment.
- Build on indigenous knowledge/experiences of individuals, groups, and communities in practice and evaluation.

Capacity Area B: Working with Others for Justice
- Demonstrate intersectional humility in communication and interactions with others.
• Assess the advantages and disadvantages of working collaboratively within and/or access groups (defined by positionality and stigmatized status) and act accordingly.
• Initiate and promote dialogue/alliances/collaboration where/when appropriate within and across groups and boundaries.

**Capacity Area C: Critical Structural Thinking**

• Analyze types, levels, and sources of power in practice contexts, theories and actions.
• Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).

**Capacity Area D: Critical Awareness, Use of Self, and Strengthening Survival and Coping Strategies**

• Learn from those with different voices, values and experiences, including different ways of knowing.
• Demonstrate knowledge and skills for intersectional humility (be able to suspend one’s own assumptions and perspectives in order to understand / recognize alternative world views).
• Cultivate and use a critical “third eye” (ability to observe and evaluate one’s own actions and their consequences).

**Capacity Area E: Praxis**

• Modify existing theories/knowledge and generate new knowledge/awareness based on these reflections and critical structural thinking

**Tasks**

1. **Develop Teams**

   You will be given time to form self-selected teams in the third session. Working as a team provides you with the resources and support needed for a more complex project. Further, this develops your necessary macro practice management skills: working as a team, project planning, problem solving, communications skills, accountability, and transparency, setting agendas, assigning roles, dividing tasks and evaluation. Within the team, students are assigned roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles can rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g. at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.

   Effective task groups keep minutes to promote accountability, the achievement of results, and transparency in decision making. Therefore, your group will keep minutes of your meetings. Minutes will be ½-1 page in length for each meeting.

   Class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is
completed. Your team will likely need to meet outside of the scheduled course time.

2. Identification of a community or organizational barrier/gap or opportunity [Needs Assessment]
This piece of the assignment is designed to identify and understand a problem or opportunity within a community or a community organization. You will spend some time identifying and analyzing one specific issue. You may have the easiest time building on your advocacy assignment, looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other issues not listed that you could pursue.

a. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food.

b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

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

After you have selected your community or organizational problem, in the spirit of reflective practice, as a group write a 1-2 page, single-spaced paper addressing the following points:
• What community or organizational problem/concern/issue and why?
• What are some of the things you might examine to make the case for this issue?
• What are your initial ideas about a possible intervention?
• Questions or concerns you would like to consult with me about.

3. The development of a change effort for this identified issue
First, you will explore 3-4 different possible interventions relevant for the issue and your selected community/organization and select one to develop your intervention plan and state your rationale for selecting this. A change effort should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing behavior by intervening in the environment. This can vary greatly. An intervention plan may be a new policy, a change in programming, new practices, or a combination. You will include goals, objectives and action steps (consider a logic model), and a timeline of project activities (consider using a GANTT chart).
This component of the assignment has several purposes:
• To explore what an intervention plan may look like for an organization or community.
• To learn when and why to use an intervention plan.
• To practice the creation and development of a realistic intervention plan.
• To learn and practice skills important to working in a team.

4. An original presentation and materials, detailing both the issue/problem and the proposed solution

Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

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

This third part of the assignment is the culmination of the work done through the semester. It requires each group to:

1. Create a 15-minute presentation detailing the needs assessment (part 2), as well as the intervention plan or proposed solution (part 3). You will decide who the audience (our class) will be. That is, if you decide you are doing a presentation to a potential funder, we will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions.

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

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

Grading Rubric Criteria Part 2 and 3

<p>| Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience. | 10 |
| The community or organizational need/issue/problem is clearly identified. | 10 |</p>
<table>
<thead>
<tr>
<th>Assessment:</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• includes all relevant, interested, and affected parties</td>
<td></td>
</tr>
<tr>
<td>• data collection methods are appropriate for this need/issue/problem</td>
<td></td>
</tr>
<tr>
<td>community/organization</td>
<td></td>
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<tr>
<td>The change effort/intervention plan presented:</td>
<td>20</td>
</tr>
<tr>
<td>• matches or connects clearly to assessment findings</td>
<td></td>
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<tr>
<td>• demonstrates an understanding of the problem and how the problem is</td>
<td></td>
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<tr>
<td>situated within the specific organization or community</td>
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<tr>
<td>• demonstrate that the needs and voices of those most impacted have been</td>
<td></td>
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<tr>
<td>considered/integrated in the plan</td>
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<tr>
<td>The presentation supplemental materials:</td>
<td>20</td>
</tr>
<tr>
<td>• demonstrates graduate level work (graduate level quality)</td>
<td></td>
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<tr>
<td>• demonstrates an understanding of course materials</td>
<td></td>
</tr>
<tr>
<td>Engagement:</td>
<td>20</td>
</tr>
<tr>
<td>• demonstrates the use of theoretical frameworks such as human behavior</td>
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<tr>
<td>in the social environment or person-in-environment within the project</td>
<td></td>
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<tr>
<td>group and/or with external, interested, and affected parties, such as</td>
<td></td>
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<tr>
<td>organizations or communities</td>
<td></td>
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<tr>
<td>• Demonstrates the use of empathy, reflection, and interpersonal skills</td>
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<tr>
<td>within the project group and/or with external stakeholders</td>
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</tbody>
</table>

TOTAL 100

4) **Project budget and fundraising plan.**
Teams will work on this in class as the Skills Lab for Resource Development. Each team will draft a fundraising plan and project budget using templates provided.

1. Fundraising Plan: How you plan to raise the money and potential sources.
2. Budget: Estimate cost of intervention (how much money will you need to carry out the project based upon its objectives). Your project activities timeline will aid this.
3. Budget narrative: A narrative of the budget that explains the budget line items as they relate to the project. This includes staffing duties, qualifications, wages, number of hours, in-kind contributions and volunteers.

d. **Grading**

Grading on assignments is completed within two weeks of submission. Grades and comments on scores identifying strengths and areas to improve are in the Canvas Assignment rubric. For further information, consult the 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. Grading is done using a 100-point system. The final letter grade is assigned according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>95% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>91% - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 90%</td>
</tr>
<tr>
<td>B</td>
<td>84% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>81% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 73%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 69% (no credit)</td>
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</tbody>
</table>

**Assignment Practices**

a. **Drafts:** students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date—this provides me with the time necessary to provide quality feedback and you with time to respond to it.

b. **Peer review:** Be prepared to share a completed document if a peer review is scheduled. Done in a supportive environment, peer review is an intentional learning strategy that aids in critical thinking, further development of thoughts and ideas and feedback skills.

c. **Due dates:** All assignments are due dates and times are in the Canvas assignments. For one assignment, I will grant a grace period of one week in which you can submit your assignment if you request this prior to the day it is due, without a grading penalty. I will not accept a draft for review during the grace time. After the first late assignment, I will accept other late assignments, however, the points awarded will be reduced by the equivalent of ½ letter grade. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.

d. **Resubmission:** Sometimes despite your best effort, peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.

e. **Submission format:** Documents will be professional in style, 11/12-point font, single spaced and APA format is used only for citations. Principles of good design such as headings, subheading and graphics, are expected in assignments and accounted for in grading rubrics. Additionally, well-written, error free narrative using professional language and tone are expected. I do not accept assignment via email. All assignments go into Canvas.
e. **Class Recording and Course Materials**

I will record class sessions. Additional information on class recordings can be found in the [Recording and Privacy Concerns FAQ](#). 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 if 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.

f. **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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [Wolverine Access](#). 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.

g. **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.

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