1. Course Statement

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.

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).

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.

Intensive focus on Privilege, Oppression, Diversity and Social Justice (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

Text and class materials
There is no required textbook for this class
All reading materials and links to videos or podcasts will be posted in the Files section on Canvas. Readings will be posted at least one week prior to the class in which they will be reviewed. Each session’s reading assignments are in a separate folder under Files, which is marked by session number. Readings may be changed due to guest lecturers or emerging current events that warrant our attention and class discussion. Optional reading materials will be posted for students who may wish to explore a topic in more depth.

To fully engage in the course, it is expected that students will complete the required readings and/or video viewing prior to the class in which they will be discussed. Reading materials are meant to supplement lecture content.

Discussion of readings will be student-led, with prompts and questions from me, therefore it is critically important that you complete the required readings prior to the class session. One or two students will be assigned to introduce the key take-aways and ask three questions of the class from the assigned readings for each class session. Students should anticipate being asked to respond to questions and elaborate on the readings as part of their class participation. The quality of the class depends – in large part – on the quality of our collective efforts to engage in discourse on the subject matter and assigned materials.

Class schedule
We will follow the schedule outlined below as closely as possible. Sometimes, the topic or schedule may change due to guest speakers, unavoidable incidents, or through discussions with students regarding what topics they would like to focus on. Whenever possible, schedule changes will be posted on Canvas in Announcements at least a week in advance.
<table>
<thead>
<tr>
<th>First Session: August 30 – Course Introduction and Overview</th>
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<tbody>
<tr>
<td><strong>Topics:</strong></td>
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<tr>
<td>• Introductions, course overview, classroom ground rules, syllabus review, schedule</td>
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<tr>
<td>• Overview and history of community and organizational practice</td>
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<tr>
<td>• How to apply ethics in community and organizational practice</td>
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<tr>
<td>• Identifying components of anti-racist practice and the impact of structural racism on community and organizational practice</td>
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<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td>• Course syllabus</td>
</tr>
<tr>
<td>• Netting, Kettner, McNurty &amp; Thomas (2012) Historical and Contemporary Influences on Macro Practice (on canvas)</td>
</tr>
<tr>
<td><strong>While optimal if completed, students are not expected to have read these materials prior to the first class.</strong></td>
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<tr>
<td><strong>Video/Audio:</strong></td>
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<tr>
<td>• Wes Moore: The difference between your job and your work</td>
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<tr>
<td>• Timeline: Social Justice in the United States [link](<a href="https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1eTd1J8NPuI2sY2OgaZFFsAUfC7f0_LyfrWj56uh9yE&amp;font=">https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1eTd1J8NPuI2sY2OgaZFFsAUfC7f0_LyfrWj56uh9yE&amp;font=</a> Lustria-Lato&amp;lang=en&amp;initial_zoom=2&amp;height=650)</td>
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<tr>
<th>Second Session: September 13 – Macro Social Work: History and context of macro practice; Positionality, Power and Understanding in Community/Organizational Engagement</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Reading:</strong></td>
</tr>
<tr>
<td>• Quiros (2021) Trauma-informed Practice as the Foundation for Positive Disruption</td>
</tr>
<tr>
<td>• Ioakimidis (2016) A guide to radical social work</td>
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<tr>
<td>• NASW Code of Ethics</td>
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<tr>
<td>• UN Declaration of Human Rights</td>
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<tr>
<td>• NABSW Code of Ethics</td>
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<td>• IFSW Code of Ethics</td>
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<tr>
<td>• Shulevitz (2018) Forgotten Feminism: Johnnie Tillmon’s Battle Against “The Man”</td>
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<tr>
<td><strong>Video</strong></td>
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<tr>
<td>• Crenshaw (2016) TED Talk: The urgency of intersectionality <a href="https://www.youtube.com/watch?v=akOe5-UsQ2o">link</a></td>
</tr>
<tr>
<td>• Cracking the codes: The System of Racial Inequality <a href="https://www.youtube.com/watch?v=37pbtz46F5U">link</a></td>
</tr>
<tr>
<td>• Cracking the codes: Power Analysis <a href="https://www.youtube.com/watch?v=Z6NjHOs0h1s">link</a></td>
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<thead>
<tr>
<th>Guest Speaker: Robert Ennis, President, CEO and Founder – Ennis Center for Children</th>
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<tbody>
<tr>
<td><strong>Assignments due:</strong></td>
</tr>
<tr>
<td>• Discussion questions on Canvas</td>
</tr>
<tr>
<td>• Ideas for your Community/Organizational Project (we will discuss in class)</td>
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<tr>
<td>Assignment:</td>
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<td>-------------------------------------</td>
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<tr>
<td>• Sills Inventory</td>
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<tr>
<td>• Discussion Q &amp; A</td>
</tr>
</tbody>
</table>

### Third Session: September 20 – Understanding and Engaging Communities

**Required Reading:**
- Beckwith and Lopez (1998) Community Organizing: People Power from the Grassroots
- Netting, Kettner, McMurtry (2013) Understanding Communities
- Stanford Social Review (2018) How to tell stories about complex issues

**Video:**
- How to change the world [https://www.youtube.com/watch?v=4z7gDsSKUmU](https://www.youtube.com/watch?v=4z7gDsSKUmU)
- Chamber, Embedding Restorative Practices in Communities [https://www.youtube.com/watch?v=ebGlV0jQcek](https://www.youtube.com/watch?v=ebGlV0jQcek)
- If you want to know issues of interest, you have to know people’s stories
- Recognize community expertise

**Guest Lecturers:**
- Ginsberg Center staff
- Darlene Nichols – UM Graduate Library

**Assignments:**
1. Social Identity/Positionality
2. Discussion Q&A

### Fourth Session: September 27 – Macro practice theory in organizations and communities

**Readings:**
- Reisch (2019) Theories underlying Macro Social Work Practice
- What are the various types of human services organizations? Charity Watch [https://www.charitynavigator.org/index.cfm?bay=search.categories&categoryid=6](https://www.charitynavigator.org/index.cfm?bay=search.categories&categoryid=6)
- Thyer (2008) Evidence-based Macro Practice: Challenges and Opportunities

**Videos:**
- Oladapo: The power in the story: How diverse narratives build community. [https://www.youtube.com/watch?v=Jmqn7XDrEBQ](https://www.youtube.com/watch?v=Jmqn7XDrEBQ)
- Adichie: The danger of a single story [https://www.youtube.com/watch?v=D9lhs241zeg](https://www.youtube.com/watch?v=D9lhs241zeg)
- Highlander Research and Education Center [https://www.youtube.com/watch?v=dAUCZHr3KQ](https://www.youtube.com/watch?v=dAUCZHr3KQ)

**Guest Speaker:** Laura Hoehner - Dane – Volunteer Coordinator - Safehouse

**Assignment**
1. Developing a theory for community or organizational practice

**Due:**
1. Social Identity/Positionality
2. Discussion Q&A
### Fifth Session: October 4 – Assessing community and organization strengths and needs

**Readings:**
- How can we assess our Community and Implement an Assessment Process?
- How can we assess our community and what are the initial steps and considerations for doing race equity work?
- Organizational Capacity Assessment Tool
- Transforming Organizational Culture

**Video:**
- Price: White Supremacy Culture and Anti-racist Policy Review
- Kendi: Creating a more equitable society is in white American’s self-interest  
  [https://www.youtube.com/watch?v=dCUOX3NMd4U](https://www.youtube.com/watch?v=dCUOX3NMd4U)

**Assignment:**
1. Finding evidence to assess and inform the community or organizational development plan
2. Review requirements for the community/organizational development midterm assignment

**Due: Developing a theory for community and organizational practice**

**Guest Speaker:** Nicole Denson – Advocate/Activist – Mosaic Collective

### Sixth Session: October 11 – Engaging with and intervening in communities

**Readings:**
- Core principles for public engagement
- Cole (2012) The white savior industrial complex
- Cochrane (2018) Seeing like an anthropologist
- Promoting participation among diverse groups  
- Galaxy Digital (2021) How to conduct a community needs assessment

**Video:**
- Building Accountable Communities  
  [https://www.youtube.com/watch?v=YZEuPYJmTrk](https://www.youtube.com/watch?v=YZEuPYJmTrk)
- The complexity of doing good
- Oath for compassionate Helpers  
  [https://www.youtube.com/watch?v=k7veCTad43A](https://www.youtube.com/watch?v=k7veCTad43A)
- Flanders: Cooperative Economics and Civil Rights  
  [https://www.youtube.com/watch?v=_TVIghQMK8g](https://www.youtube.com/watch?v=_TVIghQMK8g)

**Guest Speaker:**
- Aubrey Sitler – ABT Contractor

**Assignment:**
1. Needs and Strengths assessment for community/organizational development project plan

**Due: Finding evidence and assessing for the Community/Organizational Development Plan**

### October 18 – NO CLASS – Fall Study Break

### Seventh Session: October 25 – Engaging with and intervening in organizations
Readings:

- Transform organizational culture tool
- Organizational assessment: A tool to improve your performance [https://peopledynamics.co/organizational-assessment/](https://peopledynamics.co/organizational-assessment/)
- A guide for Organizational Capacity Assessment Tools
- Organizational self-assessment
- Strategic Plan Outline
- Silverman & Taliento (2006) What business execs don’t know – but should – about non-profits
- Greene (2020) Becoming an anti-racist organization: An anti-racist model for organizational change

Videos:

- Burrell: Shifting organization culture towards racial equity and social justice [https://www.youtube.com/watch?v=WV7bu9o1KyI](https://www.youtube.com/watch?v=WV7bu9o1KyI)

Assignment:

1. Continue working on Community or Organizational Development Midterm
2. Needs and Strengths assessment for community or organizational development plan

Guest Speaker: Dr. Tracy Hall

Eighth Session: November 1 – Organizational Leadership, Management and Supervision

Readings:

- Hasenfeld (2015) What exactly is human services management?
- Quiros (2021) Transformational Leadership
- Maxwell (2014) How does leadership work?
- Kotter (2013) Management is (still) not leadership
- Leading Change: Leadership Academy speech
- Ten Common Leadership Styles
- The DiSC assessment
- Leadership Qualities

Videos:

- Brown: Dare to Lead [https://www.youtube.com/watch?v=hEnqV_M_Dm4](https://www.youtube.com/watch?v=hEnqV_M_Dm4)
- Root: Conflict Management in Work Settings

Assignment:
- SIMmersion Simulation: Coaching for Improved Performance

**Due: Community/Organizational Development Plan Midterm**

**Ninth Session: November 8 – Project Check-In: Putting it all together to make sense**

**Assignment:**
1. Community/Organizational Development Presentation Outlines

**Tenth Session: November 15 – Developing and managing resources**

**Readings:**
- The Budget Building Book for Non-Profits
- Principles of Fund Development
- What do CEOs Actually Do?
- Variables Affecting Job Performance
- Hager (2006) nonprofit fundraising
- Non-profit Boards

**Videos:**
- Role of Philanthropy in decolonizing wealth

**Assignment: Develop a budget/funding source for your project**

**Eleventh Session – November 22 – Developing professional presentations and giving back to the community or organization: evaluating, and terminating with the community or organization**

**Reading:**
- How to give a killer presentation
- How to create an infographic
- Developing a professional report
- Lewis (2011) Termination and Community Organizing

**Videos:**
- The public narrative: How to tell a story

**Guest Speaker:** Sharon Fincher – Board Member – Ruth Ellis Center

**Twelfth Session: November 29 – Class Presentations**

**Thirteenth Session: December 6 – Class termination and evaluation - Class Presentations**

Sankofa: Reflecting back as we move forward

**Assignments**

Assignments mostly center on team-based activities that mimic the complexity and requirements of social workers who practice in communities and organizations. Weekly activities will provide a space for students to individually or in a group start to hone new skills in
community and organizational practice. These skills will be assessed through three major course projects: 1. the Community/ Organizational Development Project Plan (Midterm), 2. the Community/ Organizational Development Project Presentation, and the 3. Community/ Organizational Development Project Reflection Paper as part of our Sankofa exercise.

Assignment descriptions and readings for each class, as well as grading and class announcements can be found on Canvas. Required reading will be posted to Canvas at least one week prior to the class for which they are required. Please review the site carefully and visit it frequently for updates.

All assignments will be posted on Canvas with a more in-depth explanation and rubric. If you have any questions about an assignment, please feel free to reach out to me with your questions prior to the due date of the assignment. Announcements in Canvas will often correspond to a specific assignment, so please make certain that you have set Canvas up to notify you when announcements are posted, and please be certain to read announcements at least weekly.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>• Community/ Organizational Project Brainstorm Activity</td>
<td>Continually throughout the semester – details on canvas</td>
<td>10%</td>
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<tr>
<td>• Social Identity/ Positionality Assignment</td>
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<tr>
<td>• Finding Evidence and Defining Populations for the Community and Organizational Development Plan</td>
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<tr>
<td>• Needs and Strengths assessment for Community/ Organizational Development Project Plan</td>
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<tr>
<td>• Developing a Theory for Community and Organizational Practice</td>
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<tr>
<td>• SIMmersion Simulation: Coaching for Improved Performance</td>
<td>Each person is to submit proof of three full SIMmersion Coaching attempts Monday, 11/8/2021, by midnight via Canvas.</td>
<td>5%</td>
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Midterm:
• Community or organization chosen and justification for choice
• Community or organizational need/issue identified. Data

One group member will submit the midterm assignment by Friday, October 29

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<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>collection methods identified with justification as to why they are</td>
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<td>20%</td>
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<tr>
<td>appropriate for assessing this issue. Identification of each group member's</td>
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<td>anticipated role in the final project. For more detail refer to Canvas.</td>
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<tr>
<td><strong>Final:</strong> Community/Organization Project Portfolio that includes:</td>
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<tr>
<td>● Submit written portfolio materials. Full description in syllabus and</td>
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<td>Canvas. Example in Canvas.</td>
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<td>● Final In-Class Presentation: Present the issue background and an</td>
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<td>intervention plan that demonstrates how the problem is situated within the</td>
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<td>specific organization or community. Thirty minute presentations to</td>
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<td>include presentation and answering questions.</td>
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<tr>
<td>● A “leave behind” item such as PowerPoints, infographic or a brochure for</td>
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<tr>
<td>the audience.</td>
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<td>● Personal reflection on the assignment and intervention</td>
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<td>One group member will submit the group portfolio by Monday, November</td>
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<tr>
<td>29</td>
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<tr>
<td>In-class presentations – Monday November 29</td>
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<tr>
<td>Last class session</td>
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<td>Participation:</td>
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<tr>
<td>● Includes: Consistently attending class, asking and answering questions</td>
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<td>during class, posting on the discussion board each week, meeting with</td>
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<td>professor between class for guidance, and other ways that we identify as</td>
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<td>suitable for engaging with coursework.</td>
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<tr>
<td>Each person’s weekly discussion board posts are due midnight the</td>
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<td>Saturday before Monday class. They are graded on a credit/no credit</td>
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<td>basis.</td>
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Assignment Descriptions: **

1. Identification of a community or organizational barrier/gap or opportunity 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 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.

2. The development of a change effort (intervention plan) for the identified issue
   A change effort (intervention plan) 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.

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.

3. 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 stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.
- To think critically about what information will be compelling to a stakeholder audience.

4. This final 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 1), as well as the intervention plan or proposed solution (part 2). 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.

2. Develop a “leave behind” item. You must include some leave behind item. This can be a handout, brochure, brief summary, infographic, 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/citation guide/AP5thed/pdf.

**Note that midterm assignment is a rough draft of parts 1 and 2 noted above. The purpose of the midterm is to guide students through the process.**

**Attendance and class participation**

**Attendance and Participation:** Attendance is expected at each class and any asynchronous activities that you may be assigned and is extremely important because the discussions that
occur in class cannot easily be replicated outside of the classroom from simply reading the assigned materials. Participation in class discussions, in class exercises, and small group discussions is expected and will contribute to your final grade. Participation means grounding your comments and analysis in the readings and other class materials – not simply offering your general opinion on a topic. If you experience difficulties in participating in discussions for technological, linguistic, cultural, or other reasons, please meet with me to explore ways in which you can become a more active participant in class. If you need to miss a class, please email me at terrigil@umich.edu to let me know you will be missing a class. We can discuss what needs to be done to make up for the missed class. Please refer to the Policy on Class Attendance found in the MSW Student Guide.

Attendance and participation are worth 10 points.

Grading
Final grades are based on 100 percentage points. Grades are earned through completion of major assignments. Assignments are tiered, beginning with lower point assignments earlier in the semester and graduating to higher point assignments through the semester, culminating in the final assignment that is the most heavily weighted. For more information on grading, refer to: Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

Grading table:
Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>A+</td>
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<tr>
<td>94 - 99</td>
<td>A</td>
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<tr>
<td>91 - 93</td>
<td>A-</td>
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<td>88 - 90</td>
<td>B+</td>
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<td>81 - 83</td>
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<td>C+</td>
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<td>C</td>
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<td>71 - 73</td>
<td>C-</td>
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Due Dates
Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission.

Incompletes
Incompletes will not be granted unless extraordinary circumstances prevent you from completing the coursework. You must formally request an incomplete from me prior to the end of the semester.

Grade Dispute Process
If you believe that you have been graded unfairly on an assignment, I will review your concerns upon submission of a specific written request for re-evaluation. Because this is a graduate
program, you are expected to produce graduate-level work products. Your future employer will expect the same.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email ssw-cso@umich.edu or call 734-763-6259.

I may re-evaluate the submitted work, and/or I may ask you to complete additional work in order to bring the work up to standard in order to adjust your grade.

Please 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 can be referenced using these links.

Additional Course Information and Resources

Relationship of the course to social work ethics and values
Issues of values and ethics of a social work professional working in communities and organizations, using guidelines such as NASW Code of Ethics, will be an inherent part of this course.

Protect confidentiality
One of the fundamental ethical values of social work is protecting client confidentiality. In this seminar, you will be exposed to conversations or environments that involve real individuals, organizations, communities and families. You will be expected to keep class materials/activities confidential and to keep the names of clients, community members and organizations private.

Class Discourse
Discussion of community and organizational issues, including structural racism, the impact of racists practices on organizations and communities, social justice issues and many other related topics can be emotional topics and could serve to trigger painful memories or create anxiety in students due to any number of factors. Discussion of social welfare necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current programs and policies have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. Disagreements are expected and are welcomed as long as we respect diverse opinions and one another and refrain from attacking or insulting others. For some topics, I will structure a formal debate format in order that multiple sides of an issue are
clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your thinking about the topic, solidify your point of view and help you understand what the opposition to a position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will learn how to create, evaluate and analyze communities and organizations in simple and complex forms, and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point of view. Remain open to evidence presented, which may conflict with your own personal viewpoints and perspectives. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others.

Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.

When I choose to record a class, I will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording will be made available on the Canvas website. On days when classes are recorded, students will be notified prior to the class session that a recording is will be 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

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.

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

Student Support Services

Please be aware that the School of Social Work has a wide range of support services for students:
Career Services – Provides writing support and job search assistance. Contact at ssw-cso@umich.edu or #734-763-6259.
Office of Student and Enrollment Management- Can help with Emergency Financial Assistance, liaison with Services for Students with Disabilities, and provide health and wellness referrals.

For additional information, or to ask for assistance, email ssw.msw.info@umich.edu or call #734-936-0961