



<b>Course title:</b>	<b>Methods for Socially Just Policy Analysis</b>	
<b>Course #/term:</b>	SW 639, Section 002, Winter 2022	
<b>Time and place:</b>	Mondays, 2:00 PM – 5:00 PM, Room 2340 SEB	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Foundation Essentials required or permission of instructor	
<b>Instructor:</b>	<b>Terri Gilbert, MSW</b>	
<b>Pronouns:</b>	She, her, hers	
<b>Contact info:</b>	<b>Email: terrigil@umich.edu</b>	<b>Phone: 734-645-8590</b>
	Email is the preferred method. You may expect a response within 48 hours. If your message is urgent, you may text me on my mobile phone.	
<b>Office:</b>	<b>3798 SSWB</b>	
<b>Office hours:</b>	Mondays, 1:00 – 1:45 PM and By appointment	

## 1. Course Statement

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### a. Course description

This course will introduce students to a set of analytic tools and skills for critical policy thinking, reading, and writing. Analytic tools introduced in this class include frameworks for policy analysis and using feminist, intersectional, and critical race lenses for policy analysis. The impact of race, gender, and class on policy development and enactment are emphasized throughout the course as well as an exploration of global approaches to policy analysis.

This course will enhance critical writing skills and teach concise and persuasive writing methods, issue framing, and legislative literacy for effective policy writing. Students will learn qualitative and quantitative data collection and analysis methods frequently used for policy analysis. Students will also be introduced to policy document writing, including policy briefs, memos, factsheets, op-eds, and public comments. Finally, students will learn how to locate, read, and translate policy for community consumption.

### b. Course objectives and competencies

1. Explore frameworks for policy analysis and utilize various frameworks for analysis, such as critical race theory, feminist, and intersectional frameworks;
2. Apply frameworks for policy analysis to the assessment of impact on social, economic, and environmental justice;

3. Explore research on evidence-based policymaking and its application to policy development and enactment;
4. Develop and evaluate a reasonable set of options (policy recommendations) for changing a particular bill or existing policy;
5. Design and implement a preliminary political and advocacy strategy for facilitating the enactment of the preferred option;
6. Organize and prepare different types of policy documents and/or policy recommendations;
7. Discuss the effect of social location and positionalities on policy development, their influence across system levels, and the process by which policy can advantage/privilege and disadvantage/oppress groups based on social location;
8. Discuss typical ethical concerns and concepts of equity related to social policy development and enactment

### **c. Course design**

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The course will be offered primarily in person with the possibility of a flipped-class or hybrid structure.

### **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.

Issues related to privilege, oppression, diversity, and social justice will be explored through a policy lens. This course will focus on providing students with the tools to advance social justice through engagement in policy and politics, with a focus on engaging marginalized populations in the policy development process. Students will gain skills to analyze policies in relation to PODS, including evaluating the extent to which policies promote equity with regard to race, class, gender, sexual orientation, disability status and other aspects of social location.

## **2. Class Requirements**

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### **a. Text and class materials**

**There is no required textbook for this class.**

Instead, readings will be placed in the “Files” folder corresponding to the week in which they are due. Videos and podcasts will be posted in Modules, placed in the Media Library and will be mentioned in the **Announcements** posted each week prior to class.

Readings may be changed due to guest speakers, special circumstances and student needs and interests. I will try to make any changes to the reading assignments at least one week in advance and likely two weeks in advance.

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 summarize the readings, introduce the key take-aways and lead a discussion in 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. This is an advanced graduate class. 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.

**b. 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, current events that have policy implications, or through discussions with students regarding what topics they would like to focus on. Whenever possible, schedule changes will be sent to you via Canvas in *Announcements* at least a week in advance.

<b>First Session: January 10 – Course Introduction and Overview</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Course requirements</li> <li>• Wicked Problems and Wicked Problems in Social Work</li> <li>• Course progression</li> <li>• Discussion of topics, interests and changes as needed</li> </ul>
<p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Course Syllabus</li> </ul>
<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select a week in which you would like to be the discussion leader – we will develop the schedule in the next class period.</li> </ul>
<b>No Class – Martin Luther King Day – January 17</b>

<b>Second Session: January 24 – Social Workers and Policy Analysis</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Overview of the policy process in general</li> <li>• Historical overview of the policy process</li> <li>• Examining a policy brief</li> <li>• Political Context of Policy</li> </ul>
<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Caputo, R. K. (2014). Policy analysis for social workers. Thousand Oaks, CA: SAGE Publications. • <b>Appendix B: Historical Overview of Policy Analysis</b></li> <li>• Butterfield, A. K., Rocha, C. J. (2010). The dynamics of family policy. Chicago, Ill.: Lyceum Books. • <b>Appendix A: Writing a Policy Brief</b></li> <li>• Jansson, B. (2017) <i>Policy Practice and Policy Advocacy as the Fourth Dimension of Social Work Practice: Joining a Tradition of Reform.</i>, in <i>Becoming an Effective Policy Advocate: From Policy Practice to Social Justice.</i>, Cengage Learning.</li> </ul>
<p><b>Video</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to the Policy Process</b> <a href="https://www.youtube.com/watch?v=ipm5Bk10Fio">https://www.youtube.com/watch?v=ipm5Bk10Fio</a></li> </ul>
<p><b>Assignments due:</b></p> <ul style="list-style-type: none"> <li>• Report out on Discussion leader weeks</li> </ul>
<b>Third Session: January 31 – Policy Approaches: Frameworks for policy analysis and advocacy, And Evidence-based Policymaking</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Overview of policy approaches</li> <li>• Some frameworks for policy analysis and advocacy</li> <li>• Evidence-based policymaking</li> </ul>
<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• Does our framework, or lens, for analysis influence our opinion of the policy?</li> <li>• Are some approaches “better” than others?</li> <li>• What are the five components of evidence-based policymaking?</li> <li>• What are the advantages?</li> <li>• Are there disadvantages, or blind spots in evidence-based policymaking?</li> </ul>
<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• <i>Evidence-based Policymaking, A Guide for Effective Government</i> (2014) The Pew Charitable Trusts and the MacArthur Foundation, Philadelphia, Pa.</li> <li>•</li> </ul>
<p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based Policymaking Made Easy by ‘Results First’ Tool: <a href="https://www.youtube.com/watch?v=MXUEBloG-tU">https://www.youtube.com/watch?v=MXUEBloG-tU</a></li> <li>• The influence of policy <a href="https://www.youtube.com/watch?v=iBRxl3Klhj0">https://www.youtube.com/watch?v=iBRxl3Klhj0</a></li> </ul>
<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. Policy Topic (on canvas)</li> </ol>
<b>Fourth Session: February 7 – Policy Approaches: Targeted Universalism</b>
<b>Topics</b>

<ul style="list-style-type: none"> <li>• Targeted Universalism defined</li> <li>• Steps in the Targeted Universalism Approach</li> <li>• Universal goals</li> <li>• Application to Wicked Problems</li> <li>• Impact of positionality, blindspots</li> </ul>
<p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• What is targeted universalism?</li> <li>• What is its purpose?</li> <li>• Where is it commonly applied?</li> <li>• What are the complexities of this approach??</li> </ul>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Powell, j. Menendian, S, Ake, W. (2017) Targeted Universalism Policy and Practice, Haas Institute for a Fair and Inclusive Society</li> <li>• Strolovitch, D. (2006), <i>Do interest groups represent the disadvantaged? Advocacy at the Intersections of Race, Class and Gender</i>, The Journal of Politics, The university of Chicago Press</li> </ul>
<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Targeted Universalism: <a href="https://www.youtube.com/watch?v=wgGcftWpwUQ">https://www.youtube.com/watch?v=wgGcftWpwUQ</a></li> <li>• Policy Analysis: Universalism: <a href="https://www.youtube.com/watch?v=mMaDqHvoJ4o">https://www.youtube.com/watch?v=mMaDqHvoJ4o</a></li> </ul>
<p><b>Audio/Pod casts:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://belonging.berkeley.edu/podcast-targeted-universalism-john-powell">https://belonging.berkeley.edu/podcast-targeted-universalism-john-powell</a></li> <li>• <a href="https://belonging.berkeley.edu/implementing-targeted-universalism">https://belonging.berkeley.edu/implementing-targeted-universalism</a></li> </ul>
<p><b>Assignment:</b></p> <p>1. Discuss policy topic</p>
<p><b>Fifth Session: February 14 – Policy Analysis: The Policy Brief – An Overview and Factsheet</b></p>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• The Eightfold policy analysis process as one method for policy analysis</li> <li>• Policy Summaries: <ul style="list-style-type: none"> <li>○ What they are used for</li> <li>○ How to write them</li> <li>○ How to present them</li> </ul> </li> </ul>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Bardach, E. &amp; Patashnik, E. m. (2020) A practical guide to policy analysis: The eightfold path to more effective problem solving. Thousand Oaks: CQ Press, Sage – Part I</li> <li>• Creating a One-Pager WRITING FOR A POLICYMAKER &amp; STAKEHOLDER AUDIENCE by Eileen Kostanecki, IHPI Director of Policy Engagement &amp; External Relations</li> <li>• Stevens (2017) Opinion: Tips for aspiring Op-Ed Writers, New York Times</li> <li>• Safire, W. (2005) Opinion: How to read a column, New York Times</li> </ul>
<p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• How to testify before a legislative committee: <a href="https://www.youtube.com/watch?v=QcvukGnGWuk">https://www.youtube.com/watch?v=QcvukGnGWuk</a></li> <li>• Tips for effective testimony: <a href="https://www.youtube.com/watch?v=qns96p0hc_0">https://www.youtube.com/watch?v=qns96p0hc_0</a></li> </ul>

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<b>Assignment:</b> 1.
<b>Sixth Session: February 21 – Policy Analysis: POLARIS – The CDC Approach</b>
<b>Topics:</b> ○
<b>Readings:</b> <ul style="list-style-type: none"> <li>• CDC Policy Analytical Framework</li> <li>• Using evaluation to Inform CDC Policy Process</li> <li>• CDC Policy Analysis Table</li> <li>• Einbinder, S. (2010) <i>Policy Analysis for Social Workers</i>, in The Handbook of Social Work Research Methods, Sage</li> </ul>
<b>Video:</b> <ul style="list-style-type: none"> <li>• <b>Mind the Gap: Interactions of Policy and Research:</b> <a href="https://www.youtube.com/watch?v=wZvUnliyCGg">https://www.youtube.com/watch?v=wZvUnliyCGg</a></li> </ul>
<b>Website:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.cdc.gov/policy/polaris/policyprocess/index.html">https://www.cdc.gov/policy/polaris/policyprocess/index.html</a></li> </ul>
<b>Assignment Due:</b> <ul style="list-style-type: none"> <li>• <b>Policy Factsheet</b></li> </ul>
<b>February 28 – Spring Break – No Class</b>
<b>Seventh Session: March 7 – Policy Analysis: European Training Federation</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• <b>ETF method for policy analysis</b></li> </ul>
<b>Readings:</b> <ul style="list-style-type: none"> <li>• European Training Federation Guide to Policy Analysis</li> </ul>
<b>Websites:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.etf.europa.eu/en/publications-and-resources/publications/guide-policy-analysis">https://www.etf.europa.eu/en/publications-and-resources/publications/guide-policy-analysis</a></li> </ul>
<b>Eighth Session: March 14 – Policy Practice: Decision Memos, Policy Summaries and Policy Briefs</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• How to write a policy brief</li> <li>• Various formats for Policy Briefs</li> <li>• Who uses Policy Briefs and for what?</li> </ul>
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Janson, Placing policy proposals in Policy Briefs: The anatomy of policy briefs</li> <li>• Examples of Policy Writing</li> <li>• The policy memo: examples</li> </ul>
<b>Video:</b> <ul style="list-style-type: none"> <li>• <b>How to write a public policy brief:</b> <a href="https://www.youtube.com/watch?v=wuc3eNsPirM">https://www.youtube.com/watch?v=wuc3eNsPirM</a></li> <li>•</li> </ul>

<b>Ninth Session: March 21 – Policy Analysis: Critical Race Theory</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Analyzing policy with a critical race theory framework</li> <li>Examples of policies that perpetuate racism</li> </ul>
<b>Readings:</b> <ul style="list-style-type: none"> <li>A critical race theory framework for education policy analysis: the case of bi-lingual learners and assessment policy in England. (on Canvas)</li> <li>Kolivoski, K, Weaver, A. and Constance-Huggins, M. Critical Race Theory: Opportunities for Application in Social Work Practice and Policy</li> <li>Race and Poverty: Impact on child welfare policy</li> <li>ABA, A lesson on critical race theory</li> </ul>
<b>Video:</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>Tenth Session: March 28 – Policy Analysis: Economic Frameworks, Cost-Benefit Analysis and Impact</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Priorities drive funding and funding establishes priorities</li> <li>Who decides?</li> <li>The various biases in cost-benefit analysis and how to detect them</li> </ul>
<b>Readings:</b> <ul style="list-style-type: none"> <li>Economics, Politics and Policy: Competing Frameworks and Policy Analysis(on Canvas)</li> </ul>
<b>Assignment:</b> <ol style="list-style-type: none"> <li><b>Policy Brief (details on canvas)</b></li> </ol>
<b>Eleventh Session: April 4 – Policy Analysis: Feminist Frameworks and Intersectionality</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>Policies under the feminist lens</li> <li>Intersectionality and policy analysis</li> </ul>
<b>Readings:</b> <ul style="list-style-type: none"> <li>McPhail, B A Feminist Policy Analysis Framework: Through a Gendered Lens</li> <li>Hankivsky, et al. An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity.</li> </ul>
<b>Video:</b> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=oZHNHWU2A9U">https://www.youtube.com/watch?v=oZHNHWU2A9U</a></li> <li><b>Gender Awareness and Public Policy:</b> <a href="https://www.youtube.com/watch?v=cWAqtlmtrC8">https://www.youtube.com/watch?v=cWAqtlmtrC8</a></li> <li><b>The Future of Foreign Policy Should be Feminist:</b> <a href="https://www.youtube.com/watch?v=HOIV8Dd3_Lk">https://www.youtube.com/watch?v=HOIV8Dd3_Lk</a></li> </ul>
<b>Assignment Due:</b> <ul style="list-style-type: none"> <li><b>Policy Brief</b></li> </ul>
<b>Twelfth Session: April 11 –Social Work framework for socially just policies</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li><b>Policies guide practice</b></li> <li><b>Unintended consequences</b></li> <li><b>The value of thought partners</b></li> </ul>
<b>Readings:</b>

<ul style="list-style-type: none"> <li>• Chapin, R. <b>Social Policy Development: The Strengths Perspective</b></li> <li>• Schaefer, L et al, <b>The Decline of Cash Assistance</b></li> <li>• Boyle, P. et al. <b>The value of task conflict to group decisions</b></li> </ul>
<b>Assignment:</b> <ul style="list-style-type: none"> <li>• <b>International Policy Issue</b></li> </ul>
<b>Assignment Due:</b> <ul style="list-style-type: none"> <li>• <b>Policy Brief re-writes</b></li> </ul>
<b>Thirteenth Session: April 18 Policy Presentations and Wrap Up–</b>
<b>Assignment Due: International Policy Issue</b>

### c. Assignments

This course uses Canvas as a resource for all course readings as well as for detailed explanations of assignments and the submission of assignments. Assignment descriptions and readings for each class, as well as grading and class announcements can be found on Canvas. 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.

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Class Participation and Discussion Leader	Date as agreed	10%
Assignment # 1 Policy Decision Memo	February 21, 2022 Submit on Canvas	20%
Assignment #2 Policy Factsheet/Summary		15%
Assignment # 3 Policy Brief	March 28, 2022 Submit on Canvas	40%
Assignment # 4 Exploring and International Policy	April 18, 2022 Submit on Canvas	15%

## Assignments

All assignments are described in detail on canvas and include the rubric by which your assignment will be scored. This section provides an overview of the assignments.

### Discussion Leader

Each week, one of two students will lead a discussion on the required readings. You will cover key points/key take-aways and ask questions of your classmates based on the reading material(s), or you may find supplementary reading(s) that complement the lecture topic and provide an overview and lead a discussion on those materials.

### Assignment 1: Decision Memo

Decision memos are common in government offices, businesses, NGOs, and many other organizations involved in policy making and influencing. For this assignment, you will draft a decision memo to a senior official confronting an important social welfare/human services policy decision. It is recommended that you use the same issue on which you will write your final Policy Brief. Your job is to identify a specific policy choice that needs to be made, provide your hypothetical boss with relevant background, identify two or more options, analyze their relative merits, and recommend a course of action.

### Assignment 2: Policy Factsheet

For this assignment, you will complete a professional quality policy factsheet. The factsheet is intended to be shared with stakeholder groups, such as community members, advocacy groups, government officials. The fact sheet should complement your policy brief, in other words, the information that you cover in your fact sheet should be useful to informing your policy brief.

### Assignment 3: Policy Brief

Your major assignment for this course is a Policy Brief and Policy Briefing memo, including talking points and background. Your job is to prepare a comprehensive policy analysis, including problem description, policy options, recommendations and information sources to provide your leadership with a comprehensive overview of the policy issue. In addition, you will prepare a Policy Briefing memo for your leadership or a senior colleague who will use the Brief to convey a message at a public or private meeting. Your talking points should fit on one page so that they are easily accessible and able to serve as discussion points and prompts to the person delivering the message.

### Assignment 4: International Issues

For this assignment, you will explore an international policy issue, analyze how it is being responded to and make recommendation(s) for how the issue could be addressed that is not being done now.

d. Attendance and class participation

Discussion of current events and public policy 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 policies have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. 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 structure a formal "hearing" on an issue and ask you to take various roles in the hearing. This loosely follows the format of legislative testimony. 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 policy 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 policy in simple and complex forms, be able to defend your position 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 you view. 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.

A note about use of electronic devices in class: I am generally not particular about your use of laptops or tablets to take notes or look up topics that arise in class. HOWEVER, if you are spending class time doing homework for another class, checking Facebook or Instagram, etc. or generally not paying attention and tending to the class and the discussion at hand, I will simply ask you to put your device away. Don't force me to embarrass you in front of the class or to walk behind you to check your screen.

In a class such as this one, it is vitally important to attend class and to participate in class. If you need to miss a class for personal or professional reasons, please contact me in advance to let me know. If you are ill, please contact me as soon as possible to determine how to make up class participation. In the age of COVID, I am fairly flexible about in-person attendance. I ask, however, that you notify me about your current circumstances so that we can figure out alternatives. Please refer to the [Policy on Class Attendance](#) found in the MSW Student Guide.

**e. Grading**

Final grades are based on 100 percentage points. Letter grades are assigned to points totals according to the follow scale:

100 +	A+	77 - 79	C+
95 - 100	A	73- 76	C
90 - 94	A-	70 - 72	C-
87 - 89	B+	67 - 69	D+
83 - 86	B	63 - 66	D
80 - 82	B-	<63	E
Course Participation and Discussion Leader		10	
Assignment # 1		20	
Assignment # 2		15	
Assignment # 3 Policy Brief		40	
Assignment # 4		15	
<b>Total</b>		100%	

**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 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](mailto: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](#).

#### f. 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.

#### 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. 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 [WolverineAccess](#). 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*