Course title: Essentials of Community and Organizational Practice
Course #/term: 509 sec 04, Fall 2022
Time and place: Mondays, 9am-12pm, SSW 1804
Credit hours: 3
Prerequisites: n/a
Instructor: Maureen Okasinski
Pronouns: She/her
Contact info: Email: mokasins@umich.edu Phone: 313.3038911
Office: 3766
Office hours: Mondays, 12-1pm, and by appointment

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. Objectives

1. 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).
2. 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).
3. 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).
4. 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).
5. 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).
6. Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).
7. 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. 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 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

a. Text and class materials

- There is no textbook for this class. Required and optional out of class learning materials are linking in the Canvas Page/Course Schedule.
- 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 this expectation.
- Students will discuss out of class learning materials in large and small groups.
- The agenda and materials to complete prior to class are posted in Canvas/Page/Course Schedule. These are posted at least one week in advance.
- The out of class learning materials will be adjusted as needed to meet learning objectives. Students are encouraged to share additional learning resources that can be included in our Canvas site.
- Required course materials
  - UN Declaration of Human Rights,
  - NASW Code of Ethics
  - NABSW Code of Ethics
  - IFSW Code

b. Tentative class schedule

This is a tentative outline of topics and readings. Use the Canvas/Page/Course Schedule for the most up to date list and links. Expect that there will be changes.
<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>
<tbody>
<tr>
<td>Week 1</td>
<td>Building a Learning Community</td>
<td>• Better Conversations Guide</td>
<td>• Student survey and information sheet</td>
</tr>
<tr>
<td>8/29</td>
<td>Intro to Community and Organizational Practice</td>
<td>• Aorta Anti-Oppressive Facilitation zine</td>
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<tr>
<td></td>
<td></td>
<td>• Syllabus</td>
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<tr>
<td>Week 2</td>
<td>LABOR DAY</td>
<td></td>
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<tr>
<td>9/5</td>
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<td></td>
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<tr>
<td>Week 3</td>
<td>Ethics</td>
<td>• Netting, Kettner, McMurty, &amp; Thomas (2012), Social Work Macro Practice, Chapter 1 “An Introduction to Macro Practice in Social Work,” (pp. 1-31).</td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Advocacy, Community and Organizational Practice in Action</td>
<td>• Hardcastle (2012), Community Practice Theories and Skills, Chapter 12 “Using the Advocacy Spectrum,” (pp.340-370).</td>
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<tr>
<td></td>
<td></td>
<td>• Ethical Codes</td>
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<td>• IFSW Code</td>
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<td></td>
<td>• NABSW Code of Ethics</td>
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<td></td>
<td></td>
<td>• NASW Code of Ethics</td>
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<tr>
<td></td>
<td></td>
<td>• UN Declaration of Human Rights</td>
<td></td>
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<tr>
<td>9/19/22:</td>
<td>Recognizing/Researching SIMmersion introduction</td>
<td>• watch video by data and online information (Darlene Nichols UM Lib) and information gathering (Barb Hiltz).</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>• Primary data example-Mijente report Latinx Community</td>
<td>• Group Project Team Selection</td>
</tr>
<tr>
<td>Date</td>
<td>Engaging with communities and organizations</td>
<td>Perspectives on Policing</td>
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<td></td>
</tr>
</tbody>
</table>
| 9/26/22    | • TED Talk, Ernesto Sirolli-listening to community, 20 min  
                   • Ross, Howard (2011). Chapter 11 The Eight Basic Principles of Organizational Community |
| 10/10/22: Week 7 | Pick 2  
                   • **LISTEN** | Emergent Strategies podcast *Civic Alchemy with Yazmady Abroleda* (artists residencies in NYC depts)  
                   • **LISTEN** | Emergent Strategies podcast, *Building New Worlds with Andrea Ritchie* (prison and police abolition)  
                   • **LISTEN** | For the Wild podcast, *Dr. Larry Ward on Healing the Colonial Mind* (healing systemic advocacy engagement 1) |
trauma in the american context)

- **LISTEN** | On Being Podcast, [Andrew Zolli, A shift to humility, resiliency and expanding the edge of change](https://onbeing.org)
- **LISTEN** | The Daily Podcast, [Vancouver's Unconventional Approach to the Fentanyl Epidemic](https://daily.abcnews.com) (harm reduction)
- **LISTEN** | Making Contact podcast, [Alexis Pauline Gumbs, Revolutionary Mothering and Reproductive Justice](https://makingcontact.org)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/17/22</td>
<td><em>Mid semester break</em></td>
<td></td>
</tr>
<tr>
<td>10/31/22</td>
<td>Planning and Interventions</td>
<td>KU Toolbox for Developing Community Interventions, Participatory Design Toolkit Inside Southwest Detroit &amp; Detroit Collaborative Design Center</td>
</tr>
<tr>
<td>11/7/22</td>
<td>Evaluating Interventions</td>
<td>READ KU Toolkit, Developing Strategic and Action Plans, What We Know So Far, Sets of Principles for Evaluating</td>
</tr>
</tbody>
</table>

- **SIImmersion**
- **Draft Project Outline/paper**
- **Advocacy engagement 2**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
- Li, Vu (2014) Non Profit AF, We Must Build the Power of Organizations and Communities of Color  
- Philanthropy w/Javier Torres-Campo (2021) Emergent Strategies Podcast  
- Resource Development |
| 11/21/22: Week 12 | Project consults | N/A  
- Project Management Plan (final) |
- Presentation, leave behind item |
| 12/5/22: Week 14 | Presentations  
Learning Reflection  
Complete UM course evaluation | Final Project paper |

**Grades completed 12/16 or sooner**
c. Assignments

The assignment description in the syllabus is a general overview. Details, format and rubrics are found in Canvas/Assignments. The course uses individual and group project, as consistent with social work practice. In grading these, I seek to balance engagement, understanding concepts, application, accountability, and professional performance expectations. I look for your work to demonstrate concise, yet thoughtful, evidence-based, and integrative work.

<table>
<thead>
<tr>
<th>Assignment Group</th>
<th>Due date, submission type</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Engagement</td>
<td>Weekly, in class</td>
<td>15%</td>
</tr>
<tr>
<td>Advocacy Engagement</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Advocacy in action 1</td>
<td>Canvas, 10/10</td>
<td>5%</td>
</tr>
<tr>
<td>Advocacy in action 2</td>
<td>Canvas, 11/07</td>
<td>5%</td>
</tr>
<tr>
<td>Organizational Practice Engagement</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>SIMmersion (individual)</td>
<td>Canvas, 10/24</td>
<td>5%</td>
</tr>
<tr>
<td>Resources Development</td>
<td>Canvas, 11/14</td>
<td>5%</td>
</tr>
<tr>
<td>Group project management final (group)</td>
<td>Canvas, 11/21</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Feedback (individual)</td>
<td>Canvas/in class</td>
<td>5%</td>
</tr>
<tr>
<td>Community or Organizational Change Project</td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>Change Effort Paper</td>
<td>12/5</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>11/28</td>
<td>15%</td>
</tr>
<tr>
<td>Leave Behind Item</td>
<td>11/28</td>
<td>5%</td>
</tr>
</tbody>
</table>
Course Engagement

Students are expected to fully engage in the course through discussion, activities, listening and leadership and contribute to a meaningful learning community. Preparation, presence and participation are central to our learning community. Class time is planned to make the most of being together in a group. We discuss, make plans, reflect, and practice our knowledge and skills and your prior-to-class reading of assigned materials. Your efforts support your learning and your classmates.

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. Students who are using electronic devices not related to class activities will see the impact in this grade.

Participation is broadly defined and includes preparation for class through out-of-class materials and in-class engagement with discussions, journaling, etc- including showing up on time/posting/submitting assignments on time and returning from breaks on time/responding to questions or comments in a timely manner. Participation includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences.

For more information, please see the Policy on Class Attendance found in the MSW Student Guide.

Advocacy Engagement

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.” The main purpose of this assignment is to introduce you to the process of policy advocacy and operationalize the SSW emphasis on Privilege, Oppression, Diversity and Social Justice (PODS); how actively you pursue it is up to you. For this assignment, you will take a brief excursion into advocacy, choosing to examine individual or collective advocacy. 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 related to a policy you have studied in your social welfare policy course. If you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. Select something that you care about, you can choose something that connects to your major assignment. You will complete a one-two page, single-spaced reflection paper. Selection is pre-approved via the
instructor. Each of these completed fully (see rubric criteria) and turned in on time result in full credit.

1. Attend or participate in an activity that supports change like the SSW Engage sessions, in person or virtual events directed toward popular education, consciousness raising or direct action.
2. Learn about a coalition or advocacy organization, such as the Movement for Black Lives, via virtual or in person research.
3. Interview a peer or colleague about their own experiences with a form of advocacy.
4. Review a scholarly journal article that evaluates the effectiveness of a form of advocacy or coalition work.
5. Critically assess an advocacy piece such as a lobby day packet or op-ed media.

Reflection Paper
- What activity did you select and why did you select this activity? (Include date, venue, organization sponsoring, brief description of the activity-if relevant)
- What change was sought through this activity? How does the change sought consider both historic and current context?
- Where on the advocacy spectrum does this fall?
- In terms of effective advocacy, what do you see as evidence of its strengths and the areas it stands in need of improvement? Reflect on the potential impact advocacy effort of behalf of the affected community.
- Which coarse learning objectives did you meet through this engagement?
- What knowledge, skills or personal insights did you gain through your engagement?
- Connect this activity with the SW (or other) Code of Ethics.
- How might you integrate advocacy into your future social work practice?

Organizational Practice Engagement
The purpose of this set of activities is to participate in and build effectiveness in knowledge and skills for organizational practice: project management, coaching/giving-receiving feedback, matching organizational needs to potential resources. The organizational practice engagement activities are integrated with the Change Initiative Assignment. Some of these activities will be completed during class time. Each activity will include reflection. Each of these completed fully (see rubric criteria) and turned in on time result in full credit.

1. SIMmersion Coaching: Read all materials for the Coaching SIMmersion and complete the practice coaching three times, with at least on of these scoring 85%. Submit your summary of activity and scores to Canvas. (Individual)
2. Peer Review: At designated times during the semester, you will review another group’s project and provide feedback as well as receive feedback on your project from other groups. (Individual)

3. Project Management: Each project team will develop a project management plan that includes roles/responsibilities/timelines, determine how they will work together, and their quality criteria. They will set meeting agendas and keep meeting minutes. The team will include a link to the shared project management folder on Canvas. (Group)

4. Resource Development: Given your project focus, you will identify one source of potential project funding and explore the steps for securing that funding. (Individual)

Assignment 2: Change Initiative

Purpose
The purpose of this assignment is to integrate and apply the concepts of this course.

Course Outcomes
This assignment provides documentation of student ability to meet the following course outcomes. The grading rubric will reflect assessment of these outcomes:

- 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).
P.O.D.S. Capacities
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).
  - Value and use multiple ways of knowing and constructing knowledge.

- **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) **Identification of a community or organizational barrier/gap or opportunity**
   a) 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.

- 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.
- Organizational issues: diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

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

2) *The development of a change effort for this identified issue*

   a) 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.

   b) This component of the assignment has several purposes:
      1) To explore what an intervention plan may look like for an organization or community.
      2) To learn when and why to use an intervention plan.
      3) To practice the creation and development of a realistic intervention plan.
      4) 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*

   a) 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.

   b) This part of the assignment has several purposes:
      1) To practice the skills necessary for effectively presenting information and material to stakeholders;
      2) To practice effective public speaking and public presentation skills, time limits, and answering questions.
      3) To think critically about what information will be compelling to a stakeholder audience.
c) 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 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, 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:

**Assignment Practices**

a. **Outline:** students may submit an outline of their assignment for review in advance of its due date. I will provide feedback on the outline. The latest you may submit an outline to me is two weeks 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 assignment drafts portions of drafts with peers when 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:** Course assignments are due on the date specified on Canvas. Occasionally, unforeseen circumstances arise (e.g. illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due date time. Should this happen, it is the responsibility of the student to notify the instructor. 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. After the first late assignment, I will accept other late assignments, however, the points awarded will be reduced by the equivalent of \( \frac{1}{2} \) 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. University policies related to persons with disability (i.e. temporary or permanent accommodations), bereavement, and religious observations supersede this policy (see MSW Handbook).

d. **Resubmission:** Sometimes despite your best effort, the 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:** The final portfolio and presentation will follow professional style guidelines using principles of good design, content and delivery. **I do not accept assignment via email.** All assignments go into Canvas.

### Grading

Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, it is hoped you will feel very good about your performance.

**Excellent Work**

Students display excellent work in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work. (NOTE: There is no A+ awarded in this class!)

**Good Work**

Good work is work that meets course expectations. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the “excellent” category.
Work Minimally Meets Course Expectations

Marginal work is work that meets minimal course expectations. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

Failing Work

Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

<table>
<thead>
<tr>
<th>Assessment Classification (A+ not available!)</th>
<th>Range</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Work</td>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td></td>
<td>91-93</td>
<td>A -</td>
<td>3.7</td>
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<tr>
<td>Good Work</td>
<td>88-90</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td></td>
<td>84-87</td>
<td>B</td>
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<td></td>
<td>81-83</td>
<td>B -</td>
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<td>Poor Work</td>
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More information on MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

d. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced,
sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Recording and Privacy Concerns FAQ

e. 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.

f. 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
LEO Lecturers’ Employee Organization, Local 6244, AFL-CIO