1. Course Statement

a. Course Description

This course will engage students in learning core cross-cutting skills needed for engaging in community change. It will use a framework of “Scan” - “Plan” – “Do” – “Review” to help organize skills. Learning to infuse cross-cutting principles including critical Praxis.

- **Scan- Assessment and Scanning Skills** (individual to community).
  Illustrative skills may include: social identity assessments, individual skills assessments, story of self/personal motivational assessments, community power mapping, asset/strength assessments, organizational/community scans, and neighborhood mapping.

- **Plan- Planning Skills.**
  Illustrative skills may include: participatory community planning, strategy charts, implementation of planning steps, logic charts and theory of change.

- **Do- Action Skills.**
  Illustrative skills may include: one-on-ones (formal and informal), facilitating participatory meetings, coalition-building techniques and considerations, policy advocacy, program development, intergroup facilitation, and community mobilization.

- **Review- Community reflection and Evaluation Skills.**
  Illustrative skills may include: critical reflection, program/organizational evaluation, monitoring, campaign analysis, and participatory evaluation.
b. Course Objectives and Competencies

1. Understand and analyze the changing role of context in community change (EPAS 5, 9)
2. Understand contemporary social and political issues and their relationship to community change strategies and tactics. (EPAS 9)
3. Demonstrate skills in community assessment, leadership and organizational development, planning and conducting campaigns, and evaluating their results. (EPAS 6, 7, 8, 9)
4. Apply advanced skills to promote participation e.g., assessing community conditions, designing the process, representing diverse interests, understanding political dynamics of participation, increasing group dialogue and intergroup relations, building collaborative alliances, and finding common ground. (EPAS 6, 7, 9)
5. Develop group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level. (EPAS 6, 7, 9)
6. Develop skills for gathering, assessing, and using various forms of community data and practice-informed research. (EPAS 4, 6, 7, 9)

C. Course Design

The class will be very hands-on and will also utilize innovative resources in teaching content, including MOOCs, online training, webinars, videos, and simulations. Skills will be learned, practiced, and applied in class-based and project-based experiences.

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

We are meeting in-person at the UM School of Social Work - classroom TBD. Our class will begin promptly at 2pm on Fridays. Additionally, if you have any symptoms that may or may not be related to COVID, MPX or are just not feeling well, please do not come to class. Your health and the health of your colleagues is of utmost importance.

Masks: Although masks are now strongly recommended rather than required, I invite us to center an ethic of community care in all we do together. Currently, wearing masks indoors is an important act of such care.
d. **Course Relationship to P.O.D.S.**

This course integrates PODS content and skills with a special emphasis on the identification of community change theories that will help students explore the connections between race, ethnicity, gender, socio-economic class, sexual orientation, and psychological and physical functioning, well-being and community change. Through the use of a variety of instructional methods, this course will provide students with tools to understand and apply theories to practice with diverse populations. Community change takes place in different ways. The process can be very logical and linear, or very dynamic and unpredictable. However, every approach involves some common activities (e.g., skills and strategies). The phenomena of privilege, oppression, diversity, and (approaches to) social justice determine the course, quality and nature of the actions of community members, partners, and systems to either support, oppose or remain neutral to community change. This course provides students with the tools to advance social justice (within the context of privilege, diversity and oppression) through the systematic, planful use of activities using the Plan-Scan-Do-Review toolkit of activities.

Briefly:

- Scanning methods refer to ways to identify and take into account a sense of the community, the issues it faces, the resources present, and the potential for change.
- Planning processes involve both community and issue assessment and planning for the most effective approach to change. Once organizers have taken stock of community conditions, they then need to assess and analyze how they can best approach the issues.
- Doing different approaches and strategies can be used to address community issues. The strategy selected should be appropriate for the issue and the communities’ resources and limitations.
- Reviewing methods help an effective organizer reflect upon strategies used and how well they met the change goals. The process of reviewing strategies can be formal or informal. They should include the perspectives of different stakeholders and participants in the strategy.

e. **Anti-Oppression Statement**

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

2. Class Requirements

a. Text and class materials

There is no assigned textbook for this course. All assigned readings, assignment information, presentation slides, lecture recordings and other course materials can be found on the course Canvas site at https://canvas.umich.edu. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings the week they are assigned. Course content will be delivered in a variety of formats, including book chapters, articles, content summaries, and video through the Canvas learning management system. Required course materials are listed in the week-by-week topics below and also reflected on Canvas in weekly modules.

b. Class schedule (subject to change)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics Covered</th>
<th>Skills Lab</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: 9/2</td>
<td>• Introduction to Course</td>
<td>N/A</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>• Creating a Co-Learning Environment</td>
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<td>Okun, T. White Supremacy Culture. PDF – open source</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Reading Material</td>
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| 3: 9/16 | ● Domains of Power  
● Building Buy-in  
● Influences of Change  
● Field Theory        | Framing an Issue  
| 4: 9/23 | ● Roles as Change Agents  
● Decision Making                                                     | Force Field Analysis  
Kohn, S. (2013) *A Caring Economy Requires Building Bridges—Not Burning Them*  
The success of nonviolent civil resistance: Erica Chenoweth at TEDxBoulder:  
https://www.youtube.com/watch?v=YJSehlRIU34w |
| 5: 9/30 | ● Vision/Future Thinking and Challenges for Social Work  
● From Best Practices to Emergence                                     | Creating a Vision  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Resources</th>
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<tbody>
<tr>
<td></td>
<td>• Creating Goals and Activities</td>
<td></td>
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<tr>
<td></td>
<td>Writing Goals and Selecting Change Model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community Change Continued</td>
<td>Le, V. (2020, February). <em>The problem with everything being all about relationships</em> [Blog post].</td>
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<td></td>
<td>• Facilitating Change</td>
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<td></td>
<td>Appreciative Inquiry</td>
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<td></td>
<td>• Social Media’s Role in Community Change</td>
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<td>Telling your story</td>
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| 9: 10/28 | • Social Movements/Community Organizing Strategies  
|        |                                                                      |                                                                          | Power Mapping Toolkit                                                  |
| 11: 11/11 | • Leading teams through change  
c. Assignments

**Submission of assignments**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
<th>Points (100 total)</th>
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<tbody>
<tr>
<td>Social Work Change Agents Skills Labs</td>
<td>Mondays at 11:59pm submitted via Canvas</td>
<td>40%</td>
<td>40</td>
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<tr>
<td>Praxis &amp; Critical Consciousness Discussion Board Posts</td>
<td>9/9, 10/14, 11/4, and 11/22 by 11:59pm submitted via discussion board on Canvas</td>
<td>10%</td>
<td>10</td>
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</tbody>
</table>
Participation & Engagement | Ongoing | 10% | 10
---|---|---|---
Community Change Initiative - Portfolio | Due 11/23 by 11:59pm submitted via Canvas | 25% | 25
Community Change Initiative - Dialogic Meeting | Weeks of 12/2 and 12/9 | 15% | 15

**Assignment 1: Social Change Agent Skills Labs (40% of grade)**

Due: Mondays at 11:59pm  
Point Allocation: 4 points each week/40 points total  
Course Framework: Scan, Plan, Do & Review

Each week in class you will be asked to practice a skill related to community change theory to demonstrate the connection between theory and practice. This might consist of something you are turning in or a presentation or reflection on the skills you practiced during class time. This includes activities related to analysis, meeting facilitation, communicating change concepts to professionals outside of social work, power analyses, strategic issue selection, among others. You will have the opportunity to complete these skills labs in class. However, your evidence of skills labs (a completed handout, writings, photos of notes, etc.) are due on Canvas by 11:59pm the Monday following our synchronous class. Due dates are reflected on Canvas. It is highly encouraged to submit your Skills Labs immediately following class.

These ten (10) skills labs will relate directly to your final portfolio—each element you work on in class can be used in your final—some WILL be used in your final (i.e., The Force Field Analysis and Visioning) and some MIGHT be used in your final depending on the approach and focus of your change idea (i.e., Story-telling, appreciative inquiring, etc).

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<th>Criterion</th>
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<th>Developing</th>
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| Skill Conceptualization    | The student has clearly addressed all of the following criteria related to skill conceptualization (3 point each):  
  ● Demonstrated an understanding of the underlying community change theory or theories informing the skill.  
  ● Demonstrated a conceptualization of the skill at the macro level. | The student only partially addressed the criteria in the Satisfactory column. (Deduct 2 point for each item not addressed) |
● Demonstrated an understanding of the strengths and limitations of the skill.
● Demonstrates an understanding of power, privilege and oppression as it relates to the skill.
● Demonstrates an understanding of how SW ethics and values relate to the skill.

The student has clearly addressed all of the following criteria related to understanding of the skills application (5 point each):
● Demonstrated an attempt to apply or practice the skill.
● Demonstrated an understanding of how to adapt the skill to meet community and organizational needs.
● Demonstrated an understanding of the skill in the student’s own professional context.

The student only partially addressed the criteria in the Satisfactory column. (Deduct 5 point for each item not addressed)

The student has clearly addressed all of the following technical criteria (3 point each):
● Submitted evidence of work (e.g., photo, document upload, etc.)
● Evidence of work was partially, if not fully completed (e.g., not just doodles but actual notes or work completed).
● Evidence of thought and effort are presented, product being submitted is relevant and applicable.
● Submitted skills lab by Monday 11:59pm following the class session.
● Submitted the skills lab using the correct submission method (e.g., Canvas, Kaltura, hard copy submission, etc.).

The student only partially addressed the criteria in the Satisfactory column. (Deduct 3 point for each item not addressed)

**Assignment 2: Praxis & Critical Consciousness (10% of grade)**

Due: 9/13, 10/4, 10/25, and 11/20 by 11:59pm submitted via discussion board on Canvas

Point Allocation: 10 points each
Course Framework: Scan & Review

Four (4) times throughout the semester, as part of our asynchronous course materials, you will be asked to complete critical consciousness task that engages you in the cycle of praxis through
theory, practice and the purpose of this assignment, reflection. The Praxis and Critical Consciousness reflections will be posted in the Canvas discussion board and also available through the weekly modules. If for any reason you have trouble locating the discussion board post, please reach out to your instructor immediately.

These reflections will relate directly to your final portfolio and developing a sense for your social work practice is it pertains to community change – each element of praxis and critical consciousness will provide some additional course content for you to engage with along with prompts for you to reflect on. You are expected to complete this asynchronous work within a week.

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<th>Dimension</th>
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| Professionalism in Writing | The student has addressed all of the following criteria related to professionalism in writing (2 points):  
  - The grammar and mechanics of style are consistent with APA formatting (see Chapters 3 and 4 of manual) – first person narrative is acceptable.  
  - The organization of the paper is clear and logical and consistent with APA formatting (see Chapter 3 of manual)  
  - The reference list is consistent with APA formatting (see Chapter 6 of APA manual).  
  - The reflection is free of spelling errors.  
  - The reflection does not exceed 2,000 words. | The student only partially addressed the criteria related to professionalism in writing from the Satisfactory column. (Deduct 2 points for each item not addressed.) |
| Technical Requirements | The student has addressed all of the following technical requirements (5 points each):  
  - Reflection properly responded to prompts.  
  - Quality of the reflection is thoughtful and engaging.  
  - Submitted reflection by the due date and time. | The student has partially addressed the criteria listed in the Satisfactory column (Deduct 5 points for each criterion that is not addressed). |

Assignment: Community Change Initiative (50% of grade)

Due:
  - Complete Portfolio of Work Due 11/23
  - Dialogic Meetings the week of 12/2 or 12/9

Course Framework: Scan, Plan, Do, Review
Assignment Rationale

As a change agent in the field of social work, you will have the opportunity to work on change initiatives at the organizational and community level. Initiatives can be local, statewide, national or international. Organizations are faced with constant change; at times the change is forced from the outside, like funding or policy changes; at other times the change comes from within, an idea for a new way of working, a change in organizational structure or culture. Community change is often about either addressing local problems or inequities, or addressing social problems (lack of affordable housing, stigma of mental illness, violence) at multiple levels. A typical change process results in developing a new program, which is not the focus of this course.

Assignment Overview

In groups of three, you will select a very specific and small-scale setting where you would like to create change and apply change strategies. This should be an actual setting (community or organization) where you live or currently work/intern. You and your trio will complete portions of this assignment throughout the quarter in your weekly “skills labs”. The final portfolio should be updated and edited portfolio by the end of Session 12 (November 20th). During the last week of class (week of 11/30) you will meet with your instructor to present on your change idea, your theoretical basis, change approach, strategy, and vision. Each group will have up to a 20-minute time frame during which you will discuss your portfolio and process of creating this change initiative.

The first three questions are things you should have done in some capacity before in your foundation courses such as: SW 650 (Community Practice), SW 530 (Policy), SW 590 (SW Practice), and Social Justice and Diversity in Social Work (SW 504). These are touching on ideas like, problem identification, systems analysis, critical thinking and critical analysis of institutions and systems and evidence-based practice.

The last five set of questions are new skills, concepts, and knowledge you will learn in this class over the course of the semester. They also follow your skills labs and are scaffolded throughout your semester so all you will need to do by the time your final presentation and portfolio is due is revisit your work from the semester, edit and change as needed and then prepared for a discussion about the content and presentation of your portfolio to your professor.

Assignment Instructions

You and your trio will complete this assignment throughout the semester in your weekly “skills labs” with an updated and edited portfolio of work due by the end of the day on 11/20. The first three sets of questions are things you have done before in your foundation courses. These are touching on ideas like, problem identification, systems analysis, critical thinking and
critical analysis of institutions and systems and evidence-based practice. The topics you will cover include the following:

- Present your Case/Issue
- Explain Why This Change is Essential
- Analyze the Context of the Issue.

The last five pieces are new skills, concepts and knowledge you will learn in this class over the course. The skills:

- Complete a Force Field Analysis of the Issue or Change Effort
- Write a Vision for Change
- Explore One Change Goal
- Select and explore a Change Model
- Develop an Evaluation Plan

**Part 1 - Portfolio of Work (Sessions 1-12)**

Below are the components of the portfolio you will be completing in Sessions 1-12.

**Present your Case/Issue**

Select a very specific and small-scale setting where you would like to create change and apply change strategies. Examples of manageable change initiatives include: getting a stop sign put up on your street, asking for a policy change at your organization (such as: including all gender bathrooms in your building, allowing safe injection sites at your organization, changing the travel policy requirements, getting professional development accounts for all staff, etc.), becoming a sanctuary church for undocumented immigrants under threat of deportation, getting speed bumps in your neighborhood, having humane practices for businesses and police, etc. in interacting with folks experiencing homelessness in your community, etc. Keep it relatively small and manageable. Working to pass comprehensive immigration reform is a fine goal, but much too large scale for this assignment. You do not need to choose one of the examples above, they are to help you understand the scale of change that is manageable for this assignment.

- Describe what you are focusing on changing.
- Identify where this change is located (e.g., community, organization, policy).

**Explain Why This Change is Essential**

- How would not changing something be an injustice?
- What issues of power, privilege, oppression are present in your change initiative?
- How does this issue disproportionately impact marginalized communities?
- Also demonstrate how you know this - what did you do to find out what the impact on communities/individuals, etc. would be?

**Analyze the Context of the Issue**
• Describe the political, economic, social and cultural systems or contexts that have framed this problem historically and currently in society. Consider this at a local, state, national and level.

• Give background information, if applicable - has this change been tried before? If the change hasn’t been tried or proposed before, why not? If it has been tried, why didn’t it work?

• Identify best practices: what is working well in other disciplines, cities, counties, countries, organizations, etc. that might inform your change goal or process?

• What aspects of your own identity do you think come into play as you try to implement this change? What are the impacts of these identities and why?

**Complete a Force Field Analysis of the Issue or Change Effort**

Building on the Force Field Analysis and using the readings from class, you will go deeper in your analysis of the important stakeholders that will impact the issue or change effort.

1. Complete a Force Field Analysis
   • Analyze the power dynamics, stakeholders and structures of the change context

2. Identify your Action System for Change
   • Identify all members of the Action System for change.
   • Describe the self-interest of each member you have selected to be on your team advocating for this change.
   • Explain why you think it is important/strategic to have each of them there.

**Write a Vision for Change**

Stakeholder buy-in necessitates a big picture vision. You will articulate your vision statement concerning the change effort.

• Describe how will things be different (i.e., for the organization, community, nation, world, etc.) once this change is implemented. This is not a specific outcome or goal list. This should be an inspiring big picture vision.

**Select One Change Goal and One Change Model**

1. Choose one goal related to your change initiative that is specific, measurable, achievable, relevant and time-based (SMART)

2. Identify one change strategy to achieve the selected change goal. (Examples of strategies include: Direct Action, Education/Awareness Campaign, Social Planning, Community Engagement, etc.).

2. Discuss the process needed to achieve your change goal using the selected strategy.

3. Critique the selected strategy
   a. What is valuable about using this strategy?
   b. How do you know this change strategy will work with your community, organization and change goal?
   c. What are the limitations of using this strategy from a perspective of power, privilege and oppression?

**Explore the Change Model**
1. Evaluate the strengths and weaknesses your model and strategy from an appreciative inquiry framework (using a SOAR analysis or appreciative inquiry worksheet).
2. Incorporating your assessment of your model and strategy in #3, describe how are you plan to achieve the selected change goal.
3. Include a power analysis by developing a power map and discussing which stakeholders you plan to engage and why.

**Develop an Evaluation Plan**
Developing an evaluation plan (formative and/or summative) is important in ensuring that the strategies you chose are leading toward the intended goals. Due to the theoretical nature of this assignment, you may not be able to identify concrete benchmarks or evaluation points toward reaching your change goal. Try your best.

- Describe how you will know if this change is successful.
- Describe what measurements will you put in place to evaluate your change. If you are unable to do so, describe which stakeholders or members in the action system you would consult to develop the evaluation plan:
  - Who would you consult?
  - What is one question you would ask them?
  - Why did you choose to ask this question to this person?

**Professional Practice:**

- Using your self-assessment from the beginning of class, reflect on how you plan to incorporate an anti-oppression framework in your social work/professional practice.
- Provide an action plan on how you will incorporate the feedback you received from your colleagues into your professional practice.

### Dimension Table

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<thead>
<tr>
<th>Dimension</th>
<th>Satisfactory</th>
<th>Developing</th>
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</table>
| **Professionalism in Writing** | The student has addressed all of the following criteria related to professionalism in writing (5 points):  
  - The grammar and mechanics of style are consistent with APA formatting (see Chapters 3 and 4 of manual)  
  - The organization of the paper is clear and logical and consistent with APA formatting (see Chapter 3 of manual)  
  - The reference list is consistent with APA formatting (see Chapter 6 of APA manual).  
  - The paper is free of spelling errors.  
  - The paper does not exceed 2,000 words. | The student only partially addressed the criteria related to professionalism in writing from the Satisfactory column. (Deduct 2 points for each item not addressed.) |
<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria</th>
<th>Satisfactory Column</th>
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<tbody>
<tr>
<td><strong>Introduction &amp; Case Presentation</strong></td>
<td>The student has addressed the following requirements (10 points):</td>
<td>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</td>
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<tr>
<td></td>
<td>- Presented their case or issue</td>
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<td>- Described the focus of change</td>
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<td>- Described where the change is located</td>
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<td>(community, organization, policy)</td>
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<td><strong>Justification of Change</strong></td>
<td>The student has addressed the following requirements (10 points):</td>
<td>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</td>
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<td>- Described why the change is essential</td>
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<td>- Analyzed how not changing something would be an injustice</td>
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<td></td>
<td>- Described relevant issues of power, privilege, and oppression that are present in the change initiative</td>
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<td>- Explained how this issue disproportionately impacts marginalized communities</td>
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<tr>
<td><strong>Context, Background, Best Practices, and professional practice</strong></td>
<td>The student has addressed the following requirements (15 points):</td>
<td>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 15 points for each criterion that is not addressed)</td>
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<td>- Described the issue to be changed</td>
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<td></td>
<td>- Described the political, economic, social, and cultural systems or context that have framed this problem historically and currently in society</td>
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<td>- Summarized the historical background by completing one of the following:</td>
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<td>a. Described how this change has been tried or proposed before, including why it did not work, OR</td>
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<td>b. Explained why the change has not been tried or proposed before</td>
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<td>- Developed in-depth force-field analysis</td>
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<td>- Identified at stakeholders from an anti-oppression and community centered lens</td>
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<td>- Created an inspiring vision statement</td>
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<td>- Created SMART goals with clear strategies for achieving them</td>
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<td>- Developed an evaluation plan to determine success and area of growth</td>
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<td>- Engaged in giving and receiving feedback with colleague</td>
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<tr>
<td><strong>Reference List</strong></td>
<td>The student has addressed all of the following requirements:</td>
<td>The student has partially addressed the criteria listed in the Satisfactory column</td>
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Part 2 - Dialogic Meetings

During the last session, your group will set up a 20 minute meeting with your professor to discuss your change idea and present your portfolio. You will be presenting to the professor about your change idea, your theoretical basis, change approach, strategy, and vision. Each group will be assigned (based on availability) a 20-minute time frame during which you will engage in the dialogic process of your learning outcomes.

d. Attendance and class participation

This online course has no formal attendance policy for our time together (Fridays at 2pm) recognizing there is a multitude of challenges for many students to show up in this capacity each week. Students who do not attend the live session are still expected to work with their team to turn in the associated skills labs assignment on the due date (Mondays at 11:59pm).
All assignments (skills labs, praxis & critical consciousness discussion board posts, and other online modules) are expected to be completed within the due date timeframe.

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

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

e. Grading

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

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 100. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as not meeting expectations. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment, and 3 points for the 3rd unacceptable assignment, and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week but less than two weeks late. Longer than that, no credit
will be earned for the assignment. NOTE: Final assignments will NOT be accepted as late and you will lose points for the entire assignment if late.

- You will lose 1 point for a missed class, if you have not contacted me. Upon the 3rd uncommunicated absence, there will be a 5-point deduction for each absence.
- I do not plan to enact this unless it becomes an issue, but I reserve the ability to assess points if chronic lateness impacts our class; being late to class or back from a break, lose 1 point for each two occurrences.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* If I help you deepen your understanding of something, that is helpful for me to know too.

[Adapted from Dr. Richard Tolman]

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment. One caveat; due to scheduling around turning in grades, NO EXTENSIONS WILL BE GIVEN FOR THE FINAL ASSIGNMENT.

Submission of Assignments

*All assignments must be submitted online via Canvas at or before the time it is due* as indicated on the syllabus. If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Letter grades from A through F are given for class performance. A grades are given for *exceptional individual performance and mastery of the material.* The use of A+, A, and A distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. “D” grades indicate deficiency and carry no credit. F grades indicate failure and carry no credit.

**Grading Scale:**

98-100 = A+

93-97 = A
91-92= A
89-90 =B+
87-88 =B
85-86 =B
83-84= C+
81-82= C
80= C
Below 80; not passing

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

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**Academic Integrity and Plagiarism**

You are expected to adhere to the NASW Code of Ethics, UM’s Academic and Professional Standards of Performance, the criteria for student evaluation and review found in the MSW Handbook, and the University rules concerning academic misconduct, found in the University’s Honor Code.

The University’s definition of Academic Misconduct includes, but is not limited to:

- **Plagiarism**, including any representation of another’s work or ideas as one’s own in academic and educational submissions.

- **Cheating**, including any actual or attempted use of resources prohibited by the instructor(s) or those that a reasonable person would consider inappropriate under the circumstances for academic submissions, and/or any actual or attempted effort to assist another student in cheating.

- **Double submission**, including any submission of an academic work for more than one course without expressed permission.

- **Fabrication**, including any falsification or creation of data, research or resources to support academic submissions.

**Grade Contestation:** We strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future. If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade in person. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.
**Accommodations for Students with Disabilities:** If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to http://www.umich.edu/~sswd/ Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

**Health and Wellness Services:** Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu), 734-936 0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

**Dependent Care Resources:** For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

**Religious Observances:** Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources.

**Other Policies**

**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.

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.

Inclusivity Policy
Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine
issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.