1. Course Statement

a. Course description

This course will introduce a variety of issues facing Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and Two-Spirit (LGBTQIA2S+) clients and communities at the micro, mezzo, and macro levels. This course will build on basic skills and knowledge of interpersonal practice, policy advocacy, and community organizing to focus on how to best serve LGBTQIA2S+. Issues which are of greater concern, or for which services and in some cases, knowledge, are lacking for these populations will be covered, including: history of the LGB/T movement, identity versus behavior, the process of coming out, social stigma, substance abuse, HIV/AIDS, experiences of discrimination and victimization (both interpersonal and systemic), healthcare (including mental health), sexuality and relationships, family development and parenting, lack of inclusion in research and evidence based practice, community organizing, impact of policies, and ways to work towards resistance and resilience. This course will closely focus on different skills needed for working with these specific issues, in addition to basic knowledge of these individuals across the life span and communities.

b. Course objectives and competencies

Students will evaluate their own values, attitudes, and biases regarding the LGBTQIA2S+ populations through interactive solo and group activities, and self-reflective papers on their experiences and positionalities.
Students will create ways in which issues surrounding these populations and communities might be integrated into their current and future social work practice by conducting a literature review on a sub-area of interest to their own work and practice.

Students will synthesize what they have learned about these populations and communities that can be applied in their practice by conducting field placement, organizational assessment, policy analysis, or treatment plan creation regarding an area of their own interest.

c. Course design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

d. Intensive focus on PODS

The entirety of this course is PODS focused in that it examines how privilege and oppression exist around heterosexual/cisgender individuals and how that plays out onto LGBTQIA2S+ individuals. It also uses an intersectional lens to look at diversity within these communities, including around race, disability, immigration status, age, and more. Students will be challenged around their own biases as well as to look at interpersonal, institutional, and ideological biases and barriers for these individuals and communities, as well as think about how they can advocate for change.

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.

2. Class Requirements

a. Text and class materials

**REQUIRED TEXT:** Kattari, S. K., Kinney, M. K., Kattari, L., & Walls, N. E. (2020). Social Work and Health Care Practice with Transgender and Nonbinary Individuals and Communities: Voices for Equity, Inclusion, and Resilience. This can be found electronically free of charge at the University of Michigan Library [you MUST be logged into your UMICH account in order to access the book].
There will be additional readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

**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/watchings.**

b. Class schedule

Changes in the course schedule due to weather/illness will be given as far in advance as possible; alerts will come over email and changes will be posted to Canvas; etc.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| Module 1: May 9th | ● Overview of Class  
|                  | ● Review syllabus            | Syllabus                                                                                                                                 |
| Module 2: May 16 | ● Basic definitions  
|                 | ● Basic constructs           | https://ebookcentral-proquest-com.proxy.lib.umich.edu  


| Module 3: May 25 | • Identities  
• Coming Out  
• Affirming Practice |
|------------------|-------------------------------------------------|


TEDx Talks. (2013). *The ally within* / John Dehlin / TEDxUSU [Video]. YouTube. [https://www.youtube.com/watch?v=0MxCXjfAu nk](https://www.youtube.com/watch?v=0MxCXjfAu nk)

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### Module 4: May 30

- Policy
- Civil Rights
- Organizing


<table>
<thead>
<tr>
<th>Module 5:</th>
<th>Youth</th>
<th>CWS</th>
<th>Activism</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6</td>
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</tbody>
</table>


| - Sexuality  
- Relationships  
| Module 7: June 20 | Mental Health  
<table>
<thead>
<tr>
<th>Module 8: June 27</th>
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</thead>
<tbody>
<tr>
<td>● IPV</td>
</tr>
<tr>
<td>● Substance use</td>
</tr>
<tr>
<td>● Homelessness</td>
</tr>
</tbody>
</table>


Module 9: July 11

- Improve practice
- Marginalized identities


| Module 10: July 18 | ● Attitudes and reactions  
● Challenges |
|-------------------|--------------------------------------------------|


Tinder. (2019, July 23). *5 asexual people*
<table>
<thead>
<tr>
<th>Module 11: July 25</th>
<th>Health</th>
<th>Pornography</th>
<th>Sex Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survivors Against SESTA. (n.d.) <em>Sex work is an LGBTQ issue</em>. <a href="https://survivorsagainstsesta.org/lgbtq/">https://survivorsagainstsesta.org/lgbtq/</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Module 12: August 1
- Academia
- Social Work Education


### Module 13: August 8
- Catch Up
- Choose Your Own Adventure
- Catch up day
- Letters to self
- Debrief

No readings for this week.

c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>20</td>
</tr>
<tr>
<td>Asynchronous Content Share and Discussion</td>
<td>Based on the date you sign up for!</td>
<td>15</td>
</tr>
<tr>
<td>Article Critique</td>
<td>June 1 (THURSDAY)</td>
<td>10</td>
</tr>
<tr>
<td>Literature Review</td>
<td>June 27</td>
<td>15</td>
</tr>
<tr>
<td>Self-Reflections</td>
<td>Self Reflection #1: June 13</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Self Reflection #2: July 11</td>
<td></td>
</tr>
<tr>
<td>Final Project</td>
<td>Final Project Proposal: July 8 (SATURDAY)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Final Project: August 8</td>
<td></td>
</tr>
</tbody>
</table>
**Participation – 20 points**

Participation is broadly defined. Participation refers to showing up to class online, asking questions of both the instructor and your peers. You should apply course concepts to questions about your own experiences while contributing to the learning of others. You should participate in online discussions in Canvas, and provide accurate and respectful feedback to others. Take the opportunities to share resources with classmates and identify any unique learning needs or problems to the instructor. Utilize office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments.

The majority of the synchronous Zoom session will consist of group discussion. The success of this course depends upon our ability to have an informed discussion. By informed your responses, opinions, and answers can be explicitly connected to the readings, your practice/community experiences, and can reflect your knowledge and understanding of the subject area. Participation can and should be done both in the classroom and on the discussion boards online, as is relevant.

**Asynchronous content share – 15 points**

Over the entire course, each seminar member will be responsible for preparing and delivering asynchronous content for their peers. You will sign up for your topic of choice and time during the first week of class.

Your sharing and facilitation should be carefully planned and thoughtfully executed. Plan to structure a virtual classroom experience that will engage everyone in discussion of key issues in the course materials for that week.

This may involve additional provocations (film clips, visual display, short readings, performances, podcasts, etc.) that we may be invited to experience. Your resources should be sufficiently brief and focused on helping you fulfill the scope of your aims.

All students are encouraged to engage (or even develop!) current research (your own or others in the field) in their presentation. Consider the appropriate pedagogy for your topic and presentation. Activities, skill shares, use of media (including recording yourself, or interviewing others), discussion prompts, etc., are highly encouraged.

Think about how you like to learn and try to provide that experience to your peers. One starting point might be the case studies or class activities in the Kattari et al. (2021) textbook. Some of these might be helpful and engaging activities for you to lead for discussion by your peers.

**Asynchronous Sharing Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of presentation</td>
<td>The individual was very familiar with the assigned material for that day and any additional material offered. They offered a deeper understanding of these materials. Everything was accessible to all students. Students left the content with new and accurate information.</td>
<td>6</td>
</tr>
</tbody>
</table>
Deliverable | The “deliverable” offered was clear, useful, and helpful for the other students to reflect on that day’s reading and content at a later time and date. | 3
---|---|---
Clarity and presentation | The facilitator presented a clear presentation that was well-organized and easy to follow. They responded to questions from other students and instructors well. Information was presented in an engaging way that used clear pedagogical approaches to help facilitate learning in the virtual classroom. Activities, media, etc., were appropriate for the topic area. | 6
Total | | 15

*Eberly Center for Teaching Excellence

**Article Critique - 10 points**

The purpose of this assignment is for you to engage with existing research. You will also assess research both for inclusion of members of the LGBTQIA2s+ communities and ensuring that thought is placed on the diverse membership of these communities.

You will select an article from a peer-reviewed journal that is of interest to you. This article should be empirical research (qualitative, quantitative, or mixed methods, including RCTs/intervention studies) and be connected to social work in some regard (a social worker as the author, a social work journal, a social work setting for the intervention, etc.).

You will spend one page summarizing the article you chose beyond the abstract. Focus on the following:
- What is the point of the article?
- Why did you select it?

Then, note the things that were done well regarding LGBTQIA2S+ individuals/communities, diversity, affirming practice, methodologies, analysis, and how it connects to social work values and ethics, etc.

Next, critique the article in these regards:
- What could have been done better?
- What bias (if any) was at play?
- What/who was missing?

Essentially, if you were a reviewer, what would you suggest could be improved on in the future?

Finally, provide a final paragraph that places this article within your knowledge of the existing literature. For example,
- Do you feel this is innovative and ahead of its time? Or is it solidly behind the times?
- What is a good representation of this topic in regards to what else you might find on the same subject?
**Article Critique Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td>Critique fully meets the requirements of the assignment. It explores the implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes a convincing and personalized case for how and why this article could be improved regarding extant areas of strength.</td>
<td>4</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Critique represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of each author’s argument(s) implications or asks questions when there is not a firm conclusion. It is authentic to the author and not regurgitating thoughts already shared in the class or from others.</td>
<td>4</td>
</tr>
<tr>
<td>Clarity and presentation</td>
<td>Paper consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Literature Review – 15 points**

For this assignment, choose an area of interest to you that cross cuts with the subject of LGBTQIA2S+ communities and individuals. It should be narrow enough for a literature review, so rather than “LGBTQIA2S+ youth,” consider something like “LGBQ homeless youth” or “trans and non-binary youth in the child welfare system.” Too wide of a topic will make it difficult to write a concise literature review. Similarly, it should not be too narrow; choosing a topic like “disabled two-spirit youth aging out of foster care” will likely leave you with few to know extant studies, making it impossible to write a review of the literature.

You will speak about your chosen topics several times in our class, so that should help you narrow or broaden your thought process. This should be an area about which you feel passionate, as other assignments for this class will build on this topic.

Please spend some time searching through the existing literature for your area. You can use individual databases, look for systematic reviews/meta analyses, use Google Scholar, do backwards and forward citation searches, etc.

You should write a literature review that should be approximately 3–5 pages (flexible as needed) with appropriate headings and subheadings. This is NOT an annotated bibliography. Rather, you should compose paragraphs that meld the existing knowledge together. I have found it helpful to glance through the literature review sections of other articles to get an idea of what this might look like if I feel stuck. Citations should be at the end in an APA (7th ed.) style reference.
section. Your literature review should synthesize at least 5 empirical peer-reviewed journal articles, and you should have at least 7-10 references in total.

Literature Review Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument</td>
<td>The literature review fully meets the requirements of the assignment. It explores extant research regarding the chosen topic in thoughtful and/or original ways. It blends different pieces of scholarly knowledge into a smoothly readable review that clarifies material for the reader with a basic background of the subject area.</td>
<td>6</td>
</tr>
<tr>
<td>Accuracy</td>
<td>The literature review represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the existing research without missing any areas or going overly in-depth into any single study or subarea.</td>
<td>6</td>
</tr>
<tr>
<td>Clarity and presentation</td>
<td>The paper consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors. The paper utilizes the required number of empirical peer-reviewed journal articles (5), as well as uses at least the minimum number of references (7-10).</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Self Reflections (2) – 10 points, 5 points each

In this assignment, you will write a 2–4 page journal entry (or record a 10–15 minute video with captions) in response to the readings, activities, videos, course content, and guest speakers you’ve encountered in the course. Reflect on your personal values, ethics, perspectives, biases, and reactions to engaging with different aspects of LGBTQIA2S+ communities and with different frameworks, policies, interventions, and theories.

Your entry should be self-reflective and written (or recorded) in first person. You will not lose points for acknowledging concerns, biases, privileges, or apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited; however, additional citations are not required. The entry should be submitted through Canvas. Only the instructor will be reading the journal entries. They are considered private and will not be shared with the rest of the class.
**Self Reflection Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Journal entry represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It shows a firm understanding of the implications of each author’s argument(s) implications or asks questions when there is no firm conclusion. It is authentic to the author and not regurgitating thoughts already shared in the class or from others.</td>
<td>2</td>
</tr>
<tr>
<td>Argument</td>
<td>Journal entry fully meets the requirements of the assignment. It explores the implications of chosen ideas for the assigned topic in thoughtful and/or original ways. It makes a convincing and personalized case for why selected key concepts connect and/or uses texts, class discussions, and/or lectures to support.</td>
<td>2</td>
</tr>
<tr>
<td>Clarity and Presentation</td>
<td>Journal entry consistently uses precise and unambiguous wording. It has a clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences. All citations (if there are any) are properly attributed and cited in a consistent style. There are virtually no spelling or grammatical errors. If a video is chosen, captions or transcription should be included and accurate. This should not be simply read from a piece of paper but rather, more of a video diary.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

*Modified from Eberly Center for Teaching Excellence

**Final Project – 30 points total (proposal: 5 points, final project: 25 points)**

For your final project, you will pick a case study, write a policy brief on a pending bill, conduct an organizational assessment (of your field placement organization or another organization in the community), or create a grant proposal to test an intervention for its validity with part of or the whole LGBTQIA2S+ community, based on your social work practice, research, and/or area of interest.

NOTE: If there is another project in a similar vein that you feel will better prepare you as a scholar or practitioner, please schedule time to meet with me to discuss. This project aims to have a useful item for your portfolio—something that can help you in practice or be turned into a paper or actual grant proposal. Let’s collaborate to ensure you are creating something that meets this goal.

**Final Project Proposal: 5 points**

For the first part of this project, students will submit a 1–2 page proposal and/or outline with 3–6 citations that clearly describes what type of final project you would like to do (and how you will do it) and the topic/community/issue that you will be focusing on.
Final Project- 25 points
Below is a summary of some possible examples of what you might choose to do for your final project.

Case Study
Select from one of multiple case study options regarding LGBTQIA individuals, couples, or a family seeking services. In your summary of the case study, describe the client(s), what brings the client(s) in for services, and fill in the details of who this person is/who these people are (approximately 1 page). Then, include the following:

- Literature regarding the identities of the client(s)/culturally responsive care for this/these client(s)
- A plan for how to design treatment for the client(s) in a way that does not reduce them solely to their sexual orientation and/or gender identity
- Detail about how one would offer inclusive services especially around potential intersections of identity
- Identify skills, treatments, and/or therapies to be used
- Devise a list of local (Michigan and/or online) resources to share with the client(s)

You should include references to support these decisions. Your paper should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font and double-spacing). You should follow APA (7th ed.) format with a minimum of 10–15 sources (including references from in-class readings).

Policy Brief
Select a pending bill (not a law or policy) being considered/debated/introduced by Michigan state legislature or by our federal Congress that directly impacts LGBTQIA2S+ people. Discuss the historical background of the bill, summarize the bill, and analyze its potential impact on LGBTQIA2S+ people or your practice with the LGBTQIA2S+ community. Your analysis portion of the paper should present an intellectually rigorous and logical analysis of the bill based on documented or verifiable facts and defensible theories. Analysis should discuss the historical background of the bill, summarize your problem analysis, describe and analyze the policy using the Karger & Stoesz model for policy analysis (or another policy analysis model).

Your analysis should:

- Identify goals, values, ideological assumptions, or concerns motivating political interest groups and major players, and others impacted by this policy. Note any important conflicts between goals or values held by those various interests.
- Discuss political, economic, and administrative impacts of, concerns about, and successes of the policy, focusing on effectiveness and efficiency.
- Advocate policy improvements benefiting LGBTQIA2S+ and other marginalized communities served by the social work profession.
- Examine any potential unintended consequences and previous attempts to address the problem that are critical components of the recommendations.
- Offer recommendations to your state or federal legislator that is consistent with the goals, values, and ethics promoted by the social work profession. These may include supporting the bill, changing the bill, and/or opposing the bill. Ensure that the recommendations are consistent with the facts and analysis presented in the first part of your paper.
This policy brief should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font with double-spacing and APA (7th ed.) formatting) with a minimum of 10–15 sources (including references from in-class readings).

**Organization Evaluation**
Examine the practices and policies of your current field placement or another amenable organization. Look at policies and practices for both clients and employees, including but not limited to: nondiscrimination policies, family and parental leave policies, language use, insurance coverage, anti-bullying policies, types of services offered, domestic partnership policies/policies for non-married couples, continuing education, and training for employees and partner organizations. Your evaluation should include what policies and practices are already inclusive of the LGBTQIA2S+ community, which could use some adjustment and which are problematic. Following these assessments, students should offer suggestions for change and improvement, grounding their suggested changes in readings from class and other sources.

Your paper should be approximately 5–8 pages long (Times New Roman or Arial size 12-point font and double-spacing with APA (7th ed.) formatting) with a minimum of 10–15 sources (including references from in-class readings).

**Grant Proposal**
Prepare a 6-page (single-spaced) proposal (including all figures and tables but excluding one page for Specific Aims and an appendix for references) that addresses each of the topics below. Your proposal should be realistic and should propose only what can actually be done. Ergo, please make sure that your proposal has feasibility based on existing knowledge/literature.

Include the following sections and adhere to the suggested page limits:

- **Specific Aims (1 page):** Bullet form, two in study
  - Specify the aims of your study
  - Specify any hypotheses
- **Background/Significance (1–2 pages)**
  - Describe the need or problem area in national terms by using incidence, prevalence, or other primary data. That is, make the case that you will address a problem of national significance.
  - Develop and describe a conceptual framework or model (include a graphic image that specifies malleable mediators).
  - Use research literature to support each construct in the conceptual framework. Describe 4–6 relevant studies that contribute to or support your framework.
- **Innovation (0.5 page)**
  - Describe novel methods and explain refinements over existing practices.
- **Approach (2.5–3.5 pages)**
  - Describe the design, including participants, recruitment and sampling procedures, assignment mechanism, measures, data collection strategy, and data analysis plan. Be sure to address such issues as reliability and validity of measures, expected attrition of sample, and mechanisms for insuring treatment fidelity plus fidelity assessment.
  - Describe your intervention and indicate that a 5–10 page treatment manual is appended.
- **References (1–2 pages—not included in 6-page limit)**
### Final Project Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of the issue/topic/policy</td>
<td>The introduction/background/specific aims help the reader/reviewer to understand the topic at hand without feeling overwhelming or like an annotated bibliography. Information is well-sourced and is accessible to a broad audience.</td>
<td>5</td>
</tr>
<tr>
<td>Body of the paper</td>
<td>The information here is new (compared to the introduction), innovative, and addresses how this issue is connected to a diverse understanding of some facets of the LGBTQIA2S+ communities and how this policy/organization/intervention impacts or could impact the individuals. Topic areas are well fleshed out and flow from one to another with a clear connection.</td>
<td>6</td>
</tr>
<tr>
<td>Clarity and Presentation</td>
<td>Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames the first-person perspective in the text. It is clean, correctly formatted in APA (7th ed.) style (12-point Times New Roman or Arial font with 1” margins), and written in complete sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.</td>
<td>5</td>
</tr>
<tr>
<td>Wrap Up</td>
<td>Succinctly summarizes the main points of the discussion and gives the readers something to think about after they have finished. It should be concise, engaging, and leave the reader feeling as though they have learned new information that moves the field forward.</td>
<td>4</td>
</tr>
<tr>
<td>Presentation</td>
<td>Individual presented a clear deliverable that was well-organized and easy to follow. Presenter responded to questions from classmates and instructor well.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

d. Grading

References; 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](#).

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
60-62.9 = D

**Note:** I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

e. **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/).

f. **Attendance Policy**

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

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