

**University of Michigan-Flint
College of Health Sciences
Social Work Department
BSW Program**

**SWR 300: Policy Practice, Advocacy and Community Organizing for Social
Change
Fall 2026**

Course Information

- Course prefix number and section: SWR 300_
- Number of credits: 3
- Prerequisites: SWR 100, ECN 201, Pol 120
- Class Modality: Synchronous
- Class Meeting Days and Time: Tuesdays 4:00-5:15pm
- Canvas link: <https://canvas.flint.umich.edu/courses/33829>
- Zoom link:
https://umich.zoom.us/j/94114293659?signature=_V4XSljiXzheTDV34cA5KNpjFvYjNQcCe6jVjYkl_2U

- **Faculty Information**

- Instructor: Sheryl Groden, PhD, MSW
- Pronouns: she/her/hers
- Office location: on-line
- Email: grodensh@umich.edu (I will respond to email within 24 hours Monday-Friday 8:00am-5:00pm)
- Student Support Hours (formerly known as Office Hours): Mondays, 3-4pm and as requested.

Department Support Staff

- Social Work Department Office: 4203 William S. White Building
- Phone Number: 810-762-3390
- Email: umfsocialwork@umich.edu
 - Reach out to the department if you have questions or concerns about registration, course schedules, overrides etc.

1. Course Information

- a. **Catalog Description:** Introduction to techniques necessary for participation in policy practice, policy advocacy, and community organizing, such as participating in the electoral process, influencing policy through writing policy briefs. Using a historical lens, students learn to conduct policy analysis, examine social programs and policies for differential impact, and observe connections between local and global issues. Graded ABCDE.
- b. **Course Description:** Students explore the relevance of social welfare policy to all social work practices and activities. This experiential course includes a section on social action, as well as introducing social policy, social problems, social welfare, social justice and human rights as key concepts and social constructs emerging from historical values, social, economic and political structures. The historical development of social welfare policies, programs and services within the United States is examined specifically with a focus on the differential impact to well-being of social policy and programs. The course introduces techniques necessary to participate in policy practice and policy advocacy including participating in the electoral process, influencing policy through writing policy briefs. Students learn how to conduct policy analysis, examine social programs and policies for injustices and connect local and global policy issues for example, approaches to amelioration of poverty, civil rights, disability rights, environmental movement, minimum wage, housing issues, immigration issues, violence and policing etc.

There are many ways to participate in policy practice and advocacy. We will explore various advocacy strategies, with a particular focus on the role of social action in advancing policy change. We will examine a range of social policy issues, with particular attention to the intersection of poverty and the policies that contribute to keeping so many Americans in poverty.

In this course you will learn about how to engage in social action to change organizational or government policies and will acquire several advanced advocacy skills that will help you become an effective advocate for social justice. Social action occurs when everyday people band together to develop their power in order to change policy, and it has been a part of the American experiment in democracy throughout our history.

What is unique about this course is that students do social action rather than just learn about it. In a traditional course on social action, students read about theories of social change, analyze social problems, read about campaigns, develop an abstract understanding of concepts, all with the professor being the “sage on the stage”. In the experiential social action model, students read about theories of social change and apply it to real world campaigns, as well as define a social problem and develop concrete, quantifiable solutions (i.e., demands). In this experiential social action model, students choose and lead campaigns and

are transformed through a direct experience of democracy, all with the professor being a “guide on the side” where they are decentered and co-creators of knowledge.

A key part of the social action model is that students have the opportunity to enact a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community, with the students choosing and developing the campaigns on their own rather than assigned by the instructor. Another exciting part of this course, your campaigns will be shared with future SWR 300 students in creating sustainable student-led social action campaigns.

An additional key feature of the social action model is the topic and flow of the course. The moJo of this model is “**On Your Mark, Go, Get Set.**” In order to launch the campaigns by mid-semester, students go through the issue development process (identifying demands and targets) during the opening days of the class. By choosing the campaigns by the second - or at the latest, third week of class, students have enough time to learn about all of the necessary aspects of social change, and then to launch a campaign by the ninth week, and have almost half a semester to do several actions.

With this model, a typical class includes the following: (a) a student doing a 1-2 minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a class discussion of the assigned reading and videos, (and c) group work on their campaigns. These activities are designed to de-center the instructor, empower students to believe that social action is possible, and to give students the opportunity to be active participants in their education.

All students will be involved in social action. This will require approximately 1 hour per week of campaign work (10 hours minimum over 14 weeks) with about one-half of the time DOING something, that is, doing campaign activities or campaign actions, which we will discuss in class. If you do not do more than 10 hours a semester, you will most likely not receive a grade higher than a 2.0 on your overall campaign portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions. We will keep track of student hours via a campaign log. Of course, if you want to do more campaign work, that is great. FYI: The course reading has been reduced to offset the 20 hours of campaign work.

It will be possible to do your social action on-line, on campus or in your own community, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your social action campaign, so you will be able to do some of your organizing in class. During the first and second classes you will brainstorm various ideas for a social action campaign, and then you will choose one to work on.

The requirements for the campaign are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your campaign tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective... or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and students can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

This course is based on a model developed by Dr. Scott Myers-Lipton and the Institute for Teaching Social Action (ITSA), which has trained faculty across the nation to teach college students how to do social action. Courses taught by ITSA-trained faculty have fundamentally changed campuses and communities. Over the past fifteen years, Social action students have won more than 15 campaigns, leading successful efforts to: (1) raise the minimum wage in San José, California from \$8 to \$10 and then to \$15, (2) develop a 12-emergency bed program and a centralized location to provide emergency housing and food to college students, (3) modernize the city's business tax, and (4) make a university a sweatshop-free campus, and (5) get a county to clear and expunge 13,000 cannabis convictions. Perhaps even more importantly, the students participating in social action have had their lives transformed as a result of a direct experience with democracy, with social action alumni taking on leadership positions in government and the non-profit sector, as well as obtaining community organizing jobs locally and pursuing advanced degrees. You will learn more about some of several of these campaigns as part of this class and can find additional examples at: <https://teachingsocialaction.org/>

c. CSWE Competencies, Dimensions, and Associated Course

Content/Assignments: *Please add the 2022 EPAS competencies that will be assessed in the course.*

Competency	Dimensions	Content/Assignment
1. Demonstrate Ethical and Professional Behavior	Knowledge, Values, Cognitive and Affective processes	• Assignment #1: Weekly reflections • Assignment # 2: Attend NASW LEAD • Assignment #3: Policy Portfolio assignments • Assignment #4 Group campaign actions and portfolio
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.	Cognitive and Affective processes	• Assignment #1: Weekly reflections • Assignment # 2: Attend NASW LEAD • Assignment #3: Policy Portfolio assignments • Assignment #4:Group campaign actions and portfolio
4. Engage in Practice-Informed Research and Research Informed Practice	Knowledge, Skills	• Assignment #1 Weekly reflections • Assignment # 2: Attend NASW LEAD • Assignment #3: Policy Portfolio assignments • Assignment #4:Group campaign actions and portfolio
5. Engage in Policy Practice	Skills, Cognitive and Affective processes	• Assignment #1 Weekly reflections • Assignment # 2: Attend NASW LEAD • Assignment #3: Policy Portfolio assignments • Assignment #4:Group campaign actions and portfolio

d. Course Learning Objectives

Upon successful completion of the course, students will be able to demonstrate:

- Political ideologies influence policy and impact people's lives locally/globally.
- Ethical reasoning in exploring policy decision-making and implementation.
- Examine the differential impact of social policies on diverse population groups.
- Explore conceptual understanding of social welfare policy, social policy and public policy, social justice and human rights.
- Analyze social issues/social policies in a systematic way
- Demonstrate ability to use applied research, access data and research reports to support positive policy initiatives that promote well-being for all.
- Create policy briefs to promote policy practice and policy advocacy.
- Examine the policy and the historical development of the policy and programs with attention to the needs of the most vulnerable members of the population.
- Understanding and ability to implement social action

2. Course Requirements

a. Textbook and Course Materials and Course Materials

1. Myers-Lipton, S. (2023). CHANGE! A student guide to social action (2nd ed.)

.New York: Routledge.

*This is a required textbook.

This textbook is available from the publisher at:

<https://www.routledge.com/CHANGE-A-Student-Guide-to-Social-Action/Myers-Lipton/p/book/9781032418025>

and via Amazon at the following prices;

o Paperback [new] ~\$34.67

o Kindle ~\$32.94

2. Poverty, by America

Publisher : Crown

Publication date : March 21, 2023

Edition : Later prt.

Language : English

Print length : 304 pages

ISBN-10 : 0593239911

ISBN-13 : 978-0593239919

*This is a required textbook.

This textbook is available from the UM-Flint book store, and at multiple on-line bookstores.

b. Course Structure and Requirements

How is this class structured?

- This course is a combination of synchronous and asynchronous work.
- We will meet weekly and attendance is required. Students will be involved in group projects and your participation as an active group member is essential.
- Instead of meeting for almost 3 hours for a 3 credit class, we will meet for 1 hour and fifteen minutes (synchronous work) and the rest of your work will be a combination of asynchronous learning and homework activities.
- All students will be involved in social action. This will require a minimum of **10 hours over 14 weeks**) with about one-half of the time **DOING** something, that is, doing campaign activities or campaign actions, which we will discuss in class. When possible, social action work may take place during group time in class. If you do not do more than 10 hours a semester, you will most likely not receive a grade higher than a 2.0 on your overall portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions. We will keep track of student hours via a campaign log. Of course, if you want to do more campaign work, that is great. FYI: The course reading has been reduced to offset the 10 hours of campaign work.

What can I expect during synchronous class time?

- Students should expect a combination of brief lectures, small group discussion, small group work activities and all class discussions. Students are expected to be active learners and participants during small and large group discussions and activities. Students will also participate in small group social action projects throughout the semester. Students will be provided with a portion of class time to work on these projects.
- With the social action model, a typical class may also include the following: (a) a student doing a 1-2 minute organizational rap (i.e., who, what, why, where, and when of a campaign), (b) a class discussion of the assigned reading and videos, (and c) group work on their campaigns. These activities are designed to de-center the instructor, empower students to believe that social action is possible, and to give students the opportunity to be active participants in their education.

What can I expect during asynchronous work time?

- Students should expect to complete reading assignments, videos, reflections, campaign activities and other mini assignments in preparation for class together.

What can I expect for homework assignments?

- Homework will be a combination of the asynchronous work assignments, as well as larger assignments, outlined in the assignment section.

How will course materials be available to you?

- Course assignments are listed on the syllabus and on Canvas
- Course readings will either be from one of the two texts, or via posted readings.

Course participation: Students are expected to participate in class. Class attendance points will also look at class participation.

C. Social Work Department Synchronous Class Attendance Policy

- BSW students are required to attend the majority of synchronous class sessions (at a minimum, 51% or more).
 - This is the minimum attendance requirement for all courses in the social work department.
 - Each faculty member reserves the right to implement additional attendance requirements.
- Attending less than 51% of synchronous class sessions will result in a failing grade and require repeating the course, unless written approval is obtained from the program director. Students may request such approval at any time during the semester.

Course assignments:

c. Assignments

Assignment #1: *Weekly reflections (5pts X 12): 60 pts (Weeks 1-14)*

Assignment #2: *Attend NASW LEAD day and reflection assignment (or alternative assignment): 20 pts (Due October 26)*  **NASW LEAD Assignment #2**

Assignment #3: *Policy Portfolio: 45pts (3 assignments, due Sept 21, Oct 12, Nov 16)(See below)*

 **Policy Portfolio Assignment #1 (5 pts)**

 **Policy portfolio assignment #2 (10 pts)**

 **Policy Portfolio assignment #3 (20 pts)**

Assignment #4: *Group Campaign actions and portfolio (4 assignments x5pts) and Group campaign presentation (5 pts) = 25pts (due throughout the semester, dates on canvas)*

Attendance/Class participation: 15 pts

Total: 165 pts

Extra credit option:  **Social Work Student Extra Credit Opportunity: Interprofession...**

d. **Instructor Communication and Anticipated Response Time:** I will do my best to respond to email within 24 hours Monday-Friday 8:00am-5:00pm. **If you do not hear from me after 24 hours, please send me a gentle reminder:)**

e. **Classroom, Department, and/or Unit Policies**

- ***Include policies such as**

- **Attendance**

- a. **Must include the following statement about**

- attendance:** Federal regulations require the university to report students who have not attended any class sessions by the second week of the semester. If a student is on the course roster but has not attended class by the 10th day of the semester and the student has not communicated with the faculty to discuss class participation, the student will be dropped from the course.

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f. **Course Topics and Schedule**

- *This schedule is subject to change. If changes are necessary, students will be notified as soon as possible via Canvas.*

Date/Week	Topics, Assigned Readings, and weekly assignments	Assigned Readings	Assignments Due
Week 1 August 25-31	Topic: Introductions and class expectations Introductions Asynchronous tasks:	Poverty, By America: prologue, Chapter one	Reflection #1 Due on August 31

Week 2 Sept 1-7	Topic: Groups, Communication and Choosing an issue Group work: Organizational rap Asynchronous tasks:	Issue Development: <i>CHANGE! A Student Guide to Social Action</i> , Preface and Ch. 1 Issue Development (p 1-15) <i>CHANGE! A Student Guide to Social Action, Setting the Tone</i> , Ch. 2, p. 20-25 & “Walk the Walk” (2nd 15 minutes) Other readings as assigned on canvas	Reflection #2 Due on Sept 6
Week 3 Sept 8-14	Topic: Developing Social Action Projects Group work: Organizational rap Asynchronous tasks:	<i>CHANGE! A Student Guide to Social Action, Change Theory</i> , Ch. 3, p. 28-40 Poverty, By America: Chapter two Other readings as assigned on canvas	Reflection #3 Due on Sept 14 Social Action #1 due on Sept 14
Week 4 Sept 15-21	Topic: Social issues and Poverty Guest Speaker: Helen Budd, UM-Flint Veteran’s Resource Center Group work:	<i>CHANGE! A Student Guide to Social Action, Building Power</i> , , Ch. 4 Poverty, By America: Chapter three	Reflection #4 Due on Sept 21 Policy portfolio #1 due on Sept 21

	Organizational rap Asynchronous tasks:	Other readings as assigned on canvas	
Week 5 Sept 22-28	Topic: Group dynamics, policy work Group work: Organizational rap Asynchronous tasks:	<i>CHANGE! A Student Guide to Social Action, Research:</i> , Ch. 5, p. 60-69 Group Dynamics, <i>CHANGE!</i> , Ch. 6, Poverty, By America: Chapter four Other readings as assigned on canvas	Reflection #5 Due on Sept 28 Social Action #2 due on Sept 28
Week 6 Sept 29 Oct-5	Topic: Group work: Organizational rap Asynchronous tasks:	<i>CHANGE! A Student Guide to Social Action, Strategy and Tactics,</i> <i>CHANGE!</i> , Ch. 7 Poverty, By America: Chapter five Other readings as assigned on canvas	Reflection #6 Due on Oct 5 Social Action #3 due on Oct 5
Week 7 Oct 6-12	Topic: Group work: Organizational rap Asynchronous tasks:	<i>CHANGE! A Student Guide to Social Action, Campaign Kickoff,</i> Myers-Lipton, <i>CHANGE!</i> , Ch. 8	Reflection #7 Due on Oct 12 Policy portfolio #2 due on Oct 12

		Poverty, By America: Chapter six Other readings as assigned on canvas	
Week 8 Oct 13-19	No class this week because of LEAD day on October 15	Poverty, By America: Chapter seven Other readings as assigned on canvas	Lead day assignment or alternative assignment due on either October 19 October 26 (if completed by the 19, no SWR 300 work over fall break!)
Thursday October 15	LEAD day:		
Week 9 Oct 20-26	Fall Break. No class		No assignments
Week 10 Oct 27-Nov 2	Topic: Group work: Organizational rap Asynchronous tasks:	Campaign Plan: <i>CHANGE!</i> , Ch. 9, p. 114-120 Poverty, By America: Chapter eight Other readings as assigned on canvas	Reflection #8 Due on Nov 2 Policy portfolio #3 due on Nov 2
Week 11 Nov 3-9	Topic: Group work:	Campaign Evaluation: <i>CHANGE!</i> , Ch. 10, p. 122-124	Reflection #9 Due on Nov 9

	Organizational rap Social Action: Asynchronous tasks:	Hero's and Shero's Journey: <i>CHANGE!</i> , Ch. 11, p. 125-129 Other readings as assigned on canvas	
Week 12 Nov 10-16	Topic: Group work Organizational rap Social Action: Asynchronous tasks:	Poverty, By America: Chapter nine and epilogue Other readings as assigned on canvas	Reflection #10 Due on Nov 16
Week 13 Nov 17-23	Topic: Group work: Organizational rap Social Action Asynchronous tasks:	Other readings as assigned on canvas	Reflection #11 Due on Nov 23 Social Action #4 due on Nov 9
Week 14 Nov 24-30	Topic: Preparation for Group social action presentations Social Action: Asynchronous tasks:	Other readings as assigned on canvas	Reflection #12 Due on Nov 30 Group Presentations
Week 15 Dec 1-4	Topic: Group work: Campaign Presentation and Binder (??)		Group Presentations

3. Evaluation of Learning

a. Grading Scale

- UM-Flint coursework is graded with a letter system (A, B, C, D, or E).
Grading for this course will be based on the following percentages:

100% -95% A	94.9% -90% A-	89.9% -87% B+	86.9% -83% B	82.9% -80% B-	79.9% -77% C+
76.9% -73% C	72.9% -70% C-	69.9% -67% D+	66.9% -63% D	62.9% -60% D-	59.9% - E

****BSW students must receive a C or better in all prerequisites, social work and complementary studies courses to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.***

b. Late Assignments

All assignments are due on the date specified by the instructor. Papers, exercises and assignments that are turned in late without explicit authorization from the instructor will not be accepted. However, with advanced authorization from the professor ahead of the original submission deadline, students may turn in the paper, exercise, or assignment late. Late assignments will receive a 5% deduction from the total score for each 24 hour period that they are later after the original submission deadline. Late papers, exercises, and assignments will not be accepted later than one week after the original submission deadline. Exceptions can be made in extreme circumstances at the discretion of the instructor so long as students communicate their needs directly to the instructor.

4. Course Statements

- Syllabus Statement:** This course syllabus is a guide and every attempt is made to provide an accurate overview of the course. Circumstances and events may make it necessary for the instructor to modify the syllabus over the course of the semester. If you have any questions or concerns about revisions or changes made to the syllabus, please consult with your instructor.
- Land Acknowledgement:** We would like to acknowledge that the land the University of Michigan-Flint is located on is the ancestral, traditional, and contemporary homeland of many Indigenous nations, most recently the Anishinabek (including Potawatomi, Chippewa/Ojibwe, and Odawa) tribal nations.

We acknowledge the painful history of genocide, forced relocation, and removal of many from this territory, and we honor and respect the many Indigenous people, including those of the Three Fires Alliance, who are still connected to the land upon which the University of Michigan-Flint is located.

Visit the [Intercultural Center website](#) for more information.

- c. **UM-Flint's Statement on Mutual Respect:** As part of the University of Michigan, our University strives to provide an equitable, safe space for all individuals. This class will be conducted in an atmosphere of mutual respect. I encourage your active participation and welcome both respectful discourse and reasoned debate. However, if your language or conduct at any time demonstrates a lack of respect for anyone's race, gender identity or expression, sexuality, culture, beliefs, or abilities, you will not be permitted to participate further.

Visit the [Center for Gender & Sexuality](#) for more information.

- d. **CHS and University Policies:** This course adheres to the student's rights, responsibilities, and policies as outlined by the College of Health Sciences and the University of Michigan-Flint. Details on these policies can be found online in the [course catalog](#).
- e. **Incomplete (I) grades:** Incomplete (I) grades are discouraged. The grade of I (incomplete) may be reported by the instructor only if the unfinished part of a student's work is small, the extenuating circumstances have been explained, and the student is passing but unable to complete the coursework within the semester. Work must be completed and a grade change submitted to the Office of the Registrar no later than the end of the fifth week of the next major semester in which the student is enrolled or one calendar year from when the I was given, whichever is first. Students should refer to the [Academic Calendar](#). Submission of the grade change form within the deadline will result in the grade being changed to IA, IB, IC, etc as applicable. To denote the course was not completed at the end of the semester, the I remains on the transcript.

Failure to complete the coursework and submission of the grade change form within the time allotted will result in the I being changed to a grade of IE, IF or IN as applicable. An extension may be requested by the student, but must be approved by the instructor and an extension form signed and submitted to the Office of the Registrar before the initial five week deadline.

- f. **Proper Use of Names and Pronouns:** All students will be referred to by the names and pronouns they use. If you have a name that differs from the one that appears on the roster, please inform me as soon as possible so that I can use your correct name and pronouns.
- g. **Academic Integrity:** Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding or abetting dishonesty by another person, can be tolerated in a community of scholars. Such transgressions may result in action ranging from the reduced grade or failure of a course, dismissal from the program, expulsion from the University or revocation of a degree.

The University of Michigan-Flint has established a Code of Academic Conduct as well as a statement regarding the [Procedural Rights of the Accused Student](#).

h.

Use of Generative AI (GAI):

Learning how to use GAI functions (e.g. ChatGPT, Dall-e, etc.) is important for all of us. Used properly, GAI can enhance our work; used improperly, it can border on plagiarism. If you have used GAI on anything you submit for this class, please include answers to all of the following questions as part of your assignment submission:

1. What was your original prompt to the GAI platform?
2. What are some examples of incorrect data that the chatbot provided to you?
3. How did you rework and revise so that your final document was both factually accurate and reflected your writing voice and style?

Please note that the use of GAI for the purposes of writing entire sentences, paragraphs or papers to complete class assignments is expressly prohibited. Any indication of GAI use in this manner will be reported to the College of Health Sciences for investigation as academic misconduct, and subject to consequences like failing the assignment or failing the course depending on the scope and severity of the actions taken.

The use of GAI tools is permitted in this course for the following activities:*

- *Brainstorming and refining your ideas;*
- *Fine tuning your research questions;*
- *Finding information on your topic;*
- *Drafting an outline to organize your thoughts; and*
- *Checking grammar and style.*

**Permitted use is different from responsible and ethical use. Always verify sources, stay alert of possible bias, and verify that the information provided is accurate and correct. It is your responsibility as a learner to verify any information that you receive from GAI tools.*

The use of GAI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete any part of any class assignments.

Any indication of GAI use in an improper manner may prompt the instructor to engage the student in a discussion about the steps taken to complete the assignment. If necessary, incidents may be investigated as academic misconduct. Consequences may include but are not limited to, failing the assignment or failing the course depending on the scope and severity of the actions taken. If you are not sure about whether or not your use of GAI for an assignment constitutes permitted use, please contact me to discuss this prior to any assignment submissions with GAI content.

For more examples, see the [UM GenAI guidance for Course Policies & Syllabi Statements](#) webpage.

- i. **Class Recording and Course Materials:** Audio and video recording, as well as screenshots of in-class lectures and discussions, is prohibited without advance written permission from the instructor. Students with an approved accommodation from the Disability & Accessibility Support Services Office permitting the recording of class meetings must present documentation to me in advance of any recording being done.
- j. **Disability Statement:** The University of Michigan-Flint is committed to fostering an inclusive and accessible learning environment for all students. We recognize that students with disabilities may require specific accommodations to fully participate in our courses and reach their academic potential. If you have a disability or suspect that you may have one, we encourage you to seek the necessary support and accommodations from the Disability & Accessibility Support Services Office (DASS).

DASS is dedicated to working collaboratively with students to identify and implement appropriate accommodations based on individual needs. Some examples of accommodations may include extended time for exams, note-taking assistance, alternative formats for course materials, or classroom modifications. These accommodations are designed to level the playing field and ensure equal opportunities for success. DASS is located in 245 University Pavilion and can be contacted at (810) 424-5256 or dassflint@umich.edu. [Accommodation requests](#) can be initiated online.

- k. **Resources for Student Well-Being:** As students, you may experience stressors that can impact both your academic experience and your personal

well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For both academic and personal concerns, please refer to the following document for resources UM-Flint offers: [Connect2You Resource Guide](#)

- l. Technology Requirements and Support:** Students will need to log into Canvas to access all readings, lecture videos, and other course content, and to submit assignments. If you are having technical difficulties with your computer, you may want to contact the University of Michigan-Flint [Information Technology Services](#) department. If you are having problems using Canvas, you may want to contact the University of Michigan-Flint [Office of Online and Digital Education](#) at 810-237-6691 or ode-helpdesk@umich.edu
- m. BSW Academic Advising Policy:** You should be aware that if faculty have concerns about your academic progress, they are required to submit a faculty-initiated academic alert. This will prompt your academic advisor to reach out to you to discuss potential support strategies.
- n. Statement on Social Work Tenets:** The values and expectations of the UM-Flint BSW program derive from the inherent social work values as outlined in the [NASW Code of Ethics](#). To be a social worker is not just a profession, it is holding yourself to social work values and ethics that should guide all your decision-making in your career.
- o. Social Work Technical Standards for Professional and Ethical Behavior:** The [UM-Flint Social Work Technical Standards for Professional and Ethical Behavior](#) document serves as a guide for students in maintaining professional conduct, academic integrity, and readiness for the social work profession. These expectations are not only foundational for academic success in online learning environments but are essential to responsible and ethical professional practice.

When a student needs additional support in meeting the technical and professional expectations outlined in this document, the UM-Flint Social Work Department's faculty and staff will review the concern and work to identify appropriate next steps, which may include a faculty-initiated academic alert, BSW Practicum Readiness Review, CARE team referral, student success plan, remediation plan, or when necessary, dismissal from the program in accordance with departmental and university policies. The UM-Flint BSW program is committed to supporting student success and fostering an educational environment rooted in integrity, collaboration, accountability, and professional growth.

- p. Social Work Practicum Readiness Review:** As part of the UM-Flint Social Work Department's commitment to preparing competent, ethical, and effective

practitioners, students are expected to demonstrate professional readiness consistent with the values of the social work profession, the National Association of Social Workers Code of Ethics, and the UM-Flint Social Work Technical Standards for Professional and Ethical Behavior prior to and during practicum placements. Practicum readiness includes demonstration of:

- professional behavior and communication;
- ethical conduct and academic integrity;
- respectful and effective interpersonal skills;
- self-awareness and emotional regulation;
- openness to feedback, reflection, and professional growth; and
- responsible engagement in the learning environment.

Faculty may complete a Practicum Readiness Review to document strengths, concerns, and/or recommendations related to a student's professional development and readiness for progression in the program. In most Social Work courses, this review is formative, meaning it is used to identify concerns early, guide student support, and inform appropriate intervention when needed, including student success planning, remediation, or other supportive actions in accordance with departmental policy. Students are encouraged to view practicum readiness as an ongoing developmental process that extends beyond academic performance and includes the behaviors, dispositions, and ethical standards expected of professional social workers.

- q. **Professional Conduct:** We are all expected to demonstrate professional behavior, including the ability to discuss, implement, and integrate social work values and ethics. A positive learning environment relies upon creating a space where diverse perspectives can be expressed. Each student is encouraged to actively participate in class discussions and activities. Honest and respectful dialogue is expected, and disagreement and challenging of ideas in a supportive and considerate manner are encouraged. In Social Work courses, you will be challenged to think critically and push yourself. Hostility and disrespectful behavior are not acceptable. You are free and encouraged to express your thoughts, provided they do not create a hostile environment for your classmates.
- r. **Equity, Civil Rights & Title IX:** The University of Michigan-Flint is committed to providing a safe learning, working, and living environment. The university does not tolerate violence of any kind, including sexual assault, domestic violence, dating violence, and stalking. The University provides resources to help students, faculty, and staff who may have experienced these situations understand their options for reporting to law enforcement and the university. If you or someone you know has been harassed or assaulted, appropriate resources are available on the [UM-Flint Equity, Civil Rights & Title IX webpage](#).
- s. **Sensitive Course Content Statement (delete if this is not applicable):** The contents of and discussion in this course might include discussions about racism, sexism, and/or violence. These discussions may be emotionally and

intellectually challenging for some students. For any particularly graphic or intense content throughout the term, I will add specific warnings and/or content tags. I aim to make this classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content every week.