

**Master Syllabus**

**Catalogue Description:** This course focuses on a wide range of organizational and professional issues social workers encounter as clinicians, service providers, and administrators in diverse clinical settings, with emphasis on culturally responsive social work practice.

**Course Information**

*Course Number/Section* SOWK/SWK 644-01

*Course Title*  Organizational Context of Clinical Social Work Practice

*Credit Hours* 3

*Term*  Spring 2021

*Days & Times* Tuesdays, 1-3pm

*Class Location* Zoom

**Professor Contact Information**

*Professor* Mathieu Despard, PhD, MSW

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*Office Location* Stone 173

*Office Hours*  By appointment

**Course Description and Linkage to Other Courses**

This course will prepare students to work in health and human service organizations and systems and other social work practice settings to improve programs and services and promote multicultural practice and social justice. A key goal is to help students understand how organizations and systems function so they can effectively advocate for clients and for themselves and grow professionally.

This course builds upon the skills and knowledge base from other generalist and specialist courses by adding three key perspectives to help students expand their ability to promote change beyond the individual and family level:

1. Implementation science: The effectiveness of clinical social work practice is affected by the organizations in which they are nested.
2. Organizational development: There is always room for organizations to improve in numerous respects to better fulfill their missions, particularly in strengthening commitments to multicultural practice and anti-oppression.
3. Systems change: Helping systems should evolve to ensure they are accessible and responsive to the needs and preferences of the individuals, families, and communities they are intended to serve.

Students will understand the basic "nuts and bolts" of organizations – things like administrative supervision and human resources, legal issues, budgets, revenue sources, and boards of directors. The idea is to give students the basic organizational lexicon they need to work effectively with supervisors, managers, and executives or as a starting point for their own supervisory or managerial practice.

Students will develop knowledge and skills in areas such as conflict management, organizational development and change, program planning, evidence-informed practice, implementation science, use of self in administrative supervision, social justice advocacy on behalf of agency clients, and legal protection and risk management relevant to client and organizational concerns. Furthermore, the course examines how effective use of power and cultural competence are needed for organization/agency effectiveness and quality of service.

This course is taken during the last semester of the JMSW Program. At the same time, students are taking *SOWK/SWK653, Advanced Clinical Social Work Practice II*, *Field Instruction IV (SOWK787/SWK647*), *Field Seminar IV (SOWK792/SWK648)*, and their second elective course. Students will use experiences directly from *Field Instruction IV (SOWK787/SWK647)* to inform class assignments and use the course as a lab to deal with organizational level concerns they see in field practice.

**Linkage of this Course to CSWE Competencies**

This course, taken in the second semester of the specialization year, is part of the JMSW Program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated 9 core competencies that must be adequately addressed in an MSW curriculum, at both the generalist and specialization levels, as listed below. CSWE defines each competency as describing “the knowledge, values, skills, and cognitive and affective processes that comprise the competency.” The JMSW faculty have identified knowledge, values, skills, cognitive and affective processes and 27 behaviors that extend and enhance the core competencies for the JMSW specialization curriculum. These behaviors are unique to the JMSW Program’s specialization: multicultural clinical practice.

**Nine Competencies Identified by CSWE**

|  |  |
| --- | --- |
| 1. | Demonstrate ethical and professional behavior. |
| 2. | Engage diversity and difference in practice. |
| 3. | Advance human rights and social, economic, and environmental justice. |
| 4. | Engage in practice-informed research and research-informed practice. |
| 5. | Engage in policy practice. |
| 6. | Engage with individuals, families, and groups, organizations, and communities. |
| 7. | Assess individuals, families, and groups, organizations, and communities. |
| 8. | Intervene with individuals, families, and groups, organizations, and communities. |
| 9. | Evaluate practice with individuals, families, and groups, organizations, and communities. |

This specialization year course addresses all the competencies listed above.

**Outcomes for JMSW Competency-based Curriculum**

Each CSWE competency is comprised of underlying knowledge, skill, values, and cognitive/affective processes. The following table lists the competencies that are addressed in this course, along with student learning goals designed to address aspects of knowledge (K), skill (S), values (V), and cognitive/affective processes (C/AP) relevant to the course. The last column (Assessments) describes which course assignments assess these student learning goals. Each course in the curriculum also contains embedded measures to assess specific CSWE-identified generalist behaviors, as described above. In the Assessments column, information is provided about which assignments are used as embedded measures (EM) in this course.

**List of Competencies/Outcomes, Student Learning Goals, and Assessments**

|  |  |  |
| --- | --- | --- |
| **Competencies/ Outcomes** | **Student Learning Goals** | **Assessments** |
| **1: Demonstrate ethical and professional behavior.** | Students will use the NASW Code of Ethics to explain their choices for interventions to improve outcomes for clients of human service organizations (K, V) | Multicultural Organizational Development (MOD) and Program Proposal (PP) Assignments |
| Students will understand ethical issues related to supervision. (K, V) | Exam |
| **2: Engage diversity and difference in practice.** | Students will analyze the policies and procedures of an agency to determine what changes need to be made to ensure the needs of diverse groups are met fairly and effectively. (S, V, CP) | MOD Assignment |
| **3: Advance human rights and social, economic, and environmental justice.** | Students will identify a social, economic, or environmental problem, explaining the role of oppression and marginalization and develop a program plan to address the problem. (K, S, CP) | PP Assignment (EM) |
| Students will articulate a strategy for securing resources from key stakeholders to support their proposed program. (K, S, CP) | PP Assignment |
| **4: Engage in practice-informed research and research-informed practice.** | Students will use research evidence to support needs assessment for proposed program. (S, CP) | PP Assignment |
| Students will use research evidence to support ideas for organizational development and program plans (S, CP) | MOD and PP Assignment |
| Students will articulate an understanding of evidence-informed practice and implementation science principles and processes within human service organizations (K) | Exam |
| **5. Engage in policy practice.** | Students will assess a current agency policy(s) and propose a policy change and/or addition to effectively alleviate or mitigate an organizational problem. (S, CP) | MOD Assignment (EM) |
| Students will develop a plan for advocating for the policy change and/or addition they developed with administrators and/or other agency stakeholders. (S, CP) | MOD Assignment (EM) |
| **6. Engage with individuals, families, and groups, organizations, and communities** | Students will understand key structures and functions of human service organizations (K) | Exam |
| Students will explain the intra- and interpersonal skills needed to work effectively in human service organizations (K, C/AP) | Exam |
| **7. Assess individuals, families, and groups, organizations, and communities.** | Students will assess a problem or challenge within an organization that diminishes the organization's ability to meet the needs of clients, including whether organizational practices perpetuate marginalization and/or oppression. (S, CP) | MOD Assignment |
| Students will articulate an understanding of inter-agency collaboration and systems of care (SoC) principles (K) | Exam |
| **8. Intervene with individuals, families, and groups, organizations, and communities.** | Students will develop proposals for making organizational improvements and programs to better address the needs of clients and to mitigate or eliminate patterns or systems of marginalization and/or oppression. (S, CP) | MOD and PP Assignments |
| Students will articulate an understanding of inter-agency collaboration and systems of care (SoC) intervention strategies. | Exam |
| **9. Evaluate practice with individuals, families, and groups, organizations, and communities.** | Students will articulate outcome objectives and ideas for measuring these outcomes in relation to proposed programs to better address the needs of clients. (S, CP) | PP Assignment |

(EM) indicates this assignment is being used to assess student learning for this practice behavior as a part of the program’s overall curriculum assessment.

**Teaching Methods for Achieving Learning Outcomes**

A variety of instructional strategies will be used including interactive lectures, class discussion, case studies, in-class group exercises, student presentations, interactive polls, and brief videos. A team-based learning method will also be used. Each student will be randomly assigned to a team to answer questions about assigned readings and engage in small group learning exercises.

**Required Textbooks and Readings**

Rofuth, T. W., & Piepenbring, J. (2019). *Management and leadership in social work: A competency-based approach.* Springer Publishing Company. (available for free in electronic form via UNCG Library)

***Required Readings:***

Barsky, A. (2012). Social workers in court*.* [Podcast].Retrieved from

<http://socialworkpodcast.blogspot.com/2012/12/social-workers-in-court-interview-with.html>

Bordas, J. (2016). Leadership lessons from communities of color: Stewardship and collective action. *New Directions for Student Leadership,* 152, 61-74.

Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Stanford Social Innovation Review, Winter,* 31-35.

Building Movement Project (n.d.). *Case study: Bread for the City.* <http://www.buildingmovement.org/artman/uploads/making_social_change_-_bread_for_the_city.pdf>

Craig, S. L. (2011). Precarious partnerships: Designing a community needs assessment to develop a system of care for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) youths. *Journal of Community Practice, 19*(3), 274-291.

Despard, M.(2016). Challenges in implementing evidence-based practices and programs in nonprofit human service organizations. *Journal of Evidence-Informed Social Work, 13,* 505-522. http://dx.doi.org/10.1080/23761407.2015.1086719

Esaki, N. (2019). Trauma-responsive organizational cultures: How safe and supported do employees feel?. *Human Service Organizations: Management, Leadership & Governance*, 1-8.

Furman, R., Gibelman, M., & Winnett, R. (2020). Getting to know the human service organization. In *Navigating human service organizations: Essential information for thriving and surviving in agencies* (pp. 1-23).

Gates, T. G. (2015). How heterosexist are health and human services organizations?: An exploratory study of tolerance in Western New York. *Human Service Organizations: Management, Leadership & Governance, 39*(2), 116-124.

Greene, M. P. (2010). Effective leadership in social service organizations: Combining management and clinical perspectives [Blog post]. Retrieved from <https://www.naswnyc.org/page/233/Effective-Leadership-in-Social-Service-Organizations.htm>

Hanks, J. (2016). Private practice for social workers: Interview with Dr. Julie Hanks, LCSW*.* [Podcast].Retrieved from <http://socialworkpodcast.blogspot.com/2016/01/JulieHanks.html>

James, J., Green, D., Rodriguez, C., & Fong, R. (2008). Addressing disproportionality through undoing racism, leadership development, and community engagement. *Child Welfare, 87*(2), 279-296.

Lerner, J. E., & Robles, G. (2016). The need for social work advocacy to create social justice for transgender people: A call to action. *Journal of Sociology and Social Welfare, 43,* 3.

Lusk, M., Terrazas, S., & Salcido, R. (2017). Critical cultural competence in social work supervision. *Human Service Organizations: Management, Leadership & Governance*, *41*(5), 464-476.

Martinez, P. (2020). What every leader needs to know. [Blog post]. W. K. Kellogg Foundation Community Leadership Network. Retrieved from <http://wkkfcln.org/trust-paul-martinez/>

Maschi, T., & Jade de Saussure. (2016). Program and grant development: A social justice approach. In E. P. Congress, Luks, A., & Petit, F. (Eds.), *Nonprofit management: A social justice approach.* Springer.

National Association of Social Workers. (2018). *Code of ethics*. Washington, DC: Author.

National Association of Social Workers. (2013). *Ten start up tips for a private practice*.

Washington, DC: Author. Retrieved from <https://www.socialworkers.org/assets/secured/documents/practice/privatepracticestartuptips.pdf>

National Council of Nonprofits. (2020). Why diversity, equity, and inclusion matter for nonprofits. https://www.councilofnonprofits.org/tools-resources/why-diversity-equity-and-inclusion-matter-nonprofits

ProInspire. (2018). *Awake to woke to work: Building a race equity culture.* Retrieved from <https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf> (Read pp. 9-22).

Rodriguez, J. K., Holvino, E., Fletcher, J. K., & Nkomo, S. M. (2016). The theory and praxis of intersectionality in work and organisations: Where do we go from here?. *Gender, Work and Organization, 23*(3), 201-222.

Walter, A. W., Ruiz, Y., Tourse, R. W. C., Kress, H., Morningstar, B., MacArthur, B., & Daniels, A. (2017). Leadership matters: How hidden biases perpetuate institutional racism in organizations. *Human Service Organizations: Management, Leadership & Governance, 41*(3), 213-221.

Wike, T. L., Bledsoe-Mansori, S. E., Manuel, J. I., Despard, M.,Johnson, L. V., Bellamy, J. L., & Killian-Ferrell, C. (2014). Evidence-based practice in social work: Challenges and opportunities for clinicians. *Clinical Social Work Journal, 42*(2), 161-170*.* doi:10.1007/s10615-014-0492-3

Students are encouraged to purchase the *Publication Manual of the American Psychological* *Association* (6th ed.), as this and other courses will require use of APA style in written assignments. The following websites will also be useful:

* [*https://socialwork.columbia.edu/wp-content/uploads/2015/06/2013-10-02-APA-Style-Rules-And-Tips-hand-out\_3Oct2013.pdf*](https://socialwork.columbia.edu/wp-content/uploads/2015/06/2013-10-02-APA-Style-Rules-And-Tips-hand-out_3Oct2013.pdf)
* [*https://owl.english.purdue.edu/owl/resource/560/01/*](https://owl.english.purdue.edu/owl/resource/560/01/)
* [*http://www.apastyle.org/*](http://www.apastyle.org/)

**Course Outline/Calendar**

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| **Class Session** | **Topic** | **Readings** |
| 1  1/19/21 | Course Introduction, Overview of Human Service Organizations   * Basic structure and key functions of organizations * 501(c)(3) nonprofit status * Private practice * Organizational stewardship and accountability to communities they serve * Under-representation of people of color | Furman et al. (2020)  NASW (2013)  Optional:  Hanks (2016) |
| 2  1/26/21 | Financial and Legal Issues of Human Service Organizations   * Organizational and program budgets * Risk management * Responding to financial challenges * Social justice considerations for organizational financial health | Chapters 9 & 13  Barsky (2012) |
| 3  2/2/21 | Social Work Leadership and Management   * Leadership and management roles and best practices * Promoting diversity and cross-cultural competence * Leadership values of communities of color * Emotional and social intelligence * Translating clinical skills to leadership and management | Chapter 2  Bordas (2016)  Greene (2010)  Optional:  Martinez (2020) |
| 4  2/9/21 | Staff Management & Supervision   * Supervisory skills * Empathic supervision * Addressing inequities * Promoting and managing diversity * Culturally competent supervision * Performance evaluation | Chapters 6 & 11  Lusk et al. (2017) |
| 5  2/16/21 | Intra- and Interpersonal Skills in Organizations   * Inviting diverse perspectives * Making meetings productive * Communication and conflict management skills * Gathering and honoring staff participation in decisions * Individual vs. group decision making * Conducting problem analysis | Chapters 4 & 5 |
| 6  2/23/21 | Promoting Diversity, Equity, and Inclusion in the Organization, Part 1   * Organizational culture and climate * Power in organizations * Promoting diversity and culturally competent practice * Motivating employees * Recognizing and addressing organizational dysfunction | Chapter 8  National Council of Nonprofits (2020)  Walter et al (2017)  Optional:  Rodriguez et al. (2016) |
| 7  3/2/21 | Promoting Diversity, Equity, and Inclusion in the Organization, Part 2   * Anti-oppressive practice and racial equity in organizations * Trauma-informed culture | Esaki (2019)  Gates (2015)  ProInspire (2018)  Optional: James et al. (2008) |
| 8  3/9/21 | Program Planning and Management, Part 1   * Creating needs assessments * Human-centered and participatory design practices * How to create a program budget | Chapter 15  Brown & Wyatt (2010) |
| 9  3/16/21 | Program Planning and Management, Part 2   * Social justice approach to program development * Engaging stakeholders * Logic models and theories of change * Monitoring and evaluation | Maschi & Jade de Saussure (2016) |
| 10  3/23/21 | Evidence-Informed Practice & Implementation Science   * How to identify and consider evidence-informed practices and interventions * Cultural relevancy and competency of interventions * Organizational challenges in implementing evidence-informed practices and interventions | Despard (2016)  Wike et al. (2014) |
| 11  3/30/21 | Inter-Agency Collaboration and Social Justice, Part 1   * Engaging with policy advocacy coalitions * Collaboration among health and human service organizations * Social work advocacy for transgender people | Chapter 17  Lerner & Robles (2016) |
| 12  4/6/21 | Inter-Agency Collaboration and Social Justice, Part 2   * Empowering direct services clients to self-advocate * Engaging with and advocating for LGBTiQ youth | Building Movement Project  Craig (2011) |
| 13  4/13/21 | Professional and Career Development   * Professional networking * Job search process * Interviewing and salary negotiation * Receiving mentorship * How diversity and intersectionality affect professional and career development * Breaking glass ceilings, navigating exclusion * Advancing into leadership positions | Chapter 7 |
| 14  4/20/21 | Program Plan Presentations | None |
| 15  4/27/21 | Program Plan Presentations & Course Wrap-up | None |

**Class Assignments** (Brief descriptions; see Canvas for detailed instructions and grading rubrics)

*All assignments must be typed with pages numbered and submitted electronically via Canvas in .doc or docx format.*

1. **Exam (20% of final grade)**

The exam will be completed in two parts and comprised of multiple choice and short essay questions to assess students' understanding of key concepts related to the following topics: organizational structures and functions, ethical issues in supervision, intra- and inter-personal skills in organizations, evidence-informed practice, cultural competence and humility, anti-oppressive practice, implementation science, inter-agency collaboration, and systems of care.

**Due Date:** **Part 1: February 23, 2021; Part 2:** **April 13, 2021**

1. **Multicultural Organizational Development Assignment (30% of final grade)**

Students will work independently to identify and develop a plan for addressing an organizational problem or challenge in a human service organization that affects the effectiveness of client services, with a focus on how this problem or challenge relates to multicultural clinical social work practice and/or marginalization or oppression. Students will describe the steps they would take within the agency to advocate for this plan.

**Due Date: March 30, 2021**

**3. Program Proposal Assignment (35% of final grade)**

Students will work in groups to develop a proposal for a new program or intervention to better achieve client outcomes through a group member’s field agency or other organization. The proposal should describe ways in which the new program or intervention will strengthen multicultural and anti-oppressive practice within the agency or community. The proposal will include the following elements: need, intervention or program description, outcome objectives, theory of change, and evaluation plan. Groups will also identify sources of financial and non-financial support needed for this program and outline a plan for securing these resources within and/or outside of the agency. Each group will submit an outline of key proposal elements and ideas to and ask for feedback from an agency staff member. This feedback should be received no later than **April 9, 2021**, summarized by the group, and used to strengthen the full and final proposal.

**Due Date: April 30, 2021**

**4. Class Participation (15% of final grade)**

Participation points will be awarded based on class attendance (see below for details) and instructor, peer and self-assessment concerning the extent to which the student a) was prepared for class having completed the assigned readings and other assignments; b) made active and thoughtful contributions to class discussions and learning activities; and c) contributed to a positive and constructive learning environment by engaging with, listening to, and respecting other students and not dominating class discussions, disrupting others’ opportunity to listen and/or participate, and/or making negative, offensive, and/or disrespectful comments. Peer assessment will be conducted anonymously through assigned learning teams. Please see Canvas for specific expectations regarding class attendance and engagement in the online learning environment.

**Due Date: Ongoing**

**Assignment Policies**

Assignments should be turned in via Canvas by the due date listed on the syllabus. A late penalty of 5% per day (including weekends) will be assessed for assignments not turned in by 11:59pm on the due date. If an initial review of your assignment indicates major problems with your writing and/or your assignment is missing required content, the paper will be returned ungraded for revision, and your grade will be lowered by up to 30 points. A grade of “Incomplete” is only given in unusual circumstances when a student is unable to complete course requirements by the end of the term due to extenuating circumstances beyond the student’s control based on the instructor’s assessment and determination.

**Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Points** | **% of Final Grade** | **Due Date** |
| Exam | 200 | 20% | Part 1: 2/23/21  Part 2: 4/13/21 |
| Multicultural Organizational Development Assignment | 300 | 30% | 3/30/21 |
| Program Proposal Assignment | 350 | 35% | 4/30/21 |
| Class Participation | 150 | 15% | Ongoing |
| **Total** |  | **100%** |  |

***Grading Scale Followed in All JMSW Courses:***

|  |  |
| --- | --- |
| ***Letter Grade*** | ***%*** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 76-79 |
| C | 70-75 |
| F | Below 70 |

**Attendance Policy**

Attendance is mandatory and is part of your Class Participation grade (see above). Class will start and end on time. It is the sole responsibility of students who arrive late to let the professor know; otherwise the student will be marked absent. Arriving at class more than 15 minutes late or leaving class more than 15 minutes early will be considered “partial attendance.” Students' grades will be affected by more than two absences and/or more than four partial attendances as follows:

3 days absent = Final course grade lowered by one letter grade

4+ days absent = At risk for failing the course

4 partial attendances = Final course grade lowered by one letter grade

5+ partial attendances = At risk for failing the course

There are no excused absences or partial attendances. Students should be judicious about their absences and partial attendances due to illness, family obligations, religious observance, etc. The only exceptions to this policy would be if a student experiences a major illness, accident, and/or injury during the semester.

**Professional Involvement**

Graduate students in the JMSW Program are expected to conduct themselves professionally. This assumes that students will:

* arrive to class on time
* arrive prepared with reading and assignments completed
* attend all classes
* remain attentive during class
* demonstrate a commitment to learning
* participate in class discussions and activities
* take responsibility for one’s learning
* turn in assignments on time, typed, using APA format, with proper grammar, and free of typographical or spelling errors

**Accommodations for Students with Disabilities**

Under the Americans with Disabilities Act (ADA), pursuant to Section 504 of the Rehabilitation Act, “reasonable accommodation” to students with disabilities is provided in this course. If you require an accommodation, you must register with the appropriate office for your home campus: Office of Veterans and Disability Service (OVDSS) at NCA&TSU or the Office of Accessibility Resources and Services (OARS) at UNCG. Please notify OVDSS or OARS of any accommodation requests prior to the start of classes or within the first two weeks of classes.Students should inform the instructor at the beginning of the semester about specific accommodations needed and provide authorized documentation through designated administrative channels. Consult either the NCA&TSU or UNCG graduate bulletin for further information.*Please note that accommodations and modifications may not be performed retroactively!*

**Health and Wellness**

Your health impacts your learning. Throughout your time in the JMSW Program, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation.  Both universities have resources that can help you with these or other issues. Be sure to contact the resources at your home campus. You can learn about the free, confidential mental health services available the campuses by contacting:

N.C. A&T Student Health Center, via phone at (336) 334-7880, online at [http://www.ncat.edu/student-affairs/student-services/health-services,or by visiting the Sebastian Health Center at 112 N. Benbow Rd.](http://www.ncat.edu/student-affairs/student-services/health-services,%20or%20by%20visiting%20the%20Sebastian%20Health%20Center%20at%20112%20N.%20Benbow%20Rd.)

UNCG Student Health Center and counseling center via phone (336) 334-5874, the internet <https://shs.uncg.edu/>, or by visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

**Academic Integrity Policy**

Academic integrity is important to success in graduate school as well as later in your professional life as social workers. Academic integrity is based on five values: honesty, trust, fairness, respect, and responsibility. If you are to fully benefit from this class and be properly evaluated for your contributions, we must work together in an environment that affirms these values. Work that violates these values is incompatible with the goals of this class and the NASW Code of Ethics and will not be tolerated. Violations of the academic integrity policy will be considered serious academic and ethical offenses and will be dealt with as such. Every member of the class is expected to foster the spirit of academic honesty at all times and to encourage that spirit among others.

Students are encouraged to review both the UNCG Academic Integrity Policy online at https://osrr.uncg.edu/academic-integrity/and the NCA&TSU Academic Dishonesty Policy in the Graduate Bulletin at <https://www.ncat.edu/divisions/academic-affairs/bulletin/2018-2019/academic-info-and-regs/academic-dishonesty-policy.html>. I encourage you to discuss the meaning of academic integrity with one another and with me. If any work or assignment appears unclear or presents questions related to academic integrity, I urge you to talk with me to obtain further clarification.

I invite you, as a student in this class, to join me in supporting the Academic Integrity Policy. Students are expected to sign the Academic Integrity Pledge below for each assignment to signal a clear indication of their support of this policy:

Academic Integrity Pledge: “I have abided by the Academic Integrity Policy on thisassignment.”

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Signature Date

**Resources for Students**

There are Writing Centers at both UNCG and NCA&TSU for students who need help with writing. Please note that these centers do not necessarily adhere to APA style, so you need to consult the APA 6th edition to be sure your assignments follow those guidelines.

NOTE: The instructor reserves the right to alter and adjust this syllabus to fit the learning and instructional needs of the class.