There is plenty to do, for each one of us, working on our own hearts, changing our own attitudes, in our own neighborhoods.

Dorothy Day, 1897-1980

1. Course Description
This course is a generalist social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

2. Course Content
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

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1 Syllabus sections 1-6 approved by SSW Governing Faculty, Fall 2012.
2 My experience is that set office hours are rarely convenient for students. Therefore, if you would like to meet with me, please email me and suggest two or three meeting dates/times and we will find one that is mutually convenient. For brief questions, I will often be available following class and during class breaks.
Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

3. Course Competencies and Practice Behaviors
This course addresses the following competencies and practice behaviors:

**Competency 1: Identify as a professional social worker and conduct oneself accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1.3 attend to professional roles and boundaries

**Competency 2: Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

2.1 recognize and manage personal values in a way that allows professional values to guide practice;
2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
2.4 apply strategies of ethical reasoning to arrive at principled decisions

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
3.2 analyze models of assessment, prevention, intervention, and evaluation

**Competency 4: Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a
person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

**Competency 5: Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.3 engage in practices that advance social and economic justice.

**Competency 6: Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

**Competency 7: Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
7.2 critique and apply knowledge to understand person and environment.

**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
8.1 analyze, formulate, and advocate for policies that advance social well-being
8.2 collaborate with colleagues and clients for effective policy action.

**Competency 9: Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

**Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Competency 10b: Assessment**
Social workers

10.b.1 collect, organize, and interpret client data
10.b.2 assess client strengths and limitations
10.b.3 develop mutually agreed-on intervention goals and objectives; and
10.b.4 select appropriate intervention strategies.

**Competency 10c: Intervention**
Social workers

10.c.1 initiate actions to achieve organizational goals
10.c.2 implement prevention interventions that enhance client capacities;
10.c.3 help clients resolve problems;
10.c.4 negotiate, mediate, and advocate for clients; and
10.c.5 facilitate transitions and endings.

**4. Course Objectives**
On completion of this course, students using a generalist social work practice framework will be able to:
1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)

2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 3.1, 5.3, 6.2, 8.1)

3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 4.3, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 11.1)

4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)

5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis). (Practice Behaviors 3.1, 3.2, 7.1, 7.2)

6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)

7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

5. Course Design
While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videos.

6. Relationship of this Course to the SSW’s four Curricular Themes
Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

Social Justice is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

Promotion, Prevention, Treatment & Rehabilitation are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the
use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

*Behavioral and Social Science Research* is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

*SW Ethics and Values* are addressed by examining ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers’ responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

7. Relationship of the Course to Social Work Ethics and Values

Our course will address ethical and value issues related to working with and in organizations, communities, societies, as well as in conducting policy-focused research in these domains. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all community members, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. Our course will also focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

8. Intensive Focus on Privilege, Oppression, Diversity and Social Justice

Our 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 [in] 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 as well as strengthen critical consciousness, self knowledge, and self awareness to facilitate PODS learning.
9. Learning Philosophy and Environment
Teaching and learning in this course will be guided by the principles of adult education\(^3\) and empowerment. Among other key elements, these frameworks highlight all participants in the educational endeavor as active and self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these to deepen individual and group learning. You are encouraged to share your insights with the group throughout the semester, while maintaining a reflexive stance.

Each individual brings to the educational endeavor different strengths, knowledge, and various levels of understanding of macro practice; therefore, collaboration will help ensure individual and collective success in our course. Additionally, few community organizers, leaders and managers in human service agencies, and policy advocates work entirely on their own. Accordingly the classroom is meant to be a space where we can all practice the skills of collaboration; hence, our learning environment will be based on shared leadership and the principle that we are all potential teachers and learners. It is hoped that collaboration will occur between students as well as between students and the instructor.

Creating a Positive Learning Environment
It is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for active learning for all, it cannot reinforce systems of bias and domination, nor can it be confined by political correctness. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this by extending to your colleagues the respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted from *MSW Handbook*, Faculty of Social Work, University of Toronto, 2006).

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\(^3\) Adult learning approaches typically include an appreciation that (a) adults are autonomous, goal- and relevancy-oriented, practical, and self-directed, (b) adults have past life experience and knowledge that can connect to current learning; and (c) adults must be treated with respect. (See Malcolm Knowles’ classic. *The Adult Learner: A Neglected Species (3\(^{rd}\) ed.)*. Houston, TX: Gulf Publishing Company, 1984).
Facilitating A Successful Learning Experience

**What you can expect from one another and what I expect from you**

- To attend class regularly and on time
- To participate in class discussions and group work
- To be prepared for class (reading assignments completed before class)
- To be open to learning
- To engage in critical thinking
- To assume responsibility for materials missed during absence
- To submit work on time
- To maintain confidentiality
- To learn from differences of opinion
- To use active listening skills and avoid exclusionary language (that which is sexist, racist, heterosexist, ageist, and so forth).

**What you can expect from me as the instructor**

- To be prepared for class
- To clearly present new material
- To be open to new knowledge and learning
- To communicate clear expectations for assignments
- To give clear feedback on assignments
- To provide feedback in a timely fashion
- To be available for consultation
- To maintain confidentiality
- To be open to learning
- To learn from differences of opinion
- To use active listening skills and avoid exclusionary language (that which is sexist, racist, heterosexist, ageist, and so forth).

**Class Participation**

Participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected in small group and full-class discussions. It is especially helpful when we share examples from our experiences (field and others). Also, feel free to draw on current events and literature related to course topics in order to promote our learning.

If you do not normally participate in large-group discussions, I encourage you to challenge yourself in this class and to contribute to these conversations. As a social worker, regardless of practice modality and setting, there will be times when you have to speak in front of small and large groups of people. As you get to know your colleagues in the class, you hopefully will find it easier to join class discussions. If there is anything that I can do to facilitate your active participation, please let me know.

**10. Course Materials**

All required readings are available on-line through our course C-Tools site. You can find the materials in “Resources” in the folder, “Readings by Weekly Session.” Additional readings (for interest, not required) for each week are also included in the folder.
11. Course Policies

*Accommodations for students with disabilities*
If you need an accommodation for a visible or invisible disability and require an accommodation, please contact me as soon as possible. Many aspects of this course can be modified to facilitate your participation and progress throughout the semester. We will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000 or go to [http://www.umich.edu/~sswd/](http://www.umich.edu/~sswd/). For other information, please contact Nyshourn Price-Reed (ndp@umich.edu) or Lauren Davis (laurdavi@umich.edu); 734-936-0961.

*Religious Observances*
Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that appropriate arrangements can be made. University policy requires that such notifications be made by the official course drop and add date.

*Class Attendance*
The SSW’s policy is that students attend all of their classes. Excessive absences may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the faculty advisor by the course instructor. If you cannot attend class, please let me know. After you get a colleague’s notes and review them, I will be happy to meet with you to answer any questions you may have.

If you have a contagious disease easily spread in the classroom (e.g., flu). Please let me know and do **NOT** come to class. Stay home and get well!

*Electronic Devices*
In consideration of your classmates and your own learning please turn off all cell phones/smart phones during class. If you must be on call for an emergency please let others know that you are only available for emergencies that no one else can handle and set your device to vibrate only. Laptops can be used in class for note taking purposes only.

*Academic Integrity*
We assume that all students will adhere to principles of academic integrity. This includes following all procedures and expectations for this course and not plagiarizing. If we suspect academic misconduct your instructor will arrange a private meeting with you. For more information about standards for academic integrity, please read [http://ssw.umich.edu/studentGuide/2012/page.html?section=14.01&volume=1](http://ssw.umich.edu/studentGuide/2012/page.html?section=14.01&volume=1)

*Extensions and Late Assignments*
Requests for extensions will be considered for a valid reason. These are to be made at **least 48 hours in advance** of the assignment due date. A rationale for the request is to be provided. Work that is late (i.e., an extension was not negotiated in advance) will be deducted 5% from 100% each day the assignment is past the due date, including weekends.
Incomplete Grades
A grade of incomplete will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

12. Helpful Resources

Writing Skills
If you require assistance with writing skills, you are encouraged to contact the Sweetland Writing Center (swcinfo@umich.edu). The center offers writing courses and support for graduate students. The Center’s website provides various helpful writing guides, including one focusing on APA referencing standards.

Currently, SSW Career Services is in the process of developing a writing assistance program for students who need help with writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Contact Career Services for more information or to make an appointment.

On our course C-Tools site, you will find a folder entitled, “Effective Writing.” It contains a writing guide that I developed for social work students.

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

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

<table>
<thead>
<tr>
<th>Assignment (Value)</th>
<th>Due Dates</th>
<th>Submission Locale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Becoming a Macro Practitioner (Total 10%)</strong></td>
<td><strong>Part A</strong></td>
<td><strong>Part A</strong></td>
</tr>
<tr>
<td>Part A: Presentation (10%)</td>
<td>• In-class presentation Jan 29</td>
<td>• Submit PPT file via ctools assignment box</td>
</tr>
<tr>
<td>Part B: Peer feedback re: presentation skills (5%)</td>
<td>• PPT file due by noon</td>
<td></td>
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<tr>
<td></td>
<td>Part B</td>
<td>Part B</td>
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<tr>
<td></td>
<td>• Constructive feedback – Friday, Jan 31</td>
<td>• Email feedback to colleague (copy <a href="mailto:michwood@umich.edu">michwood@umich.edu</a>)</td>
</tr>
<tr>
<td>IV. Community Profile (30%)</td>
<td><strong>Parts A &amp; B</strong></td>
<td><strong>Parts A &amp; B</strong></td>
</tr>
<tr>
<td>Part A: Presentation (10%)</td>
<td>• Feb 26</td>
<td>Ctools assignment box</td>
</tr>
<tr>
<td>Part B: Booklet (15%)</td>
<td>• PPT file due by noon</td>
<td>Part C</td>
</tr>
<tr>
<td>Part C: Group minutes and process evaluation (5%)</td>
<td>• Feb 28 (Friday)</td>
<td>Ctools assignment box</td>
</tr>
<tr>
<td>III. Test - Logic Models &amp; Grant Writing (20%)</td>
<td><strong>In class Mar 26</strong></td>
<td></td>
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<tr>
<td>IV. Policy Advocacy (25%)</td>
<td><strong>Part A</strong></td>
<td><strong>Part A</strong></td>
</tr>
<tr>
<td>Part A: Advocacy plan (5%)</td>
<td>• Apr 9</td>
<td>Ctools assignment box (plan &amp; works cited – one document please)</td>
</tr>
<tr>
<td>Part B: Op-ed, letter to a decision maker, or prepared testimony (20%)</td>
<td>• Apr 21 (Monday)</td>
<td>Part B</td>
</tr>
<tr>
<td>V. Class Participation (10%)</td>
<td><strong>Throughout the semester. During the final class, you will be asked to critically reflect on your participation and provide input on your grade</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Assignment I: Becoming a Macro Practitioner (Individual project)**
This assignment aims to promote your understanding of macro practice, of your social identities, and social justice allyhood, while also strengthening your professional presentation skills and evaluation competencies. The assignment consists of two parts: a five-minute professional presentation and written constructive feedback to a colleague about their presentation design and delivery competencies.

In the presentation, you will identify macro-level factors affecting a marginalized population you would like to work with in the future. You will also consider how your primary social identities may affect your future practice with this population. Finally, you will specify ways in which you might be a social justice ally to this population and identify the primary macro practice skills you need to develop in this regard.

*More specific instructions are available in the Assignment section of ctools.*

**Assignment II: Community Profile (Team project)**
This assignment involves understanding and analyzing a community and identifying the critical issues facing the community. Specifically, drawing on quantitative data (census data, other statistical reports) and qualitative data (key informant interviews, windshield survey), you will develop a descriptive profile of the community, analyze the community using a SWOT analysis and critical issue assessment, and identify recommendations to address selected core issues.

The assignment consists of three parts: (1) in-class presentation, (2) profile booklet, and (3) team minutes and process evaluation.

*More specific instructions are available in the Assignment section of ctools.*

**Assignment III: Quiz – Logic Models & Grant Writing – Testing Conceptual and Practical Knowledge**
To facilitate your mastery of conceptual and practical knowledge related to logic models and grant writing, we will have an in-class test. The test will be administered during the first half of the selected class period. The test will consist of a combination of true/false, matching, and short answer questions.

**Assignment IV: Policy Advocacy (Individual project)**
Enacting our profession’s commitment to social justice and making policies responsive to the needs of disenfranchised groups, social workers engage in policy advocacy in order to influence policy decisions affecting the group. Adopting the position of advocate for a group of clients or a community, you will plan and develop an advocacy tool addressing a policy issue. Although there are many tools available to advocates, for this assignment you are expected to develop an op-ed for a newspaper, a letter to an elected official, agency executive director, or board of directors (henceforth, we refer to these individuals/bodies as policymakers), or a prepared testimony that you could potentially deliver in front of public group (e.g., city council, school board, or county mental health board).
The purpose of the assignment is to introduce you to the process of policy advocacy planning. For the assignment, you are not required to implement your project, but if the opportunity arises, you are strongly encouraged to pursue it.

This assignment has two components: (1) advocacy plan and (2) product (i.e., op-ed, letter to an elected official, or prepared testimony).

*More specific instructions are available in the Assignment section of ctools.*

**Assignment V: Class Participation**

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. If you are unable to attend a session, please let me know so you can get any handouts.

Your participation grade will be based on your:
1. Attendance;
2. Active participation in class and small group discussions;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning; and,
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.

At the end of the semester, you will have an opportunity to provide input into your participation grade based on the evaluative criteria outlined above.

**Reading Tips**

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings.

- What are the central points of the reading? What is your assessment of these in terms of macro practice?
- What points, if any, do you like, agree with or find helpful in terms of understanding issues related to macro practice? Why?
- What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to macro practice? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?
- What are the connections with and/or implications for diversity and socially justice practice?
14. Grading
A 100 point system is used for the course. At the end of the term, the numerical grades earned for each assignment will be translated into letter grades according to the following formula. This particular formula is used by other SSW faculty (I used this formula at the University of Toronto, and it is ingrained into my brain!). Remember that letter grades are reported on your transcript.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Grading Criteria
"A" grades are given for exceptional performance and mastery of the material. The use of "A+", "A", and "A-" distinguish 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.

Evaluation Philosophy
Our school is dedicated to promoting “a better society through individual and social change” (SSW-UM vision statement). Our MSW program is a primary way that we work to realize this vision. Therefore, in order to prepare you to contribute to realizing this vision, graduate education is meant to be both rewarding and challenging.

To develop your competencies as a social worker, feedback is vital. My tendency therefore is to provide significant comments highlighting both strengths and areas for improvement (we all have them!). I invite you to reflect on my feedback and, if you wish, to meet with me to discuss any of my remarks.

Working together I want you to learn as much as possible and to be successful in the course. This requires that you accept responsibility for your learning and performance and that I support you in your development. As a student, you hold certain expectations for your performance and grades. Remember, this is graduate school, thus grading standards are likely higher than those you previously encountered. If you wish to perform at the A level, you will have to work at that level.

If you perform poorly on an assignment (i.e., B- or lower), you will be invited to meet with me to discuss the assignment and to rewrite it or part thereof. This is to allow you an opportunity to gain the required competency expected at the graduate level. The re-write will only permit you to earn a grade of B which is the minimum expected grade for graduate work.

15. Expectations for All Assignments
General Evaluation Guidelines
Written assignments will be evaluated on both content and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process. The other
centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing).

Assignments are to be typed, double spaced with one-inch margins, using Times New Roman 12 pt font. Exceptions include the cover page and budget narrative for the mini-grant proposal and the community profile document.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association [6th ed.]). The library also offers an online resource for your use (see http://www.lib.umich.edu/hatcher-graduate-library/citation-and-style-guidelines -- see the APA section). Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. It is highly recommended that you use headings and sub-headings to organize your written work.
16. Reading List and Schedule

Session 1: Jan 8
Introduction to Macro Social Work and the Course
Establishing a Positive Learning Environment

Required Readings
- Course syllabus
  http://www.socialworkers.org/pubs/code/code.asp

Video: Settle Way
http://www.youtube.com/watch?v=juz1Jw2UcJ0

Guest Panel:
Local practitioners talk about contemporary macro practice

Session 2: Jan 15
Contemporary Macro Practice
Mission Statements
Professional Presentations

PREPARATION FOR CLASS
Locate your field agency’s mission statement and bring a copy class. If you are not in a field agency, use a human service agency with which you are familiar or interested in.

TASK: Select partners for Becoming A Macro Practitioner Assignment

Required Readings
- Presentation skills materials (on course C-tools site – see Folder: Effective Presentations). There are great resources there!
Session 3: Jan 22  
Strengths Perspective  
Social Identities: Insider/Outsider

| Skill Building:  
| SWOT & Force Field Analysis  
| Video: Running Good Meetings |

**TASK:** Formation of Community Profile Teams

**Required Readings**
- Long, Tice, & Morrison (2006). Adopting a strengths perspective in macro practice (pp. 26-49) & Considerations for the practitioner (pp. 50-71)

Session 4: Jan 29  
In-Class Presentations: Becoming Macro Practitioners  
Using Census Data to Understand Community

**In-class presentations**

Library workshop on accessing census data and other publicly available data sources.  
Sue Wortman, Social Work Librarian, will lead the group through a workshop on using the American Community Survey.  
She is available for consultation throughout the semester swortman@umich.edu

Session 5: Feb 5  
What is Community?  
Community Assessment

| Skill Building:  
| Conducting key informant interviews to understand a community  
| Conducting windshield surveys |

**Required Readings**
Session 6: Feb 12
Community Observation Day

Our class will not meet as a group today. The day is reserved for team work on your community profile assignment.

Session 7: Feb 19
Community Practice: Models and Stages of Community Organization

Skill Building:
Building community coalitions

Youth Organizing: Kayla Mason, Harriet Tubman Center

Required Readings

Session 8: Feb 26
Community Profile Projects
Community Organizing – Strategy Building

Community profile projects – presentation and profile documents

Video: How to Survive A Plague
http://surviveaplague.com/

MARCH 5 – NO CLASS
SPRING BREAK
Session 9: Mar 12
Management Practice (Part I)
Program Development, Planning, and Grant Writing

Skill Building Presentation:
Preparing a logic model

Required Readings

Session 10: Mar 19
Management Practice (Part II)
Program Evaluation and Budget Development

Skill Building:
Preparing a proposal budget
Developing a Gantt Chart

Guest speaker: Effective grant applications from a funder’s perspective: Jillian Rosen,
Ann Arbor Community Foundation

Required Readings
Session 11: Mar 26
In-class test
Agency Management Practice (Part III)
Managing Community-based Human Service Organizations

Skill Building:
Selecting and hiring the best staff
Improving staff performance

Assignment III: In-class test: Logic models and grant writing

Required Readings

Session 12: Apr 2
Advocacy Planning

Policy advocacy:
Changing policy from both sides: Commissioner Andy LeBarre, Washtenaw County
Working with the media: Lester Graham, NPR Michigan

Required Readings

Session 13: Apr 9
Advocacy Tools

Skill Building:
Writing an op-ed
Writing advocacy briefs

Assignment IV: Policy Advocacy – Part A: Plan Due Today

Required readings

**Session 14: Apr 16**

*Participatory Policy Development*

*Course Wrap-Up*

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<thead>
<tr>
<th>Skill Building:</th>
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<td>Developing a consultation plan</td>
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**Class Participation Reflection & Grade Input Form**

**Required Readings**


**Monday, Apr 21 - Assignment IV: Policy Advocacy – Part B: Op-ed, Prepared Testimony, or Letter to a Decision Maker Due**