INTRODUCTION
Welcome to SW 512. This is a new course this year. Previously SW 560 was the introduction to Macro Practice overall and the four methods Community Organization, Management, and Social Policy & Evaluation. It became difficult to cover both theoretical content and skills in a single course and the course became too crowded. Additionally, students felt the need for more skills content as they began or prepared for the professional practicum.

For these reasons, the course has been divided into two parts – loosely, a theory part (SW 560) and a skills part (SW 512). That said, there is obviously overlap and connectivity, and the instructors in SW 560 and SW 512 have been and will be working together to achieve harmony and synchronicity. No doubt - as with any “first to market” product, there will be need improvements both within the term and for future terms.

The content for SW 512 was developed by a macro team over the summer, and was heavily influenced as well by tasks that students are often asked to initially undertake in their field placements.

There are a couple of other points to bear in mind. One is that the skills, though located in sections referenced by majors (CO, Management, Policy and Evaluation) have much crosscutting application. That said, certain sections will have a more specific hue. For example, Professor Checkoway will be focusing on CO as a central theme; Professors Hiltz and Tropman will have more of a management focus. For this reason the assignments and activities may differ slightly among the sections; but all sections will cover macro content needed by all students.

Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW512”. For brief questions, I will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the
Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

This course utilizes the new M Canvas Pilot as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.

COURSE DESCRIPTION
This laboratory course will focus on developing practical skills for community organization, management, and policy/evaluation, including tools and techniques for successful work in the field. This course provides opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice. Special emphasis will be placed on approaches that strengthen socially just and culturally sensitive practice.

There is a commonality among macro skills across fields of practice (community organizing, management, social policy and evaluation); many of these common skills are covered in this skills lab (project management, community engagement, advocacy, etc.). This particular section will give special attention to the management application of these skills and view a wide variety of macro skills through a management lens.

COURSE CONTENT
The course is designed to be taken in coordination with SW 560. All sections of the course will provide practical skills for community organization, management, and policy/evaluation overall, although some instructors will organize their section around their specific area of expertise and concentrate on one of these fields. Across all sections, all students will engage in hands-on, skill-based learning in the areas of data analysis and visualization, identification of key community stakeholder groups, power analysis, and program/project management.

The course content aligns with the core competencies of each respective field, and will support students who are enrolled or expected to enroll in their field placement. To this end, the Office of Field Instruction has provided information on common macro practice tasks which will be infused into this course; some tasks include, but are not limited to, memo writing, project management, excel or other spreadsheet program competence, and meeting and project management. The course assumes that each student will start the course with a different level of experience, and its learning activities will be designed to move each one further along from his or her starting point.

Consistent with social work core values, the primary mission of Community Organization, Management, and Policy/Evaluation is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty, and to understanding of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation,
gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

COURSE OBJECTIVES
Upon completion of the course, students will:
1. Understand the importance of macro practice skills for effective macro practice
2. Develop knowledge of practical skills for community organization, management, and policy/evaluation.
3. Critically analyze best practices and research findings in these respective fields.
4. Gain competence in the appropriate adaptation of these practical skills for particular target communities or populations.
5. Understand approaches that strengthen socially justice and culturally sensitive practice.
6. Employ practice skills to support effective community and organizational interventions.
7. Understand the applicability of these methods for the development, implementation and evaluation of social programs and policies.
8. Examine questions of social work ethics and core values.

COURSE DESIGN
This course will include use multiple methods including but not limited to lectures, role plays, demonstrations, readings, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem solving, project planning, and hands-on applications of real-world situations arising in the field. The course will be assigned using letter grades.

COURSE COMPETENCIES AND PRACTICE BEHAVIORS
This course considers the following competencies and practice behaviors:

1. **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 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

2. **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 advocate for human rights and social and economic justice, and engage in practices that advance social and economic justice.

3. **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 use research evidence to inform practice.

4. **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 analyze, formulate, and advocate for policies that advance social well-being; and collaborate with colleagues and clients for effective policy action.

5. **Understand and utilize culturally competent and intercultural methods of practice, emphasizing methods to:**
   - Assess and diagnose community needs and assets in ways which gather information, increase participation, and strengthen social diversity;
   - Build organizational capacity and institutional structures that regularize roles and relationships, strengthen representation and dialogue of diverse social and cultural groups, and increase influence by building coalitions with other organizations;
   - Formulate plans and strategies that involve individuals and groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communications and conflict styles, and take steps for collective action;
   - Implement plans, programs, actions or tactics conducive to organizational or community situations, build constituency support, and collaborate and negotiate with diverse groups relevant to implementation.
   - Monitor and evaluate activities through techniques that assess activities and outcomes, raise critical consciousness, motivate participation, and contribute to improvement and change.

**RELATIONSHIP OF THE COURSE TO THE FOUR CURRICULAR THEMES**

Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of tools that explore multicultural and diversity issues from perspectives of the (1) community organizer and community planner, (2) manager, (3) policy analyst/advocate, (4) organization or program, and (5) community or client system.
Social Justice and Social Change are addressed through the use of readings, examples, cases, and role plays, and the development of skills that enable macro practitioners 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 skills 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: 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.

SOCIAL WORK ETHICS AND VALUES
The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy focused research in these areas. 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.

TEXT AND COURSE MATERIALS
There are no textbooks for this course, however there will be readings assigned each week. These articles will be, to the extent possible, made available on Canvas – the University online course management system. Information and instruction on how to use this site is already provided by the university, therefore, no class time will be devoted to instruction on how to use this system.

CLASS SCHEDULE
Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

Readings for each topic are listed on the “Assignments” link on Canvas, in the “Readings” section, by date. Readings may be changed by the instructor up to two weeks before they are due. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, assignments and quizzes.
ASSIGNMENTS

Assignment #1: Elevator Speech
Due: Friday, October 30th, 12:00 noon
In this assignment you will create an elevator speech about yourself. The idea is to spark interest in what you do, who you are, and what you plan to do in your work. Your elevator speech should be short, in this case 2-3 minutes. Because of the brief time, you will need to decide the most salient information to include. More difficult perhaps, you will need to decide what to leave out. This assignment will have two parts:

Part 1 - Written Elevator Speech. Turn in a written version of your elevator speech. As indicated above, it should describe your experience and expertise and focus on the most salient aspects. The goal is to develop something that can be modified and used when you enter the professional workforce. Imagine you are in a job interview, and the interviewer asks you to, “Tell me about yourself.”

Part 2 - Verbal Elevator Speech and Feedback. Take your written elevator speech and say it aloud to someone else. This could be a roommate, friend or family member. Set up the scene as described above and have the other person ask you to, “Tell me about yourself.” After you have done this, write a summary of their feedback and describe how you would incorporate that feedback into a rewrite of your elevator speech. (Max: 1 pg, single spaced)

Assignment #2: Portfolio Samples
Due: Thursday, December 10th, 12:00 noon

In this assignment you will produce three sample materials that you could (and hopefully will) incorporate into a portfolio to show a future employer. Pick those you believe best demonstrate your abilities and range of expertise. Highlight those skills you think are, or could be, the most relevant to your future career. The materials you select should be those we covered in this course and demonstrate your understanding of the content provided in the class.

Two of the three selected materials are of your choosing. The third will be a rewrite of your elevator speech. Rewrite your elevator speech to be reflective of the additional skills you have acquired through the semester (if applicable). Incorporate relevant feedback from assignment #1. Your submitted elevator speech product will be a video or audio recording.

EVALUATION
The following scale will be used in assessing your final grade:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Quizzes*</td>
<td>15</td>
</tr>
</tbody>
</table>
Class Participation 15
In Class Assignments 30
Assignment #1: Elevator Speech 15
Assignment #2: Portfolio Development 25

Total 100

* Quizzes will be based on the assigned readings and given at unannounced times. Five (5) quizzes will be given, the lowest one (1) grade will be dropped. Quizzes cannot be made up. Missed quizzes will be awarded a grade of 0.

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

97-100 = A+
93-96 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-

ATTENDANCE POLICY
Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays). There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classes may result in a non-passing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity to make up missed quizzes.
Additional Readings Bibliography

For Your Improvement
First Break All the Rules
Strategies of Community Practice, 7th Edition
Supervision and Management in Nonprofits and Human Services
Effective Meetings 3rd Edition
Good to Great for the Social Sector
Forces for Good
Portny, S. (2013) Project Management for Dummies
Cumbay T. (2014) Managing All-in-One For Dummies
Harvey, G. (2013) Excel All-in One For Dummies
How to write a policy brief
Power Posing Amy Cuddy (Youtube)
The Grit Scale http://www.sas.upenn.edu/~duckworth/images/12-item%20Grit%20Scale.05312011.pdf

Angela Duckworth (YouTube)

Rothman, J et. Al Strategies of Community Organization


