

Fall 2017 SW 512: Macro Practice Skills Laboratory

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Office Hours: Mondays and Thursdays 12:00pm to 1:30pm, OR by appointment

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.

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.

Students in this Monday afternoon SW 512 lab class are also enrolled in SW560 course offered Monday mornings with Professor Blackburn. Students are expected to bring a laptop to lab class. Laptops are available at the Atrium information desk.

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 social 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. A list of illustrative assignments will be prepared and provided to instructors and prospective instructors of the course. The course will be assigned using letter grades.

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

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.

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.

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.

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.

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.

Curricular Themes

Multiculturalism & Diversity. 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) the community or client system.

Social Justice and Social Change. 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. 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. 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.

Relationship to 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.

Teaching Approach. Adapted from Rosenshine, B. *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012). I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and “take-aways.” I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently.

Relevant Policies

Religious Holidays. Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official UM policy on religious holidays and a list of possible conflicts with classes can be found at: http://www.provost.umich.edu/calendar/religious_holidays.html

Learning Needs and Disabilities. Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Safety & Emergency Preparedness . In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom. If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu. Office of Student Services, School of Social Work | Room 1748, [734-936-0961](tel:734-936-0961). For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Attendance. The School of Social Work attendance policy can be found in the Student Guide. Attendance is not included in the grading rubric for this course. Students are expected to participate in lectures, class exercises, project group meetings, and community project day.

Deadline Expectations. Assignments due dates are listed in the syllabus. All project assignments must be submitted to the appropriate canvas folder. Assignments submitted late will be graded down one full grade (points are calculated by assignment). Due date exceptions will need prior permission of the instructor.

Grading System. A 100-point system is used. At the end of the semester, the points earned will be translated into letter grades according to the following formula:

A+	97-100	B+	87-90	C+	77-80	D	<69 (no credit)
A	94-96	B	84-86	C	74-76		
A-	91-93	B-	81-83	C-	70-73		

Incompletes. Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

Suggested Texts. A number of text books and resource books are listed with each lecture topic in the course calendar presented below.

Assignments. Students will submit **four of the deliverables developed** in this class for grading. The deliverables must be separate and distinct from the assignments required for SW560. Each assignment will be worth **25 points**. Assignments will be submitted on the due dates in the canvas assignment folder for grading. Examples of submissions include but are not limited to the following:

- Infographic to increase awareness and/or to advocate.
- Community Profile Project work plan and Gantt chart.
- Data visualization slide deck comprised of 5 different graphics reflecting data visualization principles using quantitative or qualitative data.
- Program budget and budget justification.
- Process workflow diagram and description.
- A series of 3 maps developed through Social Explorer with description.
- Fund development plan with goals, action steps and timelines.
- Mission Money Matrix to inform financial sustainability planning

Course Calendar: Lectures and Readings

Lecture	SW 512 Lab Skill Session
<p>1. Sept 11</p>	<p>SW 560: Introduction and history of macro practice SW 512: Introduction to course, workplace expectations/skills needed in the marketplace, macro-practice tool kit, infographic design session using Piktochart or Canva</p> <p><u>Readings/Resources</u> Silence Equals Death www.nypl.org/blog/2013/11/22/silence-equals-death-poster</p> <p>Piktochart for making infographics. www.piktochart.com</p> <p>Canva for making infographics. www.canva.com</p> <p>Smiciklas, M. (2012) <u>The Power of Infographics: Using Pictures to Communicate and Connect with your Audiences</u></p> <p>Resler, M. (2015) <i>Infographics: Visually Express Your Community Engaged Data</i>, Community Engagement Institute at Virginia Commonwealth University Scholars Compass. http://scholarscompass.vcu.edu/cenrinstitute</p> <p>Samples: Meals on Wheels Infographic, Ann Arbor Center for Independent Living</p>
<p>2. Sept 18</p>	<p>SW 560: Advocacy as a form of social action SW 512: Community profile project planning session, Gantt charts, complete infographic for advocacy action, present deliverable to class</p> <p><u>Readings/Resources</u> NASW Press Guidelines for Describing People http://www.pcar.org/sites/default/files/resource-pdfs/press-guidelines-describing-people-nasw.pdf</p> <p>How to Design an Infographic from Scratch. https://designschool.canva.com/blog/create-infographics/</p> <p><u>Geraldi, J.</u>, and <u>Lechter, T.</u> (2012) Gantt charts revisited: A critical analysis of its roots and implications to the management of projects today <i>International Journal of Managing Projects in Business</i> Vol. 5, Issue 4. 578-594. https://mgetit.lib.umich.edu/go/1523222</p> <p><u>Tuckman, Bruce</u> (1965). "Developmental sequence in small groups". <i>Psychological Bulletin</i>. 63 (6): 384–99. SEMINAL WORKS. https://mgetit.lib.umich.edu/go/1523254</p> <p>Manges, K., Scott-Cawiezell, J., & Ward, M. M. (2017). Maximizing Team Performance: The Critical Role of the Nurse Leader. Vol 52 (1). <i>Nursing Forum</i>. https://mgetit.lib.umich.edu/go/1523270</p>

<p>3. Sept 25</p>	<p>SW 560: Models of community organization practice. Understanding communities. SW 512: Data visualization principles, chart design session, presenting quantitative data</p> <p><u>Readings/Resources</u> Community Profile Project Plan template</p> <p><u>West Willow Neighborhood Profile Report</u>, 2014, MECC School of Architecture and Urban Planning</p> <p><u>Action with Communities in Rural England: Rural evidence project St. Ives Settlement</u>, 2012.</p> <p>US Census Free Webinar Schedule, Making Sense of American Community Survey</p> <p>Healy, K and Moody, J. (2014) Data Visualization in Sociology. <i>Annual Review of Sociology</i>. 40:1, 105-128.</p> <p>Evergreen, S. (2017) <u>Effective Data Visualization: The Right Chart for the Right Data</u>. Sage Publications Inc. Chart Chooser.</p>
<p>4. Oct 2 Assignment #1 due</p>	<p>SW 560: Organizing and mobilizing communities SW 512: Data visualization strategies and graphic development session for analyzing and presenting qualitative data</p> <p><u>Readings/Resources</u> Evergreen, S. and Metzner, C. (2013) Design Principles for Data Visualization in Evaluation. <i>New Directions for Evaluation</i>. Issue 140. 5–20.</p> <p>Knaflic, C. (2015) <u>Storytelling with Data: A Data Visualization Guide for Business Professionals</u>. Wiley and Sons: New Jersey.</p> <p>Emery, A. (2017) Six Ideas for Displaying Qualitative Data. http://annkemery.com/qual-dataviz/</p>
<p>5. Oct 9</p>	<p>SW 560: Library workshop on using secondary data SW 512: Extracting secondary data and preparing graphics for community profile project, Social Explorer for mapping</p> <p><u>Readings/Resources</u> Introduction to Census Data. http://guides.lib.umich.edu/census</p> <p>University of Michigan ICPSR: Finding and Analyzing Data https://www.icpsr.umich.edu/icpsrweb/ICPSR/</p> <p>Gathering Information to Assess a Community. http://guides.lib.umich.edu/communityprofile</p> <p>Social Explorer Mapping. https://www.socialexplorer.com/explore/maps</p>

	Krupar, S (2015). Map power and map methodologies for social justice. <i>Georgetown Journal of Public Affairs</i> , 16 (2), 91-101.
Oct 16	Fall Break. No Class.
6. Oct 23	<p>SW 560: Human resource management. <i>Advocacy assignment due.</i></p> <p>SW 512: Data collection protocol design needed for community field work: key informant interviews, focus groups, participant observation</p> <p><u>Readings/Resources</u> Becker, K. Conducting Community Health Needs Assessments in Rural Communities Lessons Learned. <u>Journal of Health Promotion Practice</u>. (2014). Volume: 16 issue: 1, page(s): 15-19.</p> <p>Kamberelis, G., & Dimitriadis, G. (2013). <u>Focus Groups</u>. Chapter 33. Contingent Articulations of Pedagogy, Politics, and Inquiry. Routledge Press.</p> <p>Martin, D., Yurkovich, E. and Anderson, K. American Indians' Family Health Concern on a Northern Plains Reservation: "Diabetes Runs Rampant Here." <u>Public Health Nursing</u> (2016). Vol. 33 No. 1, pp. 73–81.</p>
7. Oct 30 Assignment #2 Due	SW 560 and SW 512: Field Work , student teams will work in the community to advance their community profile projects.
8. Nov 6	<p>SW 560: Human resource management continued</p> <p>SW 512: Memo and report writing using slidedocs, community profile report writing session</p> <p><u>Readings/Resources</u> Good to Great and the Social Sectors: Jim Collins on Leadership. www.bridgestar.org</p> <p>Slidedocs for effective visual reporting. https://www.youtube.com/watch?v=X09lcL4PFxw</p>
9. Nov 13	<p>SW 560: Ethical and legal issues in macro practice</p> <p>SW 512: Using Excel for data management and budget design session</p> <p><u>Readings/Resources</u> Using a Program Budget Tool, YouTube, Program-based Budget Builder for Non-profits https://www.youtube.com/watch?v=E0wxhTQSun</p> <p>How to create a budget spreadsheet http://www.wikihow.com/Create-a-Budget-Spreadsheet</p> <p>Improving Management Effectiveness through Reporting http://www.flexstudy.com/catalog/schpdf.cfm?coursernum=9559a</p>

<p>10. Nov 20</p>	<p>SW 560: Student presentations of community profiles. <i>Community project due.</i> SW 512: Design-thinking session, organizational re-design using teams</p> <p><u>Readings/Resources</u> Liedtka, J. (2015), Perspective: Linking Design Thinking with Innovation Outcomes through Cognitive Bias Reduction. <i>Journal of Product Innovation Management</i>, 32: 925–938. doi:10.1111/jpim.12163</p> <p>Kozlowski, S. W. J., & Bell, B. S. (2013). <i>Work groups and teams in organizations: Review update</i> [Electronic version]. Retrieved [insert date], from Cornell University, School of Industrial and Labor Relations site: http://digitalcommons.ilr.cornell.edu/articles/927</p>
<p>11. Nov 27 Assignment #3 Due</p>	<p>SW 560: Program development, implementation, monitoring and evaluation SW 512: Process work flow design session, developing and measuring program metrics</p> <p><u>Readings/Resources</u> Why Measure? Non-profits use metrics to show they are efficient. <i>Stanford Social Innovation Review</i>. https://ssir.org/articles/entry/why_measure</p> <p>Process and Workflow Design using Tableau. www.lynda.com/Tableau-tutorials/Process-workflow-design/417094/442251-4.html</p>
<p>12. Dec 4</p>	<p>SW 560: Resource development and management in community-based organizations SW 512: Fund development planning session, searching for foundations and grants, letter of intent work session</p> <p><u>Readings/Resources</u> Impact India: Philanthropy’s New Frontier—Impact Investing. Etzel. M. 2015. https://ssir.org/articles/entry/philanthropys_new_frontierimpact_investing</p> <p>What should your fund development plan include? <i>Non-profit Quarterly</i>. 2012. Joyauk, S. https://nonprofitquarterly.org/2012/02/02/what-should-your-fund-development-plan-include/</p>
<p>13. Dec 11</p>	<p>SW 560: Social policy and community practice SW 512: Impact and profitability to increase sustainability, Matrix Map design session</p> <p><u>Readings/Resources</u> The Matrix Map: A Powerful Tool for Mission-Focused Nonprofits Zimmerman, S. and Bell, Jeanne (2014). <i>The Matrix Map: A Powerful Tool for Mission-focused Nonprofits</i>. <i>Non-profit Quarterly</i>. https://nonprofitquarterly.org/2014/04/01/the-matrix-map-a-powerful-tool-for-mission-focused-nonprofits/</p>

Note: Assignment #4 due Dec. 15th 5pm