

Course Title: Macro Practice Skills Laboratory

Course Number: SW 512, Section 002

Term: Fall 2017

Credit Hours: 3.0

Time/Place: Mondays, 9am-12 pm, SSW 3752 SSWB

Instructor: Marlanna Landeros, MSW

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Office Hours: By appointment and I will often be in the classroom after class weekly. Please email mlandero@umich.edu with the subject, "SW 512" when communicating with me.

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. 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. 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.

Theme Relation to 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 multi-cultural 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.

Theme Relation to Social Justice

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.

Theme Relation to 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).

Theme Relation to 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 SW 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.

Course Requirements:

Attendance and participation: Class attendance and participation are very important in this class. Your class attendance and participation will be considered in determining your final grade. Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions. Attendance, homework and participation are part of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s) and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc.) prior to class, reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. If you have difficulties participating let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated emergencies and observance of religious days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. Coming to or leaving class mid-way is considered an absence. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

Attendance and Participation Expectations:

- Come to class, be on time and actively participate. Ask questions that can help you and your classmates learn. Share your ideas and experience.
- Be an active participant, if asked to critique your classmates work, make helpful suggestions on what has been done and can be improved, and be forthright and balanced in your assessment.

- Maintain professional respect and confidentiality. Much of what we share in class is for learning purposes not for dissemination.

There are graded assignments for this course, and on occasion, homework assignments along with the expectation of class participation. A more detailed description of each assignment will be discussed in class, with due dates.

General Expectations for Written Work

I expect in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, Summer 1986.*) Or <http://www.socialworkers.org/pubs/code/default.asp>

Academic Integrity:

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your *Student Guide to the Master’s in Social Work Degree Program* for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.** The student guide is electronic: <http://www.ssw.umich.edu/studentGuide/>. The library also has an excellent area to advise about issues of plagiarism and other ethical issues. Please visit this site <http://www.lib.umich.edu/acadintegrity>.

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- A-, A or A+** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B** Mastery of subject content at level of expected competency – meets course expectations
- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

- C+, C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- D** Student has poorly demonstrated minimal understanding of subject content.
- E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. For assistance with writing or if you want feedback on written work contact the Office of Student Services (<http://ssw.umich.edu/current/student-services.html>) or the **Sweetland Writing Center** (<http://www.lsa.umich.edu/swc/>). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I am not sure if they take walk-ins.

The course is challenging and demanding. Grading will be rigorous but fair. I understand the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another. If you read my comments and believe something is incorrect, please discuss your findings with me within one week of getting your assignment back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

The Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice and is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use that as data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process. **Let us strive to remain open to diverse perspectives, which may conflict with our own.**

I invite you to consider the following:

- With the understanding that this may be culturally relative, being silent & simply listening is a privilege that not everyone has. More specifically, remaining silent & saying that you are either learning through listening or allowing space for others is in & of itself, a privilege which you will not be able to employ when practicing social work.

- There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but, it can be when the most memorable aha moments occur.

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations, experience and accept people are always doing the best they can, both to learn material and to behave in a socially just and honest way.
2. Listen actively -- respect others when they are talking.
3. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
4. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas. The goal is not to agree -- it is to gain a deeper understanding.
5. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
6. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
7. We will work diligently to develop an environment where individuals have the freedom to speak their mind, share their personal life experiences and discuss difficult issues with compassion, sensitivity, and confidentiality. Thus, at times, members of the class may wish to make a comment they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
8. We will develop a classroom community that tolerates others making mistakes and encourages everyone to learn from the experience

Housekeeping and Relevant Policies

Electronic Devices and Computers in class

In consideration of your classmates, and due to their disruptive nature, I request that all students silence telephones while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know you are only available for emergencies that no one else can handle. Please use your laptop during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop. Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will result in deductions in class participation grades.

Accommodations

If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me at the beginning of the semester so that I may adequately address these needs. Please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information is kept private and confidential (to the extent permitted by law). For more information and resources, please contact the Services for

Students with Disabilities Office at G664 Haven Hall, G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, <http://ssd.umich.edu/>, Email ssdoffice@umich.edu.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact

- *Counseling and Psychological Services (CAPS)* at (734) 764-8312, <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus.
- *University Health Service (UHS)* at (734) 764-8320, <https://www.uhs.umich.edu/mentalhealthsvcs>
- *UM Medical Center Psychiatric Emergency Services*. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- *UM Sexual Assault Prevention & Awareness Center (SAPAC)*. 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Religious Observances

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan 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

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-ADAcpliance@umich.edu.
- For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.
- Register for UM Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergencymanagement/alert/>.

Welcome to SW 512: the course has been divided into two parts for students with a major in a macro practice area – loosely, a theory part (SW 560) and a skills part (SW 512). Since SW 560 and SW 512 are two parts of the same content, there is overlap and connectivity, and the instructors in SW 560 and SW 512 have been and will be working together to achieve harmony and synchronicity. This section, SW 512.002, will be organized mostly by general skillsets that

students need across all macro practice areas. For this reason, the assignments and activities may differ among the sections; but all sections will cover macro content needed by all students.

Class Schedule:

The course schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

SESSION 1: INTRODUCTION & AGENDAS	9/11
SESSION 2: EFFECTIVE MEETINGS	9/18
SESSION 3: LEADERSHIP & STRENGTHSQUEST	9/25
SESSION 4: ADVOCACY: COMMUNITY ORGANIZING & DATA VISUALIZATION	10/2
SESSION 5: EXCEL: WORK PLANNING & BUDGETING	10/9
BREAK	10/16
SESSION 6: PROJECT MANAGEMENT	10/23
SESSION 7: NON-PROFIT MANAGEMENT	10/30
SESSION 8: GENERATIONS & PROFESSIONALISM	11/6
SESSION 9: COMMUNICATION: PROFESSIONAL WRITING & SOCIAL MEDIA	11/13
SESSION 10: PROFESSIONAL PRESENTATIONS	11/20
SESSION 11: EVALUATION & POLICY	11/27
SESSION 12: ORGANIZATIONS & FEEDBACK	12/4
SESSION 13: SOCIAL WORK DIVERSITY	12/11

Grading:

Participation and Attendance	10
Homework/Class Reflections	10
Assignments	<u>80</u>
	100

Assignments are due before class on the day they are due or noted otherwise, and are to be submitted on Canvas unless otherwise stated. Some assignments/homework will be graded on a pass/fail basis. Handing it in on the due date will give you a pass. A grade of “pass” will be converted for computation of the final grade.

Assignment 1: Current Event	Due: TBD	Points:10
Assignment 2: Career Vision/Plan	Due: Session 4 (10/2/17)	Points:10
Assignment 3: Power Map	Due: (Non Session Date) Friday (10/13/17)	Points:10
Assignment 4: Program Budget	Due: Session 6 (10/23/17)	Points:10
Assignment 5: Data Visualization	Due Session 8 (11/6/17)	Points:10
Assignment 6: Career/Elevator Speech	Due: Session 12 (12/4/17)	Points:15
Assignment 7: Portfolio Development	Due: Session 13 (12/11/17)	Points:15