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| COURSE TITLE: | Macro Practice Skills Laboratory |
| COURSE NUMBER: | 512 (Section 4), Mondays 9:00 am - 12:00 pm |
| CREDIT HOURS: | 3 |
| PREREQUISITES: | None, required for all Macro students |
| LOCATION: | SSEB 2218 |
| SEMESTER: | Fall 2017 |
| FACULTY: | Rosalva Osorio, LMSW |
| CONTACT INFO: | Office: 3733 SSW SSWB Mailbox: 91 rosorio@umich.edu (preferred method) 734-657-5938 (for emergencies only) |
| OFFICE HOURS: | 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.

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
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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.

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.

Accommodations

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. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

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 and <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. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness

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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.

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/>.

Course Outline and Readings

| Session 1: Introduction (9/11) | |
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| In Class | Reading for Class* |
| <ul style="list-style-type: none"> ● Review course content ● Review assignments and grading ● Discuss 4 Properties of Powerful Professionals ● Discuss Staircase of Competence ● 7 C's | <p>*we walk through these in class, no need to read prior to first day</p> <ul style="list-style-type: none"> ● 4 Properties of Powerful Professionals ● Staircase of Competence ● 7 C's ● How to give negative feedback found at: http://www.skills2lead.com/how-to-give-negative-feedback.html |

| Session 2: Team/Group Dynamics (9/18) | |
|---|--|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● Review of DISC profile ● Discuss KSS ● Running Effective Meetings | <ul style="list-style-type: none"> ● DISC profile: https://www.tonyrobbins.com/disc/ ● IMPROVE YOUR TEAMWORK WITH "KEEP/STOP/START" (Nov 27 2012) http://barongroup.com/improve-your-teamwork-with-keepstopstart-2/ ● Running effective meetings found at https://www.mindtools.com/CommSkill/RunningMeetings.htm |

| Session 3: Advocacy (9/25) | |
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| In Class | Reading for Class |
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| <ul style="list-style-type: none"> ● Data visualization ● Infographics ● Elevator speeches | <ul style="list-style-type: none"> ● The Public Policy Process found at http://www.laits.utexas.edu/gov310/PEP/policy/ |
|---|--|

| Session 4: Community Organizing (10/2) | |
|---|--|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● Guidelines for Creating Readable Materials ● Practice in how to understand communities | <ul style="list-style-type: none"> ● Readability and Electronic Communication ● How to Make Your Writing Clear |

| Session 5: Leadership (10/9) | |
|---|---|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● Reflection and experience ● Situational Leadership ● Emotional Intelligence | <ul style="list-style-type: none"> ● Grit Scale: https://www.americanbar.org/content/dam/aba/marketing/women/grit_toolkit_test.authcheckdam.pdf ● MCH Leadership Competencies found http://leadership.mchtraining.net/ ● Please take the personality test: https://www.16personalities.com/free-personality-test |

FALL BREAK (10/16)

| Session 6: Interviews/Project Management (10/23) | |
|---|---|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● How to ask and what to ask? ● https://rrlc.org/wp-content/uploads/2013/02/ce_MacMillan-Matrix-Step-By-Step-Rev.pdf ● https://www.uhc.com/content/dam/uhcdoctcom/en/Source4women/PDFs/StartStopKeep.pdf ● Discuss force field analysis | <ul style="list-style-type: none"> ● Planning, Organizing, Strategizing ● How Competitive Is Your Organization? found at: http://www.orgwise.ca/sites/osi.ocasi.org.stage/files/resources/How%20Competitive%20MacMillan%20Matrix.pdf ● Developing a logic model found at: http://www.michigan.gov/documents/me ntormichigan/Developing_a_Logic_Model_Guidex_403347_7.pdf |

| Session 7: Goals & Development (10/30) | |
|--|--|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● Windshield and walking tour ● Macro Practice Skills | <ul style="list-style-type: none"> ● Complete competing values for non-profits found at http://innovationyou.com/assessments/non_profit/individual |

| Session 8: Supervision (11/6) | |
|---|--|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● Value of supervision ● Documentation | <ul style="list-style-type: none"> ● 9 tips to listen like a true leader found at: https://www.glassdoor.com/blog/9-tips-to-listen-like-a-true-leader/ ● Best Practice Guidelines for reflective supervision/consultation found at http://www.paimh.org/uploads/5/5/5/5/5555583/reflec tive_supervision_guidelines.pdf |

Session 9: Students in the Community (11/13)

| Session 10: Community Profile Work Session (11/20) | |
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| <ul style="list-style-type: none"> ● Community Profile Work Session ● Engagement activity (2 people) | |

| Session 11: Process Flow Charting (11/27) | |
|--|---|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> ● Practice flow charts | <ul style="list-style-type: none"> ● Basic Guide to Nonprofit Program Design and marketing found at: http://managementhelp.org/programmanagement/nonprofit-programs.htm ● Ultimate Flowchart guide found at: http://creately.com/blog/diagrams/flowchart-guide-flowchart-tutorial/ |

| Session 12: Design-Thinking Work Session (12/4) | |
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| In Class | Reading for Class |
| <ul style="list-style-type: none"> Practice Design-Thinking | <ul style="list-style-type: none"> Read https://ssir.org/articles/entry/wicked_problems_problems_worth_solving |

| Session 13: Fund Development (12/11) | |
|---|--|
| In Class | Reading for Class |
| <ul style="list-style-type: none"> Budgeting How to ask? Benevon model | <ul style="list-style-type: none"> Basic Principles of Fund Development found at https://www.simonejoyaux.com/downloads/BasicPrinciplesOfFundDevelopment.pdf Balancing the Budget through Social Exploitation: Why Hard Times are Even Harder found at http://file.scirp.org/pdf/AASoci20120200003_44746157.pdf |

Additional Readings Bibliography:

***The First Follower:** <https://search.yahoo.com/yhs/search?p=The+first+follower&ei=UTF-8&hspart=mozilla&hsimp=yhs-001>

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 Mattesich, P. & Monsey, B. (2001).**

Community Building: What Makes It Work? A Review of Factors Influencing Successful Community Building. St. Paul: Amherst J. Wilder Foundation.

Henderson, P. & Thomas, D.N. (2013). Skills in Neighborhood Work. London: Allen & Unwin.

Chaskin R. (n.d.) Defining Community Capacity. Chicago: Chapin Hall Center for Children, 3-11. At http://www.chapinhall.org/sites/default/files/old_reports/41.pdf

Adams, M. et al., eds. Readings for Diversity and Social Justice. New York: Routledge. Hardcastle, D., et al. (2011). Community Practice: Theories and Skills for Social Workers. New York: Oxford University Press. • 2014) CASES IN INNOVATIVE NONPROFITS. THOUSAND OAKS. SAGE

Cnann, RA and D. Vinokur (2014) Cases in Innovative Nonprofits. Thousand Oaks.

Sage Pawlak, E. and Robert D. Vinter (2009) *Designing and Planning Program for Nonprofit and Public Organizations*

Parsons, Oja, Ageloff, and Carey and DesJardins. (2013). *New Perspectives on Microsoft Excel 2013*. Cengage Learning.

Garner, B (2013) *HBR Guide to Better Business Writing*. Cambridge. HBR Press

How to write a policy brief

http://www.idrc.ca/EN/Resources/Tools_and_Training/Documents/how-to-write-a-policy-brief.pdf

^Strengths Finder <http://strengths.gallup.com/110440/About-StrengthsFinder-20.aspx>

*Power Posing Amy Cuddy (Youtube)

*Angela Duckworth (YouTube)

Rothman, J et. *AI Strategies of Community Organization*

Rothman, J. et/. *AI (2008) Strategies of Community Practice* Pecosta. Bowers

Mark H. Moore. (1995). *Creating Public Value: Strategic Management in Government*. Cambridge: Harvard University Press. Kathryn J. Edin and H. Luke Shaefer (2015).

Nonprofit Consulting Essentials: What nonprofits and consultants need to know. San Francisco: Jossey-Bass. Dennis R. Young (ed). (2004).

**Effective Economic Decision-Making by Nonprofit Organizations*. New York: The Foundation Center.

*The Benevon Model found at <http://www.benevon.com/>

**Community Tool Box found at: <http://ctb.ku.edu/en>

**Good Leadership Skills found at: www.skills2lead.com

**Innovative Tool Kit found at: <http://www.innovatorstoolkit.com/downloads>

**Stanford Social Innovation Review found at: <https://ssir.org/>

***Feedback on Feedback found at: <http://eaglehillconsulting.com/opinion/feedback-feedback-five-ways-create-constructive-feedback-culture/>

*** How to give negative feedback found at: <http://www.skills2lead.com/how-to-give-negative-feedback.html>

***Employee Feedback - Building a Positive Workplace Culture found at: http://positivechange.com.au/articles/employee_feedback.html

In addition, our class will have a Canvas website where other required articles and reading materials as well as notes/slides will be posted. Login to the Canvas portal at: <https://canvas.umich.edu> to find the course materials.

Assignments & Grading

There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

| | Assignment | Due Dates | Weight |
|---|---|------------------|---------------|
| 1 | Advocacy Presentation and Reflection | 10/23 | 30% |
| 2 | Professional Development/Career Plan and Reflection | 11/6 | 25% |
| 3 | Personal Mission Statement and Reflection | 12/4 | 25% |
| 4 | Attendance & Participation | Ongoing | 20% |
| a | Engagement Activity (5%)** | | |
| b | Constructive Feedback (5%) | | |
| 5 | Submission to the Learning Community on Poverty and Inequality (LCPI) | 12/18 by 8pm | (5%) |

Grading

Grades are earned by successfully completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each assignment will be translated into letter grades according to the following formula:

| | | | | | | | |
|----|--------|----|-------|----|-------|---|-----------------|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | D | <69 (no credit) |
| A | 94-97 | B | 84-86 | C | 74-76 | | |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | | |

PLEASE NOTE:

- Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor prior to the final week of class.
- All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor *in advance of* the due date for the assignment. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including week-ends.
- Students are to use APA "citation format" for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can

assist you in preparing proper citations for assignments using APA format. Go to:
[http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf](http://www.lib.mich.edu/ug/research/citation%20guide/AP5thed/pdf)

- +No other aspects of the APA style guide will be used. Instead, students are expected to prepare all assignments as “professional reports,” i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, *italics*, **bold**, etc

Descriptions of Assignments for SW 512

1. Advocacy Presentation and Reflection

Each of you will be using the following checklist to prepare your presentation and rubric to assess your peers’ presentations on a 1 to 5 scale from ‘not at all’ to ‘fully’ present. Prepare a 5-10 minute presentation around conditions 3-8 including information about the advocacy topic . We will be using the Assessing Advocacy by Ivan Barkhorn, Nathan Huttner, & Jason Blau Spring 2013 from the Stanford Social Innovation Review, Advocacy Assessment Framework found:

https://ssir.org/articles/entry/assessing_advocacy

Work to submit to instructor prior to presentation on 10/23, in person or submitted as one document via Canvas.

- Presentation and any visual aid used
- Self-Assessed Rubric
- 1 - 3 page explanation and reflection that should focus on what you learned from this assignment about yourself and your social work practice. Essays should be typed, double-spaced, 12-pt font, and proofread before submission. Not graded for content, but worth 5 points of assignment grade.

2. Professional Development/Career Plan and Reflection

Submit in canvas as one document:

- 1 - 2 page professional development/career plan that considers your interests and strengths, and develops a career vision and strategy for yourself.
- 1 - 3 page explanation and reflection that should focus on what you learned from this assignment about yourself and your social work practice. Essays should be typed, double-spaced, 12-pt font, and proofread before submission. Not graded for content, but worth 5 points of assignment grade.

3. Personal Mission and Value Statement and Reflection

Submit in canvas as one document:

- Use the following site to assist you in writing your personal mission and value statement:
<https://msb.franklincovey.com/>
- 1 - 3 page explanation and reflection that should focus on what you learned from this assignment about yourself and your social work practice. Essays should be typed, double-spaced, 12-pt font, and proofread before submission. Not graded for content, but worth 5 points of assignment grade.

4. Class Participation and Attendance

Class Participation

Class 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. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning.

Class Attendance

School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade and will be brought to the attention of the student and the faculty advisor by the course instructor. If a student has more than 2 unexcused absences, it will result in an automatic reduction in the participation grade. Given the nature of course assignments, in-class skill building activities, and group projects, if a student fails to attend most class sessions, the student may not be able to successfully complete assignments and may be asked by the instructor to withdraw from the course. *However, if you have a contagious disease that can easily spread in the classroom (e.g. flu), please let me know and do **NOT** come to class.*

Religious Observances

Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

4a. Engagement Activity**

As a social worker, facilitating groups, meetings, supervising, presenting, etc will occur. Each student will sign up for a 5-10 minute activity and then facilitate a 5 minute discussion. Use resources provided in syllabus, find a Ted Talk, or anything else that will assist in building a tool box for your peers.

4b. Constructive Feedback***

Feedback is a necessary piece of personal and professional growth both to receive and provide. Each student will be expected to provide 5 peer reviews on Canvas and use the articles in the syllabus as a tool to guide feedback provided verbally in class and on Canvas. This will help create a culture of feedback.

5. Submission to the Learning Community on Poverty and Inequality (LCPI) (OPTIONAL)

If you choose to participate in the LCPI paper competition. Proof and submission on Canvas due by 12/18 @ 8pm to obtain 5% extra credit.

(Note: Late submissions will be accepted only in extraordinary circumstances.)