How to Determine Program Impact: Consulting with a Community Agency
Course Number: SW510-003. Credit Hours: 1

Schedule
Day 1: Aug. 28, Tuesday, 1-5pm, SSW Classroom
Day 2: Aug. 29, Wed. 8:30 - Noon. Depart from SSW 8:30am by bus to Detroit to tour the agency and meet with the client, return to SSW by Noon
Day 3: Aug. 30, Thursday, 8:30am - 1pm, SSW Classroom
October 25th Noon - 1pm: Follow-Up SEED Course reunion Brown Bag Lunch

Faculty Contact Information
Sue Ann Savas, MSW
ssavas@umich.edu, Cell: (734) 649-6776, SSW Office: 3848

Course Description
This mini-course was designed to (1) strengthen connection and community at the School of Social Work, (2) explore privilege, oppression, diversity, and social justice, and (3) learn foundation-level social work skills. Students will work in small consulting teams of 3 to 4 students to partner with a local community social service organization to assist with the articulation, measurement, and reporting of program impact.

Life Remodeled has agreed to participate as our community-based client. Mission: We exist to bridge people across divides to help transform each other’s lives – investing approximately $5 million in cash, labor and materials into one Detroit neighborhood each year. Projects are determined by the community’s needs and vision, and we assist in three areas: Remodeling a community asset, repairing owner-occupied homes, and mobilizing 10,000 volunteers to beautify 300 city blocks in six days. Throughout the process of unifying for a common mission, participants begin to realize how much they respect and need each other, which is a catalyst for long-term relationships and partnerships.

The instructor will provide mini-lectures, a tour of the community-based organization in Detroit, and a number of small group student work sessions to apply concepts and develop skills to complete a series of deliverables pre-established with the community client. Course material will include, but not be limited to these concepts/skills: program theory, outcome measurement and impact tracking across systems, evaluation capacity, national scanning to establish benchmarks, searching for tools and measures, and the most significant change collection method.
At the end of the mini-course, student consulting teams will present their results to the community client using data visualization principles. The mini-course format is experiential with high levels of interaction planned for students, resulting in an increased sense of school community, an opportunity to apply PODS concepts, and develop consulting skills in the areas of community entre, engagement and evaluation practice.

**Course Objectives**
At the end of the course, students will demonstrate a basic understanding of program theory and impact measurement, with an emphasis on privilege, oppression, diversity, and social justice context. At the end of the course, students will demonstrate basic community engagement and program evaluation practice skills.

*To strengthen connection and build community.* Students will have an opportunity to engage and learn about each other. Students work in small consulting team throughout the mini-course to have an opportunity to develop relationships with a variety of students. The bus ride, tour, and Question/Answer session with the community-based organization will support community building among students.

*To explore PODS (privilege, oppression, diversity, and social justice.* Life Remodeled was selected because of their social justice approach and their restorative strategies to address structural racism and oppression within the city of Detroit. The historical context and current challenges faced by the neighborhoods of focus will provide students an opportunity to explore and discuss PODS on multiple levels. In addition, the students will understand more about their privilege in the role of consultant.

*To identify as a professional social worker and conduct oneself accordingly.* Students will respond to contexts that shape practice by providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

*To learn foundation-level social work skills.* This mini-course will introduce students to key foundation concepts and skills: articulation of an anatomy of a program, program theory, outcome accountability, measurement selection, and impact measurement.
**Agenda Day 1: Tuesday, August 28 1-5pm**

- Student introductions and use of pronouns (handout)
- Review syllabus, course objectives, schedule and assignment
- Orientation to canvas. Student expectations.
- Community building activity: Career pathway

- Introduction to community client, Scope of Work and deliverables
- Form student groups to begin on-line discovery of agency mission, strategy, resources...

- Mini-lectures: Trends in organization status, theory of change/logic models, impact frameworks and metrics, national scans for benchmarks, opportunities.
- Small group work.

- Develop interview protocol for client meeting, planning for client meeting
- Culturally responsive practice using PODS framework
- Day 1 Reflection Activity

**Agenda Day 2: Wed., August 29, 8:30am - Noon**

- Depart from SSW (South University Ave) by Bus, 8:30am
- Life Remodeled Tour
- Q and A from Carrie Smith, COO
- Meetings with agency stakeholders, key informant interviews
- Arrive at the SSW by Noon

**Agenda Day 3: Thursday, August 30, 8:30am - 1pm**

- De-brief Tour and Interviews
- Work in small groups to advance the deliverables

- Mini-lectures: terms, concepts. slide making, data visualization, report format options
- Develop deliverables.
- Full class critique and assistance by group

- Mini-lecture: Most significant change method.
- Think - Pair- Share Activity
- De-brief course, reflection and career path exploration
- Adjourn.

**Assignment.** Individually, each student will write a written response (500 words) to the statement: "What was the most significant change you experienced as a result of this community consultation project?" Student responses should include a reflection of their connection to the SSW community, PODS, and the work of the community client.
Assignments are to be submitted to canvas on or before September 14, 2018, 5pm.
Format: 1.15 spacing, 12 pt font, 1 inch margins.
Readings, Podcast


Other Resources, in Canvas
● Colorado Institute for Social Impact
● www.bettereval.org for case studies
● Most Significant Change Toolkit
● UM Research Guide: Getting Started, Finding Measures and Tools
● Working as a Social Worker Consultant: Social Work Career Center
● Data Visualization Checklist: http://stephanieevergreen.com/dataviz-checklist/

Relevant Policies
Learning Needs and Disabilities. Students with specialized learning needs are encouraged 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 submit the disability certificate prior to the Drop/Add date. 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.

Attendance. The School of Social Work attendance policy can be found in the Student Guide. Students are expected to participate all three days as well as the reunion.

Deadline Expectations, Grading. Project assignment is due on the date listed in the syllabus. Exceptions will need prior permission of the instructor. Students will be graded on a scale of “Satisfactory” (S) or “Unsatisfactory” (U).

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 last class. Please review the
Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

**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)764-7793 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-ADAcadcompliance@umich.edu. Office of Student Services, School of Social Work | Room 1748, 734-936-0961