



Course title:	Macro Practice Skills Laboratory
Course #/term:	SW 697, sec 2, Fall 2019
Time and place:	Mondays, 2-5pm,
Credit hours:	3
Instructor:	Maureen Okasinski
Pronouns:	she/her/hers
Contact info:	E-mail: mokasins@umich.edu Phone: 313.303.8911 You may expect a response within 48-72 hours
Office:	3760
Office hours:	Mondays, 12-2pm, and by appointment

1 COURSE DESCRIPTION

1.1 DESCRIPTION

This laboratory course will focus on developing practical skills for community organization, management of human services, and social policy and 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 section will be a broad cross-section of skills needed by all macro practitioners.

1.2 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 the work of social workers in 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.

1.3 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.

1.4 COURSE DESIGN

This course will 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 a point system out of 100 total available points, which will then be converted into letter grades at the end of the semester.

1.5 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.

1.6 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 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.

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.

1.7 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 progress

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

2 CLASS REQUIREMENTS

Students should complete text, audio and digital media consumption prior to the class for which they are assigned. Classroom discussion and activities are based on this expectation.

The Canvas home page will contain the up-to-date requirements. Periodic handouts and additional required readings will be assigned during the term. All will either be distributed in class and/or posted on Canvas. Updates are posted at least one week ahead of time in Pages.

Supplemental readings are also posted for student use. Students are encouraged to share new and useful material—I can upload these into our Canvas site.

2.1 TENTATIVE SCHEDULE

Schedule and reading may change according to class interests and needs. Changes will be shared in announcements and updated in relevant Canvas section.

Week	Topics	Out of Class Learning (readings, podcasts, etc)
1 9/9	Course overview Community agreements	<ul style="list-style-type: none"> • none
2 9/16	Leadership & Organizations Macro Practitioner Panel	<ul style="list-style-type: none"> • Discussion groups begin • Intro to the coaching/supervision simulation • Aaron Dworkin, Free At Last: The Innovative Workplace video • Rosalinde Torres, What it Takes to Be a Great Leader, TED talk
3 9/23	Understanding Communities Power Analysis & Mapping	<ul style="list-style-type: none"> • Radical Hope is Our Best Option (Junot Diaz), On Being with Krista Tippett podcast • Want to help someone? Shut Up and Listen Ernesto Sirolli, TED Talk
4 9/30	Advocacy Strategies	<ul style="list-style-type: none"> • Nonprofit AF, We Must Build the Power of Organizations and Communities of Color blog • Podcast, Making Contact, self-select podcasts on an advocacy issue of interest to you, see recommendations in Weekly Schedule Page
5 10/7	Building Support-gather data, focus the message and make the pitch	<ul style="list-style-type: none"> • Due: Polished Practice App • Self Reflection and Social Revolution (Darnell Moore) On Being with Krista Tippett podcast • Harvard Business Review article, The Art of Persuasion Hasn't Changed in 2000 Years
6 10/21	Strategic Communications online-social media, websites	<ul style="list-style-type: none"> • The Fox and the Hedgehog a story of triumph and tragedy, Hidden Brain podcast • Review on of the selected digital sites, see Weekly Schedule Page for selections.
7 10/28	Strategic Communications- infographics & data visualization	<ul style="list-style-type: none"> • Due: Polished Practice App • 538 blog post The Gender Pay Gap or Where Blue Collar America is Strongest • Pew Institutes Trends, The Growing Partisan Divide in Views of Higher Education or Millennial Life: How Young Adults Compare to Prior Generations
8 11/4	Professional Communications-meetings, agendas, visuals	<ul style="list-style-type: none"> • How Hidden Biases Shape Our Lives, Recode Decode podcast • Robert Livingston, Gender at Work, Challenging Conventional Wisdom • Running Effective Meetings, New York Times
9 11/11	Project management, planning & tools	<ul style="list-style-type: none"> • Due: Coaching Simulation • Hidden Brain podcast, You 2.0 How to do Deep Work
10 11/18	Budgets & spreadsheet	<ul style="list-style-type: none"> • Due: Polished Practice App • Don't Fear Math, TED Radio Hour podcast

11 11/25	Fundraising and grants, ethics & stewardship	<ul style="list-style-type: none"> • Due: Macro Skills Kit • The Non-profit Starvation Cycle, Stanford Social Innovation Review • Donor stewardship, np Engage blog
12 12/2	Leadership & teamwork redux	<ul style="list-style-type: none"> • Due: Polished Practice App • Freakonomics podcast, A Good Idea is Not Enough • Ted Radio Hour, Changing the World
13 12/9	Praxis Reflection & Course Wrap Up	<ul style="list-style-type: none"> • Due: Macro Skills Kit reviews
Finals week 12/12-12/18		

2.2 ASSIGNMENTS

The assignment description in the syllabus is a general overview. Details, formats and rubrics are found in Canvas Following the rubrics leads to good scores on assignments, as does beginning your assignments early. I expect your work to demonstrate concise yet thoughtful, evidence-based, integrative and deep work. The course uses individual and group project, as consistent with social work practice. In the structure and grading of these, I seek to balance accountability and professional performance expectations. Sometimes, based on your interests, skill level and time availability, a group project is an undue burden for you. If you think your learning would be best served by working alone on a designated group project, schedule a meeting with me and I will consider this.

Assignment	Due date, submission type	Percent of overall grade
Attendance	Weekly, observed	10%
Discussion group	Weekly, observed, submitted in class	11%
Practice applications	Weekly, submitted in class	10%
Polished Practice applications	10/7, 10/28, 11/18, 12/2, Canvas	16%
Coaching Supervision Simulation	11/11, Canvas	16%
Macro Skills Life Kit	11/25, Canvas	25%
Review of Macro Skills Life Kits	12/9, Canvas	12%

ASSIGNMENT DESCRIPTIONS (see Canvas for details and grading rubrics)

1. Preparation, Participation & Attendance, 10%

Student engagement in the course through preparation and participation and leadership contribute to a meaningful learning community and are essential to learning. Class activities and discussion are founded in students completing assigned materials prior to each class. Students are expected to attend every class session, come on time and remain for the entire class period. The SSW [Policy on Class Attendance](#) is found in the MSW Student Guide. If you are unable to attend a session, please communicate with me in advance if possible, contact a peer to ask about what you missed and review the readings, handouts and materials from that session. Students who are using electronic devices not related to class activities will see the impact in this grade.

2. Discussion Groups, 10%

Prior to class, you will write weekly in your journal responding to the assigned articles/podcasts/videos. These readings have been selected to support individual reflection and group discussion on issues, approaches and concepts relevant to macro practice. Small groups will establish their own guidelines and facilitation skills. Students receive credit (1pt/week) for participation and completion of your journal. Each journal will include quotes, 2-3 take aways, respond to instructor generated question(s), and pose 1-2 questions for an in-class discussion.

3. Practice Application Activity, 10%

Each week we will complete at least one macro practice application during class. Students receive credit (1pt/week) for completion of the worksheet/activity. Examples: creating a meeting agenda, drafting a budget, reviewing a social media post, designing a community flier, entering data in a spreadsheet.

4. Polished Practice Application, 16%

Students select one of the practice activities from the prior period to revise, research and fully develop (4X). Polished pieces are shared within small group.

5. Coaching for Improved Performance Simulation, 16%

Students will complete SIMmersion's Coaching for Improved Performance module four times. The <https://sites.google.com/umich.edu/simmersion/> Upload the score for each of your sessions.

6. Macro Skills Life Kits, 25%

In pairs, students will prepare a podcast on an area of macro skill. The Macro Skills Kit is a 15-minute recorded presentation that includes both audio and video, an annotated bibliography of resources and for further learning. The podcast structure is modeled after the NPR Life Kit series and the American Evaluation Association's Potent Presentations (P2) framework. The Podcast content is researched through readings, interviews, and observations. The topics of each podcast is self-selected from a list generated in class. Examples: how to run an effective meeting, getting

things done on time, participatory decision making, fundraising through social media, how to have a successful protest march. Groups schedule a consult on their project prior to submission.

7. Review of Macro Skills Life Kits, 12%

Each student views three other Life Kits and completes an assessment rubric and a ½ page one-page review of the kit.

2.3 GRADING

This is a 100-point system. The final letter grade is assigned according to the following formula:

A+ 99%-100%	B+ 87-90%	C+ 77-80%	D <69% (no credit)
A 94%-98%	B 84-86%	C 74-76%	
A- 91%-93%	B- 81-83%	C- 70-73%	

2.4 ASSIGNMENT PRACTICES

- Drafts:** students may submit a draft of their assignment for review in advance of its due date. I will provide ungraded feedback based on the rubric. The latest you may submit a draft to me is one week before its due date-this provides me with the time necessary to provide quality feedback and you with time to respond to it.
- Peer review:** Bring a paper copy of the assignment to class on the day of peer review. Done in a supportive environment, peer review is an intentional learning strategy that aids in critical thinking, further development of thoughts and ideas and feedback skills.
- Due dates:** All assignments are due by the start of class on the date listed in Canvas. However, I will grant a grace period of one week in which you can submit your assignment if you request this prior to the day it is due. I will not accept a draft for review during the grace time. While I will accept the assignment, the points awarded will be reduced by the equivalent of ½ letter grade. Exceptions to this will need permission of the instructor one week prior to the due date and will only be made in extenuating circumstances.
- Resubmission:** Sometimes despite your best effort, the peer review, and/or your submission of a draft to me for review, your assignment misses the mark. You may choose to resubmit one assignment (note: you must have submitted an assignment in the first place). If you would like to resubmit, let me know prior to the last scheduled date of class. To resubmit, you must meet with me or have received significant written feedback about the needed improvements to the assignment. A resubmitted assignment will be accepted up until one week past the last class date.
- Submission format:** Documents will be professional in style, 11/12-point font, single spaced and citations will follow APA. Principles of good design are expected in assignments and accounted for in the rubrics. Additionally, well-written, error free narrative using professional language and tone are expected.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

- a. **Teaching philosophy:** This classroom is a learning community, an integration of knowledge, skills and the School of Social designated expectations. Project-based learning and dialogic development are the centerpiece of my approach and the course is a collaboration between instructor and students. My selection of structures, processes, assignments and readings are meant to provide the space for you to meet your learning goals. What you gain from the course is a direct result of your own effort as well as that of your peers. We use active and cooperative learning each week. I believe the process of planning, doing and reflection and then trying again are essential to learning. It's important for all of us to be able to make mistakes, ask questions and receive feedback through the semester.
- b. **Learning Environment:** Everyone should feel safe and respected throughout the semester. Each of us has a responsibility to listen, ask questions and reflect so we can provide this. Communication can be complicated and easily misunderstood. Please take time to understand what others are saying in spirit and word. Student represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
- share their unique experiences, values and beliefs
 - be open to the views of others
 - honor the uniqueness of their colleagues
 - appreciate the opportunity that we have to learn from each other in this community
 - value each other's opinions and communicate in a respectful manner
 - keep confidential discussions that the community has of a personal (or professional) nature
 - use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the department
 - experiment with new skills
 - explore implications of one's own background in macro practice
 - consult with each other on projects and assignments
 - generate plans and strategies for future learning and development.
- c. **Electronic Devices:** Mute all devices during class. If you must be on call for personal or work reasons, set to vibrate. Personal communications are fine during breaks and are not acceptable during class time. Interruptions, no matter how brief, affect your ability to focus. Computer use during class time that supports the mission of the course (e.g. taking notes) is encouraged. There will be times that I ask for screens down during some parts of the class. Your final grade will be affected by your use of electronics during class time for activities not relevant to the course as commensurate with my observed frequency of these activities.

2.5 ADDITIONAL SCHOOL AND UNIVERSITY POLICIES, INFORMATION AND RESOURCES ARE AVAILABLE HERE:

[HTTPS://SSW.UMICH.EDU/STANDARD-POLICIES-INFORMATION-RESOURCES](https://ssw.umich.edu/standard-policies-information-resources). THEY INCLUDE:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*

- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*



LEO Lecturers' Employee Organization, Local 6244, AFL-CIO