1. Course Statement

a. Course description
This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

b. Course content
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and
organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

c. Course objectives and competencies
This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
- advocate for client access to the services of social work;
- attend to professional roles and boundaries

COMPETENCY 2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
- apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgment. 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;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a
person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences.

COMPETENCY 5—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.

COMPETENCY 6—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.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

COMPETENCY 8—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
- collaborate with colleagues and clients for effective policy action.
COMPETENCY 9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment
Social workers
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention
Social workers
- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation
Social workers
- critically analyze, monitor, and evaluate interventions.
Course Objectives

On completion of this course, students using a generalist SW practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

d. Course design

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videos.

e. Curricular themes

Theme Relation to Multiculturalism & Diversity: are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

Theme Relation to Social Justice: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of transactional & transformational change considered.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools 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: 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.

f. 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. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. 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.

g. Intensive focus on PODS
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

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

b. Class schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Required Readings &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Intro to Macro Practice, Social Justice</td>
<td><strong>Readings</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Finn: Chapter 1: Imagining Social Work &amp; Social Justice.</td>
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<td><strong>Assignments DUE FOR THIS WEEK</strong></td>
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<td></td>
<td></td>
<td>• None</td>
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<tr>
<td>Session 2</td>
<td>MLK DAY</td>
<td>No class:</td>
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<tr>
<td>[Jan 20]</td>
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<td>Time for fieldwork for Policy Advocacy Event / Policy Memo Assignment</td>
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<tr>
<td>Session 3</td>
<td>Engaging And Assessing Community</td>
<td><strong>Readings (read in order listed here)</strong></td>
</tr>
<tr>
<td>[Jan 27]</td>
<td></td>
<td>• BROWSE: Hardcastle (2012), Community Practice Theories and Skills, Chapter 4 “The Concept of Community in Social Work Practice” (pp.94-129).</td>
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<td></td>
<td></td>
<td>• Chapter 4: Developing a Community Profile</td>
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<td><strong>Assignments DUE FOR THIS WEEK</strong></td>
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<td></td>
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<td>• One Critical Question (2 points; due Jan 26 midnight)</td>
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<tr>
<td>Session 4</td>
<td>Organizing Community</td>
<td><strong>Readings (read in order listed here)</strong></td>
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<tr>
<td></td>
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<td>• Pyles (2014), Ch 5 Critical Organizing Frameworks (p1-20), Progressive Community Organizing.</td>
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<td>• Pyles (2014), Ch 9 Tactics for Change (p148-161).</td>
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<td><strong>Assignments DUE FOR THIS WEEK</strong></td>
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<td>One Critical Question (due Feb 2 midnight)</td>
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## Session 5 (Feb 10)

**A Reframing: Engaging and Assessing Community**

### Readings (read in order listed here)
- Finn: Chapter 5: Engagement
- Finn: Chapter 6: Assessment.

### Assignments DUE FOR THIS WEEK
- One Critical Question (2 points; due Feb 9 midnight)

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## Session 6 (Feb 17)

**Practicing social work within neoliberal welfare institutions.**

**Debate:** Challenging or complicit in neoliberal policy-practice?

### Readings (read in order listed here)

### Assignments DUE FOR THIS WEEK
- One Critical Question (2 points; due Feb 16 midnight)
- If you are assigned for this week: A. Global Community Organizing Pecha Kucha (20 points)

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## Session 7 (Feb 24)

**Developing funds & resources.**

**DEBATE:** Is social change fundable?

### Readings (read in order listed here)
<table>
<thead>
<tr>
<th>Mar 2</th>
<th>Happy Spring Break</th>
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<tbody>
<tr>
<td><strong>Assignments DUE FOR THIS WEEK</strong></td>
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<tr>
<td>- One Critical Question (2 points; due Feb 25 midnight)</td>
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<tr>
<td>- If you are assigned for this week: A. Global Community Organizing Pecha Kucha (20 points)</td>
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<tr>
<td><strong>Session 8</strong> [Mar 2]</td>
<td>Advocating and policy work</td>
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<tr>
<td><strong>Readings TO BE CONFIRMED</strong></td>
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<tr>
<td>- Finn: Chapter 7: Action &amp; Accompaniment</td>
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<tr>
<td>- &quot;The Antidote to Apathy&quot; by Dave Meslin at TED.</td>
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<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>- One Critical Question (2 points; due Mar 1 midnight)</td>
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<tr>
<td><strong>Session 9</strong> [Mar 9]</td>
<td>Practicing ethically and with cultural humility</td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>- NASW Code of Ethics</td>
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<td><strong>Assignments DUE THIS WEEK</strong></td>
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<tr>
<td>- One Critical Question (2 points; due Mar 8 midnight)</td>
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<tr>
<td>- <em>If you are assigned for this week:</em> D. Presentation: Comm Profile, Policy Context &amp; Org Change (25 points)</td>
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<tr>
<td><strong>Session 10</strong> [Mar 16]</td>
<td>Managing: Strategy, sustainability</td>
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<tr>
<td><strong>Readings TO BE CONFIRMED</strong></td>
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<tr>
<td>- (optional) Hovmand, Peter S. (2013). Group Model Building and Community-Based System Dynamics Process. (Ch 1).</td>
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<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>- One Critical Question (2 points; due Mar 15 midnight)</td>
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<tr>
<td>- <em>If you are assigned for this week:</em> D. Presentation: Comm Profile, Policy Context &amp; Org Change (25 points)</td>
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</tbody>
</table>
- TED Radio Hour: Disruptive leadership  

**Assignments**  
- One Critical Question (2 points; due Mar 29 midnight)  
- *If you are assigned for this week:* D. Presentation: Comm Profile, Policy Context & Org Change (25 points) |
| Session 12 [Apr 6] | Human Resources | **Readings TO BE CONFIRMED**  
- Hardcastle (2012), Community Practice Theories and Skills, Chapter 9 “Using Work Groups: Committees, Teams, and Boards” (pp.248-271).  

**Assignments**  
- One Critical Question (2 points; due Apr 5 midnight)  
- *If you are assigned for this week:* D. Presentation: Comm Profile, Policy Context & Org Change (25 points) |
| Session 13 [Apr 13] | Integrating micro+macro | **Readings**  

**Assignments**  
- One Critical Question (2 points; due Apr 12 midnight) |
### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>%</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Critical Questions</td>
<td>Midnight before class</td>
<td>20%</td>
<td>• Individual</td>
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<td></td>
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<td></td>
<td>• Weekly: 2 points per week</td>
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<tr>
<td><strong>A. Community Organizing</strong></td>
<td>Before spring break</td>
<td>20%</td>
<td>• In pairs</td>
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<tr>
<td>-- Pecha Kucha 5-min ppt</td>
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<tr>
<td><strong>B. Management</strong></td>
<td>Finals Week April 29 Wed</td>
<td>15%</td>
<td>• Individual reflection</td>
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<tr>
<td>-- Reflection on Leadership Style</td>
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<td></td>
<td>• 300 words</td>
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<tr>
<td><strong>C. Policy Practice</strong></td>
<td>Finals Week April 29 Wed</td>
<td>15%</td>
<td>• Individual essay or memo</td>
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<tr>
<td>-- Advocacy event or policy memo</td>
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<tr>
<td><strong>D. Cumulative</strong></td>
<td>After spring break</td>
<td>25%</td>
<td>• Individual presentation</td>
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<tr>
<td>-- 8-min Presentation</td>
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<td>• comm profile, policy, org change</td>
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<tr>
<td>Simulation</td>
<td>Finals Week April 29 Wed</td>
<td>5%</td>
<td>• Individual</td>
</tr>
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**Readings**

- Mullally Ch 12 Working Outside (and against) the system: Radical Structuralism and Working within Ourselves.

**Assignments DUE THIS WEEK:**
One Critical Question (2 points; due Apr 19 midnight)

**OTHER ASSIGNMENTS OVER FINALS WEEK: DUE APR 29**
- B. Management: Reflection on Leadership Style (15 points)
- C. Policy Practice: Advocacy event or policy memo (15 points)
- Simulation: Motivational Interviewing Practice (5 points)
Critical Questions – 20 points

- Three sentences that reflect critical thinking about readings for the coming week. The last sentence should be a question. The point of the assignment is to ensure that you read critically and engage with the views and ideas offered by the writers. It is not asking you to record your reactions or personal reflections.

- Do not summarize the readings. Instead, outline your ideas, observations, and perspectives applied to the views and positions presented in the readings.

- Reading critically and engaging with the reading means (in this context) exploring, investigating, testing, challenging your responses to the reading as well as the viewpoints/ideas posited by the writer.

- The following questions may be useful as entry points to the assignment:
  o Which ideas did you find most convincing? Or most problematic? Why?
  o What kinds of counter-arguments to these perspectives can you offer?
  o What questions/ideas related to the session topic are missing from the readings?
  o What and whose histories, meanings, contexts, powers, possibilities (Finn’s social justice framework) are (not) embedded in the readings?

- We will use your Questions to tailor our discussions and make clarifications during lecture, as needed. Your name will not be shared during class. The aim is to facilitate open discussions. But you can voluntarily share this and provide more explanation during class discussions, as you wish.

- Format: Write one or two sentences to summarize or contextualize the specific part/s in the readings you are addressing. And then write one or two sentences for your Question. Three sentences for each Critical Question. 0.25 deduction if more than 3 sentences. Include the author and page number. 0.25 deduction if no author & page #.

- Clarifying Questions--- In addition to Critical Questions, you can submit as many clarifying questions as you wish, if something is unclear or confusing. Clarifying questions will not be graded.

- Points deducted for ‘what-can-social-workers-do?’ questions -- Do not submit broad questions such as, ‘what can social workers do to address this?’ or “what are some interventions” or “how can we resolve these issues/problems” or a variation of these. These questions are relevant and important, however, these are not considered ‘critical’ perspectives, intended from this assignment. 0.50 points deducted.

- Points deducted for ‘what-are-the-implications-or-impact?’ questions – Do not submit broad questions about implications, like “how does this impact clients” or “what are the implications for practice” or “how does this affect mental health”. 0.50 points deducted.

- 4 Deductions: - if more than 3 sentences - no author & no page numbers
  - ‘impact’ questions - ‘what-can-social-workers-do’ questions

- Practice week: Session 3 is a practice week. Graded but not recorded.

- Absences: Submit even if you are not in class.
A. Global Community Organizing Pecha Kucha Presentation – 20 points

- Submit via Canvas.
- Date to be assigned: before spring break.
- Assigned as a pairs.
- 5-minute presentation about a case study or model of Community Organizing with a global lens. Prepare a Pecha-Kucha ppt presentation
  - 15 slides x 20 second each (total 5 mins).
  - (Note: Pecha-Kuchas are usually 20slide-20seconds, but we will shorten.)
  - 15 words max on one given slide, other than graphs, key quotes.
  - [https://www.pechakucha.com/watch](https://www.pechakucha.com/watch).
- You and your partner will be assigned to 1 of 4 world regions: Asia; Central/ South America & Caribbean; North Africa & the Middle East; Sub-Saharan Africa.
- The assignment is aimed for learning about community organizing cases or models around the world, in an engaging, dynamic, creative way with a pecha-kucha. Do research and select an organization, movement or community organizing entity, past or present. This assignment is intended to be means for teaching-learning with other.
- Students will be assigned to global regions, aimed to allow us to make comparisons and contrasts with U.S. and Western perspectives to community organizing, which we will cover in class, while also decentering the U.S. perspectives. 15 slides should include:
  - 2-3 slides on the country or region, including comparative statistics on the issue
  - 2-3 slides on the issue in that country, including comparative statistics
  - 8-10 slides on the case and strategy or tactics
    - applying readings, materials, lecture, discussions; apply critical analysis
    - include as much as possible:
      - key players in the org/entity and their challengers, if any
      - wins and losses or challenges
      - what’s next or how did it end
  - 1 slide on counterpart/s in US, Canada, Europe, Australia, New Zealand
  - Additional slide (#16) for references.

<table>
<thead>
<tr>
<th>Grading</th>
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<tbody>
<tr>
<td>Description of case</td>
<td>30</td>
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<tr>
<td>- Application of course readings, materials, lecture, discussions; Critical analysis</td>
<td>30</td>
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<tr>
<td>Background on the country or region</td>
<td>10</td>
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<tr>
<td>Background on the issue in that country or region</td>
<td>10</td>
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<tr>
<td>Background on counterparts in US, Canada, Europe, Australia, New Zealand</td>
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<tr>
<td>Visual, verbal presentation</td>
<td>10</td>
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<tr>
<td>- References on each slide (points deducted otherwise)</td>
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<tr>
<td>- 15 words max on one given slide (points deducted otherwise)</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>
B. Management: Reflection on Leadership Style – 15 points

- Submit via Canvas.
- Due Date: Finals Week, April 29 Wed, two weeks after the last day of class.
- Individual assignment. 300 words max.
- Reflect upon self as leader/supervisor/manager: As a social work leader, supervisor or manager, what kind of a leader do you think you would be? What are the advantages and disadvantages of that leadership style? How do you feel about becoming a leader or supervisor? What might you do to improve; what knowledge do you need to gain; what skills need practice?

AND/OR

Reflect upon past or current leaders/supervisors/managers: What kind/s of leadership styles did your previous and/or current supervisor/s embody? What were the advantages and disadvantages to the leadership styles? What was the impact of their leadership styles? What could they have done differently?

- Apply readings, lectures, and discussions.

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<tr>
<td>Reflection</td>
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<tr>
<td>Application of readings, lecture, and discussions</td>
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<tr>
<td>Grammar, organization, clarity, writing quality</td>
<td>20</td>
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<td>Total</td>
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C. Policy Practice: Advocacy event or policy memo – 15 points

- Submit via Canvas.
- Due Date: Finals Week, April 29 Wed, two weeks after the last day of class.
- Individual assignment. 300 words max or policy memo
- Option 1: Attend an advocacy event. This could be a march or rally, or a town hall or government council meeting. Write a brief summary of that event as though you were writing it to a community group interested in the issue presented. Your summary should be approximately 300 words.
- Option 2: Write a policy memo to an elected official about an issue you care about. Use the guidelines presented in the lecture to organize and frame your memo. Utilize the template included here: PDF Version OR docx version.

<table>
<thead>
<tr>
<th>Grading</th>
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<tbody>
<tr>
<td>Substantive content; critical thinking</td>
<td>50</td>
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<tr>
<td>Application of readings, lecture, and discussions</td>
<td>30</td>
</tr>
<tr>
<td>Grammar, organization, clarity, writing quality</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</table>
D. Community Profile, Policy Context & Organizational Change -- 25 points

- Submit via Canvas.
- Due Date to be assigned: after spring break
- Individual assignment
- 8-minute presentation on Community Profile, Policy Context and Org Change based on your place of field education / internship site or workplace.
- This assignment is intended to be means for teaching-learning with other, and as a cumulative product of learning and critical thinking over the course of the sem.
- The presentation consists of the following three parts:
  - **Poster:**
    - Community Profile: Poster Board, drawing from Asset Mapping or strengths-based approach. Include local groups, informal leaders, spaces, and resources not commonly included.
    - You and other presenters will showcase Poster Boards in class, for informal viewing and engagement; 10 minutes.
    - For materials & readings, see Session 2 specifically, also Sessions 4, 5.
  - **Individual Presentation:**
    - Policy Relevance (2-3 minutes)
      - What policies impact or regulate the organization and/or its programs and activities?
      - Who/what are the funders or sources of revenue for the org?
      - How are organizational outcomes assessed or evaluated?
      - Identify a problem or issue or challenge within the organization. What are the causes of the problem or challenge? What org or community practices keep these problems in place?
      - For materials and readings, see Sessions 6 & 7 specifically, and also Sessions 8, 9, 10, 11.
    - Organizational Change (5-6 minutes)
      - What solution or set of solutions do you propose or envision? Why did you select those? Challenges? Advantages?
      - For materials and readings, see Session 12 specifically 9 to get ideas, and also Sessions 8, 9, 10, 11.
  - **Panel Discussion and Q&A:** Together with other presenters that day.

<table>
<thead>
<tr>
<th>Grading</th>
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<tbody>
<tr>
<td>Community Profile</td>
<td>20</td>
</tr>
<tr>
<td>Policy Context</td>
<td>20</td>
</tr>
<tr>
<td>Organization Change</td>
<td>30</td>
</tr>
<tr>
<td>Application of class materials, discussions, lectures, new material</td>
<td>20</td>
</tr>
<tr>
<td>Visual, verbal presentation; References on slides when needed or appropriate</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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E. Simulation: Motivational Interviewing Practice – 5 points

- Conduct four practice simulation sessions of motivational interviewing or MI.
- MI is a key practice skill for social workers at both individual & systems level, and we will use this class to give opportunity for you to try it out simulations.
- UM SSW SIMersion Simulations
  https://sites.google.com/umich.edu/simmersion/home?authuser=0
- Intro to MI: https://www.youtube.com/watch?v=s3MCJZ7OGRk

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<tr>
<th>Grading</th>
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<tbody>
<tr>
<td>Four practice simulation sessions (your scores will not be included in grading)</td>
<td>100</td>
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d. Attendance and class participation

School of Social Work policy is that students attend all of their classes. Excessive absences (fifth absence: excused and/or unexcused) may result in grade reduction and will be brought to the attention of the student and the faculty advisor. But, if you have a contagious disease, please let me know & do NOT come to class.

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 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.

e. 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 written assignment will be translated into letter grades.

- 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 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 weekends.
- 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/APA5thed/pdf
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 counselor physically located in the School of Social Work, (Megan Shaughnessy-Mogill) at (734) 763-7894 or by email mshaughm@umich.edu. 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
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