



Course Syllabus

Course title: Macro Practice Skills Lab
Course #/term: SW 512 Fall 2020
Time and place: Monday, 2-5 pm ONLINE
Credit hours: 3
Instructor: Sue Ann Savas, MSW
Pronouns: She/her/hers
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Office Hours: SSWB 3848. Tuesday and Thursdays 1-2pm, online
And by appointment

1. Course Statement

a. 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.

b. 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.

c. 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.

2. Class Requirements

a. Textbook & other readings

This course will not use a primary text. The course readings include professional literature, videos, podcasts, and other professional practice resources. All readings are posted to Canvas in modules (available one week before class). In order to fully engage in the course, students are expected to complete all required readings. The information presented in the readings and the online resources will be applied in class through exercises and demonstrated as practice skills through assignments.

b. Class Schedule

An overview of each class session is presented next including the agenda, readings, relevant resources and assignment due dates. In order to be more responsive to student learning needs, some reading and exercise expectations will be revised. These changes in the schedule will be posted on canvas at least one week in advance. To support student learning and interests, additional on-line videos and podcasts will be posted on pages within modules one week prior to the class session.

Date	Agenda	Required Readings
1. Aug 31	Introduction to course, problem statements and action planning, GANTT charts	<p>Geraldi, J, and Lechter, T. (2012) Gantt charts revisited: A critical analysis of its roots and implications to the management of projects today <i>International Journal of Managing Projects in Business</i> Vol. 5, Issue 4. 578-594. https://mgetit.lib.umich.edu/go/1523222</p> <p>NASW Press Guidelines for Describing People. http://www.pcar.org/sites/default/files/resource-pdfs/press-guidelines-describing-people-nasw.pdf</p> <p>The Needs Statement: 4 Fundamental Features. 2017. Grants Edge Team https://www.grantsedge.com/needs-statement/#:~:text=A%20needs%20statement%20establishes%20the,through%20a%20very%20distinct%20project.</p> <p>Scribbr How to write a problem statement. https://www.scribbr.com/research-process/problem-statement/</p>
Sept 7	No Class	University Holiday
2. Sept 14	Working effectively in teams, problem-solving framework, using census data, key informant interviewing	<p>Center for Community Health and Development. University of Kansas. Community Tool Box. Collecting information about the problem. https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/collect-information/main</p> <p>Detroit Future City 139 Square Miles Report. https://detroitfuturecity.com/wp-content/uploads/2017/07/DFC_139-SQ-Mile_Report.pdf</p> <p>UM Library Research Guides: US Census and Demographic Information. https://guides.lib.umich.edu/census</p>

Date	Agenda	Required Readings
		<p>How to conduct a successful key informant interview. 2019. Upstream Consulting. https://upstream.consulting/grant-readiness/how-to-conduct-a-successful-key-informant-interview</p>
3. Sept 21	Assessing Communities	<p>Pokagon Band of Potawatomi Indians. Request for Proposal. Community Assessment for the Pokagon Tribal Victim Services Set-Aside Program. 2020</p> <p>http://guides.lib.umich.edu/census US Census, Making Sense of American Community Survey</p> <p>Gathering Information to Assess a Community. http://guides.lib.umich.edu/communityprofile</p> <p>Social Explorer Mapping. https://www.socialexplorer.com/explore/maps</p> <p>Krupar, S (2015). Map power and map methodologies for social justice. <i>Georgetown Journal of Public Affairs</i>, 16 (2), 91-101.</p>
4. Sept 28 Assignment #1 due	Assessing Organizations	<p>Kozlowski, S. W. J., & Bell, B. S. (2013). <i>Work groups and teams in organizations: Review update</i> [Electronic version]. Retrieved Cornell University, School of Industrial and Labor Relations site: http://digitalcommons.ilr.cornell.edu/articles/927</p> <p>Chongmyoung Lee, Branda Nowell (2014). A Framework for Assessing the Performance of Nonprofit Organizations. <i>American Journal of Evaluation</i>.</p> <p>Leap Ambassadors Performance Imperative https://leapambassadors.org/continuous-improvement/performance-imperative/</p>
5. Oct 5	Problem Analysis, Root Cause Analysis Techniques	<p>Bright, C., Cozart, T., Bagley, B., Scott, H., Dennis, J. (2019) Social Network Gap Analysis Evaluation. <i>Journal of Family & Community Health</i>. Volume 42, Issue 1, p 44-53.</p> <p>About Root Cause Analysis. https://asq.org/quality-resources/root-cause-analysis</p> <p>Ryan, K. Gandha, T, Cubertson, M. and Carlson, C. (2014). Focus Group Evidence: Implications for Design and Analysis. <i>American Journal of Evaluation</i>, Vol 35(3), 328-345</p> <p>Liberating Structures. http://www.liberatingstructures.com/</p>

Date	Agenda	Required Readings
6. Oct 12	Solution Finding: Design Thinking, Change Effort Action Planning, Group decision- making	<p>Sprague Martinez, L., Richards-Schuster, K., Teixeira, S., Augsberger, A. (2018). The Power of Prevention and Youth Voice: A Strategy for Social Work to Ensure Youths' Healthy Development. <i>Social Work</i>, Volume 63, Issue 2, pp 135-143 https://doi.org/10.1093/sw/swx059</p> <p>Design Thinking for Social Innovation IDEO. Brown, T. and Wyatt, J. Design_Thinking_for_SocialInnovation2.pdf</p> <p>Action with Communities in Rural England: Rural evidence project St. Ives Settlement, 2012.</p>
7. Oct 19 Assignment #2 due	Data visualization	<p>Knaflic, C. (2015) <u>Storytelling with Data: A Data Visualization Guide for Business Professionals</u>. Wiley and Sons: New Jersey.</p> <p>Healy, K and Moody, J. (2014) Data Visualization in Sociology. <i>Annual Review of Sociology</i>. 40:1, 105-128.</p> <p>Evergreen, S. (2017) <u>Effective Data Visualization: The Right Chart for the Right Data</u>. Sage Publications Inc.</p> <p>Emery, A. (2017) Six Ideas for Displaying Qualitative Data. http://annkemery.com/qual-dataviz/</p>
8. Oct 26	Budgeting and resource allocation	<p>Excel: Basics Excel: Working with Cells and Sheets Excel: Formulas and Functions Excel: Working with Data</p> <p>Using a Program Budget Tool, YouTube, Program-based Budget Builder for Non-profits. https://www.youtube.com/watch?v=EOWxhTQSung</p> <p>How to create a budget spreadsheet http://www.wikihow.com/Create-a-Budget-Spreadsheet</p> <p>Good to Great and the Social Sectors: Jim Collins on Leadership. www.bridgestar.org</p>
9. Nov 2 Assignment #3 due	Fund Development	<p>What should your fund development plan include?2012. <i>Non-profit Quarterly</i>. Joyauk, S. https://nonprofitquarterly.org/2012/02/02/what-should-your-fund-development-plan-include/</p> <p>Administration for Community Living. Engaging Older Adults RFP. https://acl.gov/grants/engaging-older-adults</p> <p>Foundation Directory Online. https://guides.lib.umich.edu/c.php?g=283405&p=1888659#s-lg-box-wrapper-10664787</p>

Date	Agenda	Required Readings
		Impact India: Philanthropy's New Frontier—Impact Investing. Etzel. M. 2015. <i>Stanford Social Innovation Review</i> . https://ssir.org/articles/entry/philanthropys_new_frontierimpact_investing
10. Nov 9	Professional presentations, Infographics	Slidedocs for effective visual reporting. https://www.youtube.com/watch?v=X09lcl4PFxw Smiciklas, M. (2012) <i>The Power of Infographics: Using Pictures to Communicate and Connect with your Audiences</i> Resler, M. (2015) <i>Infographics: Visually Express Your Community Engaged Data</i> , Community Engagement Institute at Virginia Commonwealth University Scholars Compass. http://scholarscompass.vcu.edu/cenrinstitute How to Design an Infographic from Scratch. https://designschool.canva.com/blog/create-infographics/ Canva for making infographics. www.canva.com Piktochart for making infographics. www.piktochart.com Infographic Examples: <ul style="list-style-type: none"> • Meals on Wheels Ypsilanti, Ann Arbor Center for Independent Living • Silence Equals Death www.nypl.org/blog/2013/11/22/silence-equals-death-poster
11. Nov 16	Program evaluation capacity, tracking operational and outcome metrics	Cunningham, K. and Ricks, M. Why Measure? Non-profits use metrics to show they are efficient. <i>Stanford Social Innovation Review</i> . https://ssir.org/articles/entry/why_measure Improving Management Effectiveness through Reporting http://www.flexstudy.com/catalog/schpdf.cfm?coursenum=9559a Nishimura, A, Sampath, R. Le, V, Sheikh, A. and Valenzuela, A. (2020) Transformational Capacity Building, <i>Stanford Social Innovation Review</i> , V18, N4.
Nov 23	No Class	University Holiday
12. Nov 30	Presentations	Peer Feedback
13. Dec 7 Assignment #4 due	Presentations, Course Wrap-up	Peer Feedback

c. Assignments

Students will have time to work on assignments in class in order to receive coaching from peers and the instructor. Students will have an opportunity to share their products and gather feedback on their deliverables from their group members and/or the instructor. Individual student work products/assignments will be uploaded to canvas for grading.

Assignment	Due date Submit assignment on Canvas	Percent of overall grade
1. Key Informant Interview	September 28	20%
2. Root Cause Analysis	October 19	20%
3. Budget and Narrative	November 9	20%
4. Coaching Simulation	December 7	20%
Class Participation	Instructor Rating	20%

Assignment 1: Key Informant Interview

Students will work individually to develop key informant interviewing skills. 1) Develop written interview script, 2) The student will conduct a “no contact interview” with a stakeholder to inform their project, 3) The student will use qualitative analysis techniques to theme the results (written), 4). use 200 words to reflect on the KI process and learning. All components will be submitted in one document to the canvas assignment folder for grading.

Assignment 2: Root Cause Analysis

Students will work individually to develop a 2 page written tip sheet for one root cause analysis strategy. The tip sheet will include the origins of the technique, the steps, limitations, and considerations for specific circumstances. The tip sheet along with a summary of two examples of others use of the technique will be included. The tip sheet will be shared with the class at the end of the course.

Assignment 3: Budget and Narrative

Students will work individually to develop a budget for a macro event. The details of the event will be provided to the students. A budget spreadsheet and corresponding budget narrative will be submitted to the canvas assignment folder for grading.

Assignment 4: Coaching Simulation

Students will complete the Coaching and Supervision session with a competency score of at least 75%.

d. Attendance and class participation

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class and small group sessions. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce your participation grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for the content and the required assignments due that day. Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

Class participation is more than attending the sessions. Participation includes preparation for class by doing the readings and completing draft assignments. Participation includes asking questions of the instructor and of your classmates.

Participation includes contributing fully to your group project. Participation includes participating in at least one on-line community event or conversations. The event options will be provided by the instructor or can be identified by the student.

e. Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the point to grade chart below. Assignments are due on or before the dates listed on the syllabus and on Canvas, except where noted. Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances. Note: assignments are due by 5pm. Additional MSW policies are available in the Student Guide: [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#), [policy for grading in special circumstances](#).

100	A+
94-99	A
91-93	A-

88-90	B+
84-87	B
81-83	B-

78-80	C+
74-77	C
71-73	C-

68-70	D+
64-67	D
<64	E

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.] Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#)

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here:

<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*

Instructor Teaching Philosophy

Adapted from Rosenshine, B. *Research-based Strategies that All Teachers Should Know*, American Educator (Spring 2012).

I will begin each session with a review of what was covered the previous lecture. Students will be asked to provide the review of key concepts and "take-aways." I will present material in small steps and provide class time for students to practice after each step. I will give clear instructions. I will provide models, templates and numerous examples of problem-solving, including rehearsal time. I will think aloud as I demonstrate. I will provide scaffolds for difficult tasks and notify students of possible errors. I will guide student practice through additional explanations, live review of drafts, and small group consultations. I will monitor students for understanding by asking specific questions and checking student responses. I will reteach material when necessary. I will teach material needed by students even when the students were expected to have mastered the material prior to the course. I will note student successes and give students ample opportunity to practice independently. I will provide feedback as students begin to practice independently. I will teach using a transparent and inclusive approach.

I use an engaged active learning approach and partner with the community to address real social work related challenges. In addition to the course objectives and the CSWE competencies, we work to develop the following University of Michigan engaged learning student outcomes: (1) self-agency and innovation, (2) collaboration, communication, and teamwork, (3) social/civic responsibility and ethical reasoning, (4) intercultural engagement, (5) creativity.