



Course title:	Macro Practice Skills Laboratory	
Course #/term:	SW 512, sec 2, Fall 2020	
Time and place:	[Mondays, 2-4:50pm, hybrid, classroom	
Credit hours:	3	
Prerequisites:	none	
Instructor:	Maureen Okasinski	
Pronouns:	she/her/hers	
Contact info:	Email: mokasins@umich.edu	Phone: 313.303.8911
	You may expect a response within 48-72 hours	
Office:	3760	
Student hours:	Monday, 12-2pm, and by appointment	

1 Course Description

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.

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.

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.

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.

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.

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.

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

Text and class materials

- a. All required text/audio/video are listed and linked on the Canvas Schedule Page. These are listed by week.
- b. 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.
- c. Presentations with the agenda, visuals and links used during synchronous class time are posted on the Canvas Home Page, organized by week. These are posted at least one week in advance.
- d. If changes are made to the schedule, assignments, text/audio/video requirements, these will be updated on the Canvas Home Page and an announcement sent, typically a week in advance.
- e. Supplemental readings are also posted on the Canvas Home Page. Students are encouraged to share new and useful material—I can upload these into our Canvas site.

Class Schedule

- f. Schedule and reading may change according to class interests and needs. Changes will be shared in announcements and updated in relevant Canvas section(s).*

Week	Agenda	Required Out of Class Learning (text/video/audio)	Assignments
1 8/31	Building a Learning Community <i>Practice application:</i> Liberating Structures: Purpose to Practice <i>Practice application:</i> Liberating Structures: Impromptu Networking	<ul style="list-style-type: none"> • Read and complete 560/512 Welcome Pack 	<ul style="list-style-type: none"> • the student survey and student information sheet sent by Julie Cushman
2 9/7	Advocacy practices <i>combined class</i> Asynchronous work listed in the Advocacy Practices assignment	<ul style="list-style-type: none"> • Making Contact podcast, about 20 minutes • Why Social Media for Social Change, Larry Gant, 21 min • Data Visualization checklist and sample of data from introductory survey 	<ul style="list-style-type: none"> • Assignment due: Advocacy Practices, 9/11
3 9/14	Advocacy Practice Groundwork Data visualization de- brief Practice <i>application:</i> LS 1-2-4-All <i>application:</i> Spectrum of Allies <i>Application:</i> Empathy Map SIMmersion Introduction	<ul style="list-style-type: none"> • Watch SIMmersion Introduction, 20 min • Spectrum of Allies How To • Empathy Map video and How To 	<ul style="list-style-type: none"> • Make sure you can login to SIMmersion coaching simulation prior to class • Assignment due: Data Viz Checklist
4 9/21	Understanding Communities <i>application:</i> Steps for engaging within a community (Delgado & Sirolli) using LS <i>application:</i> Power mapping	<ul style="list-style-type: none"> • TED Talk, Ernesto Sirolli-listening to community, 20 min • Community Practice, Delgado: Chapter 10: Engaging with Communities • Power Mapping How To and video, 12 min 	<ul style="list-style-type: none"> • Assignment due (9/22 or 10/5): Advocacy Polished Practice Application

<p>5 9/28 In person</p>	<p>Organizing & Mobilizing Communities <i>Applications:</i> collaborative & adversarial tactics <i>Introduction:</i> Presentation Skills Assignment <i>Application:</i> meeting agendas using Liberating Structures</p>	<ul style="list-style-type: none"> • Tactics How to and videos • Potent Presentations Rubric and video/website • Meeting agenda outline handout • Running Effective Meetings video/reading 	<ul style="list-style-type: none"> •
<p>6 10/5</p>	<p>Community Assessment Techniques <i>Application:</i> key informant interview) <i>Expert Groups Application:</i> community assessments techniques <i>Application:</i> Draft your community assessment process GANTT chart</p>	<ul style="list-style-type: none"> • Key informant interview How To and video • Windshield surveys How To and video • Photography as assessment How To and video • Asset mapping How To and video • GANTT chart how to and worksheet 	<ul style="list-style-type: none"> •
<p>7 10/12</p>	<p>Understanding & Assessment Organizations <i>Practice Application:</i> SWOT analysis Presentation Skills Development SIMmersion-supervision & coaching</p>	<ul style="list-style-type: none"> • Watch Aaron Dworkin Free at Last, the Innovative workplace video, 60 min • SWOT How To and video 	<ul style="list-style-type: none"> • Assignment Due: SIMmersion transcript and 4 run throughs

<p>8 10/19 In person</p>	<p>Inter Organizational Practice Coalitions <i>application:</i> Coalition building simulation Q&A + Prep for your Community Assessment Presentations Skills Development</p>	<ul style="list-style-type: none"> Coalition meeting How To and Video 	<ul style="list-style-type: none"> Assignment due: Presentation Skills sample reviews
<p>9 10/26</p>	<p>Community Observation Day Complete your observation <i>Practice Application:</i> Peer Review (3:00-4:50) w/Cushman</p>	<ul style="list-style-type: none"> Complete your community assessment 	<ul style="list-style-type: none"> Assignment due: Community Assessment Polished Practice Application
<p>10 11/2</p>	<p>Human Resource Management <i>Application:</i> Team and Individual meeting plans <i>Application:</i> Supervision Role Play Presentation Skills work</p>	<ul style="list-style-type: none"> Biases in the workplace video/podcast Supervision role play worksheet Teamwork- Freakonomics: A Good Idea is Not Good Enough 	<ul style="list-style-type: none">
<p>11 11/9 In person</p>	<p>Money Matters <i>Application:</i> Review Foundation and RFP guidelines <i>Application:</i> Draft a Budget for your Change Effort (spreadsheet) <i>Application:</i> Supervision Role Play</p>	<ul style="list-style-type: none"> Podcast, Don't Fear Math? Video, Using excel to create budgets Budget Samples 	<ul style="list-style-type: none"> Due: Draft presentation script & presentation visuals
<p>12 11/16</p>	<p>Presentation Work Day</p>	<ul style="list-style-type: none"> Team member assessment form and How To 	<ul style="list-style-type: none"> Due: Supervision Role Play agenda and reflection

	Presentation feedback- schedule your appointment Reflection on teamwork Intro Peer Review Presentations Skills	<ul style="list-style-type: none"> • Presentation Skills reading/video 	
13 11/23	Strategic Planning and Visioning Inclusive decision making & power dynamics across stakeholder groups <i>Application:</i> Visioning exercise Peer Review of Presentations Assignment	<ul style="list-style-type: none"> • Changing the World, TED radio hour • Strategic planning/visioning session video 	
14 11/30	Peer Feedback on Presentations Reflections on teamwork <i>90 minutes sessions</i>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Assignment Due: Peer Review of Presentation Skills in Social Change Presentation
15 12/7	Wrap-up and reflection, combined class Complete UM course evaluation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Assignment Due: Pecha Kucha (560, not 512) •
Finals week 12/14			
Grades due 12/20			

Assignments

The assignment description in the syllabus is a general overview. Details, format and rubrics are found in Canvas Assignments. 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.

Assignment	Due date, submission type	Percent of overall grade
Attendance	Weekly	10%
Participation, Reflection & Practice Applications	Weekly, Canvas	30%
Advocacy and Assessment Module	9/11, 9/21, 10/26, Canvas	20%
Coaching Supervision Module	10/12, 11/16, Canvas	20%
Presentation Skills Development Module	10/16, 11/9 11/30, Canvas	20%

Assignment Overview

1. Attendance and Participation, 10%

Students are expected to attend every class session, come on time and remain for the entire class period (see rubric in Canvas Assignments. 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.

2. Practice Application Activity & Reflection, 30%

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. Work will be completed in both synchronous and a synchronous learning space. Every week, students will complete two macro practice skills application activities. They can do this with a partner or

independently. Prior to scheduled class, they will review the skills/tool through a video and how to guide and complete a draft of that tool. (i.e. creating a meeting agenda, drafting a budget, reviewing a social media post). During class, we will talk and further develop understanding and skills for this tool. For some classes, students will journal or reflect on particular macro practice dimensions explored through reading, podcasts, videos prior to class time (i.e. bias in the workplace, teamwork and innovative workplaces). Make up work for missed classes can be completed for up to two sessions with no adverse effect on this grade.

3. Advocacy and Assessment Module, 20%

Students integrate their community and advocacy interests and build on in-class practice applications to produce two polished macro practice applications: an advocacy-based social media post, and a community assessment. In this assignment you will 1) more deeply engage with a particular set of skills or tools and 2) create professional quality documents. These can be added to your professional portfolio or shared with a potential employer. Planning accordingly and they may be useful in completing assignments for your SW 560 course.

4. Supervision Skills Module 20%

This module is designed to strengthen your supervision and coaching skills using the SIMmersion Coaching/Supervision simulation and practice model. Students will complete the coaching/supervision simulation a minimum of four times. You will upload one of your transcripts and the evidence of completing 4x. We will discuss your SIMmersion experiences and the model at scheduled times during the semester. Students complete this module through a supervision meeting role play using the SIMmersion model and reflect on their experience.

5. Presentations Skills Module, 20%

As a compliment to the culminating assignment in 560, you will work with your team to build your knowledge of presentation skills (visual and audio) and design your culminating assignment presentation. You will be graded in 512 on your application of quality presentation elements found in your culminating presentation. And you will do a peer review of other students' presentation skills.

Grading

Grading on assignments is completed within two weeks of submission. Grades and comments on scores identifying strengths and areas to improve are in the Canvas Assignment rubric. For further information, consult the MSW Student Guide policies on

[Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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

A+ 100+%	B+ 87-90%	C+ 77-80%	D <69% (no credit)
A 95%-100%	B 84-86%	C 74-76%	
A- 91%-94%	B- 81-83%	C- 70-73%	

Assignment Practices

- a. **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.
- b. **Peer review:** Be prepared to share a completed document of the days with scheduled peer reviews. 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.
- c. **Due dates:** All assignments are due dates and times are in the Canvas assignments. For one assignment, 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, without a grading penalty. I will not accept a draft for review during the grace time. After the first late assignment, I will accept other late assignments, however, 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.
- d. **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.
- e. **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. I do not accept assignment via email. All assignments go into Canvas.

g. Class Recording and Course Materials

I will be recording every class session. 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.

h. 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](#).

i. 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 and plagiarism*

