<table>
<thead>
<tr>
<th><strong>Course title:</strong></th>
<th>Introduction to Community Organization, Management, Policy/Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #/term:</strong></td>
<td>SW560, Section 002, Fall 2020</td>
</tr>
<tr>
<td><strong>Classroom:</strong></td>
<td>Hybrid: Remote On-line Teaching (Bluejeans/Zoom); In-person (9/28,10/19,11/9)</td>
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<tr>
<td><strong>Time and place:</strong></td>
<td>Monday's 9am-12pm (in-person- SSWB B780)</td>
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<tr>
<td><strong>Credit hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Julie D. Cushman, LMSW, ACSW, CAADC (address me as Julie)</td>
</tr>
<tr>
<td><strong>Pronouns:</strong></td>
<td>She/her/hers</td>
</tr>
<tr>
<td><strong>Contact info:</strong></td>
<td>Email: <a href="mailto:jcushman@umich.edu">jcushman@umich.edu</a> Phone: 734-845-0867</td>
</tr>
<tr>
<td><strong>Office:</strong></td>
<td>2798 SSWB/remote on-line</td>
</tr>
<tr>
<td><strong>Office hours:</strong></td>
<td>Monday's 12-2; Tuesday's, 12-2 and by appointment (on-line video, phone)</td>
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**The Online Classroom**

**Definitions**

**Online Synchronous** = “Same time-different place”
We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Bluejeans, Zoom, Google Drive, Canvas, etc.).

**Online Asynchronous** = “Different time-different place” or “On-demand”
Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

**In this course, there will be a blend of:**
- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, texts, emails, etc.)
- Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more interactive and engaged we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.
Credit for the above goes to Katie Doyle-Clinical Faculty
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.
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 (Practice Behaviors):

Upon completion of the course, students 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)

For more information on practice behaviors, see: https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behaviors.pdf

d. Course Design: Pedagogical Approach & Teaching Philosophy

You have registered for a matched 560/512 section in which the two courses will align material throughout each course and class session. Both courses are designed to increase students' comfort level, knowledge base and skills in social work macro practice specific to advocacy, communities, organizations, management and social policy.

This course promotes and integrates both classroom and community learning experiences. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, podcast, videos, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and group work).

I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, podcast, videos in class and/or thought discussions (on canvas or Google docs), but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions and class activities.
3. You need to take responsibility for letting me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question or aren’t sure you see the relevance of something.

e. Relationship of the Course to Curricular Themes:

- *Multiculturalism and diversity*: are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural 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.

- *Social Justice and Social Change*: 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 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 and 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).

• **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 of the Course to Social Work Ethics and Values:**

Relationship to SW 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 (Privilege, Oppression, Diversity and Social Justice)**

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 social 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:** There is no required textbook for this course. The assigned articles, podcasts, videos, TED talks, social media and other supplemental materials are all available on CANVAS at least 3 weeks in advance of when they are due. By the end of September 2020, I plan to have all required materials posted on CANVAS. These materials are integrated into each weeks lecture/discussion topic and/or used for asynchronous work during the week. I will also post optional readings/additional supplements that may be of interest and/or assist with course assignments.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings, video's, TED talks, podcasts and other assigned materials.

In addition there are optional, asynchronous and/or shown in class modules/videos via EdX.org. You will have to create a free account. Go to [https://www.edx.org/](https://www.edx.org/) and click register and then search for the course titled Social Work Practice in Community Organization, Management and Policy/Evaluation. This is an online course developed...
by Clinical Assistant Professor and Director of the School of Social Work at UofM Barb Hiltz as part of the MicroMasters® Program. You may view as much of the course as you like, but will only be required to view the modules if it is on the class schedule. This account will also give you access to hundreds of other courses from around the country.

**How I organize the CANVAS site:** When you sign onto the course site, the front page gives you a brief welcome to the course and my contact information. I organize the course using modules—one module for each class session (labeled with the week number and the date of the session—e.g. Week 1: 8/31). In each week’s module there are pages that tell you what to read, listen to, watch, optional sources, required discussions, activities to be done during the week and uploads of the PPT and any resources or supplemental materials/handouts for that class session. There is separate module, for assignment explanations and resources, labeled assignments. All assignments will be in the assignment tab and unless otherwise noted are to be submitted to Canvas by 11:59pm on the day they are due.

**Coming prepared to class:**
To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required asynchronous work (readings, podcasts, videos, TED talks, homework assignments. (Much of your learning will come from discussion (during the on-line and in-person classes or canvas discussion board) around the asynchronous work, lectures and activities and student presentations. As such, it is important that students in this class come prepared to critically express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and critical analysis for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from doing non-course activities when we are on-line or in-person so you can more fully participate in discussion around the material.

**b. Class Schedule:** This is at the end of this syllabus document

**c. Assignments:** There are 4 graded assignments for this course, and various group and individual homework assignments along with the expectation of both class participation (attending on-line class sessions and engagement (described below in the assignments table) and which is 20% of your grade. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be posted on canvas: 1) In the assignments tab and 2) in a module titled Assignments, and discussed in class. These due dates have been noted on the class schedule in **Bold** letters.

Assignments are focused on course learning and evaluation competency skills development specific to the course objectives. Macro Social Work is often best done in collaboration, thus you will on some assignments be working with a team. For some assignments you will have the choice to work individually or in a group of two. You will see this in the brief descriptions below and in the detailed assignment description posted on Canvas.

**Assignment 1:** Advocacy Project—(Individual or a group of 2) - **due 9/28/20 (20%)**
Mobilizing resources, public opinion, interacting with agencies whose responsibilities are to serve the needs of vulnerable populations are some of the ways social workers champion the rights of individuals, communities and society at large through active participation in the
political process. Working beyond the individual client level, you will speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. For this assignment you will select an issue, research the issue, write your statement and reflect on the process.

Assignment 2: (Group Change Effort Project for a Community or Organization). You will work in groups of 3-4. There are 3 parts (turn in assignments) to this semester long culminating assignment, along with asynchronous work to assist you in each of the three assignments. This group project is designed to have you pull together what you have learned during the semester. Part I: Identification of a community or organizational need/issue- due 10/19/20 (10%). Part II: Development of a change effort for the identified need/issue (intervention)- due 11/2/20 (10% or 15%) Part III: Group presentation with clear identification of audience.- due 11/23/20 (15%)

Assignment 3: Weekly Discussion Board-9/28/20- 12/7/20 (Individual) (15%). Due Sunday’s 8pm.
In this assignment you are asked to post questions, comments, perspectives, etc using Discussion Board on the course Canvas site, titled 'Weekly Discussion Board' For some weeks I have asked for your posts to be specific, but this does not limit having other posts as well for that week.

Assignment 4: Pecha Kucha 20 X 20 Presentation- (Individual)- due 12/7/20 shared with the class. (10%)
This is a certain kind of presentation using PowerPoint, and each slide it is set on a timer so you only have 20 seconds to talk per slide. This is a slideshow presentation of pictures that are timed and flipped through on their own (you don't specifically refer to them at all during your speech). They relate to what you're talking about. For your Pecha Kucha you will share in pictures what you have learned in this course during the semester.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Engagement</td>
<td>On-going and as assigned</td>
<td>20%</td>
</tr>
<tr>
<td>Includes attending class sessions and engaging with the content during class and on Canvas, discussion board, homework, asynchronous work, participation and page views on Canvas.</td>
<td>throughout the semester</td>
<td></td>
</tr>
<tr>
<td>Assignment 1: Advocacy Project</td>
<td>9/28/20</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Change Effort Group Project (Community or Organization) Part I: Identification of need/issue</td>
<td>Part I: 10/19/20</td>
<td>Part I: 10%</td>
</tr>
<tr>
<td>Part II: Change effort for the need/issue. Part III: Group presentation</td>
<td>Part II: 11/2/20</td>
<td>Part II: 10%</td>
</tr>
<tr>
<td>Assignment 3: Weekly Discussion Board</td>
<td>Weekly: 9/28/20-12/7/20</td>
<td>Part III: 15%</td>
</tr>
<tr>
<td>Assignment 4: Pecha Kucha</td>
<td>12/7/20 shared with class</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10%</td>
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</table>

There will assignments involving exercises/study questions on the course material to be done during the week. These assignments have been designed to assist you in learning the course content and in doing your assignments. They are tools to help you, thus the focus in feedback in
grading them is not so much on the content, but on the effort made to do the assignment. They will be a part of your participation and engagement grade.

**d. Attendance, participation and course engagement:** Reference link to the general Policy on Class attendance in the MSW Student Guide is- https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance.

Specific to this course, class attendance, participation and engagement are very important in this class and is 20% of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend both in-person and online session prepared to participate. This includes completing all asynchronous assigned reading/videos/Podcasts/Ted Talks, being prepared to facilitate discussion on these, homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for technical, linguistic, cultural or other reasons, let’s discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will **attend all classes, for the scheduled amount of time** however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. If for any reason you are not able to be at the scheduled in-person classes, you will be able to join via zoom for attending the class.

Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (3 or more) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor (possibly with their advisor) to discuss their attendance and a plan of action to not miss anymore classes. Note that, even if you are absent from a class session, you are still responsible for submitting and assignments/home work due that day.

Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending the on-line session, this includes signing in late or leaving coming leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session available on canvas and make arrangements to complete work missed during the class session.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey’s, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating class activities will see the impact in their grade.

### 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.

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.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class
- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the instructor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses
- Listening Skills: Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner.

e. Grading
Assignments will be uploaded and submitted to canvas for grading. Please do not email me your assignments or homework, etc. If you are having any technical issue, please let me know and we will get it resolved. Assignment are to be submitted to CANVAS by 11:59pm on the date they are due, unless otherwise noted in the syllabus
Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.

- **All papers are to have a cover page**, reference page and any needed appendices. You are expected to have the appropriate headings and page numbers. Be sure to use APA format and be sure to cite when it is required and have correct citations in a reference page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)

- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

  **APA formatting:**
  
  Any social work assignments presented as professional papers or presentations should utilize the most recent edition APA (7th) formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

- Use the outline format in the assignment description, using headings appropriate to APA format.

- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.

- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.

- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.

- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;

- Systematic & logical presentation of arguments, with appropriate documentation;

- Appropriate use of evidence, use of relevant literature and concepts, with citations;

- Scope of concepts used; degree of integration across topics, levels, and different readings

- Clarity of presentation. Originality;

- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work your will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and
groups, and material submitted should not promote stereotypic or discriminatory attitudes and
assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or
http://www.socialworkers.org/pubs/code/default.asp

**Deadline Expectations:** All assignments are due (submitted on canvas by 11:59pm) on the day
they are due, unless noted differently on the syllabus or assignment instructions. Incomplete
grades are assigned only through negotiation with me and that negotiation must occur before the
assignment’s due date. Unless an extension contract has been arranged between a student and
me, **before the due date of the assignment**, any assignment that is not completed on the due
date will be assigned 0 points. **All** assignments for this course must be completed and handed in
to the instructor to successfully complete the course.

Letter grades from "A" through "E" are given for class performance. "A" grades are given for
exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-
" distinguishes the degree of superiority. "B" grades are given to students who demonstrate
mastery of the material. "B+" is used for students who perform just above the mastery level but
not in an exceptional manner. "B-" is used for students just below the mastery level. "C"
grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries
credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry
no credit. Due to the brief length of time a mini course meets, partial attendance will likely result
in a grade of E.

**Grading**

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- **A+, A** Exceptional performance and mastery of the material. Subject content,
  or A+ demonstration of critical analysis, and/or complexity in completion of assignment
  is exceptional. The difference between A-, A and + is based on the degree of
  superiority to which these skills are demonstrated.

- **B+** Mastery of subject content beyond expected competency, but has not
demonstrated additional critical analysis, or complexity in the completion of the
assignment.

- **B** Mastery of subject content at level of expected competency – meets course
  expectations

- **B-** Less than adequate competency, but demonstrates student learning and potential
  for mastery of subject content.

- **C+, C** Demonstrates a minimal understanding of subject content. Significant areas
  or C- needing improvement to meet course requirements.

- **E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily
weighted in grade assignment, format, and presentation are also important. The course is
challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by
multiplying the worth of each assignment, by the grade points on the 4 point grade system. The
numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that
subjectivity. I grade based on the assignment outline that you have received, I use a template
within which I set my expectations for the assignment. I compare your submissions to that
template, not to one another
I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at https://ssw.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction as well as Student Grievance Procedures at https://ssw.umich.edu/msw-student-guide/chapter/1.18/student-grievances

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:

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching Philosophy, More about the Course and Expectations
I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other’s different perspectives and experiences. I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into
the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community. My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

**Course Conduct**

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.

2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.

3. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

4. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.

5. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.

6. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.

7. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

8. As a diverse group of learners, material may be presented or discussed that “triggers” a prior personal and potentially painful, negative, or traumatic memory. While “trigger warnings” will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, “trigger” or purposely offend someone due to certain language, images, or content.

9. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

**b. Safety and emergency preparedness:** (This will not apply during remote teaching)

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.
Refer to [https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement](https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement) to read more about the School of Social Work’s emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

**Be Prepared.** Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at ssw-ADAcompliance@umich.edu.

**Additional resources:**
- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts at [https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/)
- View the annual Campus Safety Statement

**c. Mental health and Well being:**

The 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, or [https://caps.umich.edu/](https://caps.umich.edu/)
- **University Health Service (UHS)** at (734) 764-8320, or [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs)
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); [http://www.psych.med.umich.edu/pes/](http://www.psych.med.umich.edu/pes/)
- **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); [http://www.umich.edu/~sapac/](http://www.umich.edu/~sapac/)
- or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).
- Additional campus health and wellness resources can be found at [https://ssw.umich.edu/student-life/health-safety](https://ssw.umich.edu/student-life/health-safety)

The Office of Student Services’ Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- **SSW Health and Wellness Guide**
- Contact the Health and Wellness Program at ssw.wellness@umich.edu
d. Teaching evaluations:
Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be completed using a Google doc survey or posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted.

e. Proper use of names and pronouns
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

For more information please refer to the following resources.
SSW Resources
DEI Office: (diversityequityinclusion@umich.edu)
Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources
https://www.mypronouns.org/what-and-why/
https://www.glsen.org/article/pronouns-resource-educator

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Refer to Spectrum Center’s map of gender inclusive restrooms on campus.

f. Accommodation for students with disabilities
If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at https://ssd.umich.edu/documentation
Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website http://ssd.umich.edu/, or Email ssdoffice@umich.edu.

g. Religious/spiritual observances:
An overview of the process for students who have conflicts with religious observances:
● Students are responsible for work acquired during their absence
650: Intro to Comm Org, Adm, Policy/Eval

- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: https://www.provost.umich.edu/calendar/

h. Military deployment:
Information and resources for students called to action while enrolled in school can be found at http://vets.umich.edu/life-at-michigan/military-deployment/

i. Writing Skills and Expectations:
Strong writing and communication skills are essential to students’ academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work to meet with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.
For more information or to schedule an appointment, contact SSW Writing Assistance and/or Career Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (http://www.lsa.umich.edu/swc/). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.

j. Academic Integrity:
Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points.

Please refer to your electronic Student Guide to the Master’s in Social Work Degree Program https://ssw.umich.edu/msw-student-guide/section/1.11.01/427/academic-misconduct for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.

k. Electronic Devices and Computers in class
In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only
available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.
Please use your lab top during class for taking notes. It is not to be use during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.
Class Schedule: SYLLABUS: tentative:
The Course Schedule that follows is tentative and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic</th>
<th>Asynchronous Work Before Class</th>
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| 1 8/31/20  | Course introduction and Overview of Macro Practice: (History, Components, Context, & Ethics What you want to learn) | 1. 2 On-line learning resources  
2. Kaltura Express how to  
3. NASW Guidelines for Describing People  
4. NASW Code of Ethics | • Student Survey in Google Docs  
• Student Information Sheet |
| 2 9/7/20  | Labor day NO CLASS | 1. Listen/Read: The Fox and the Hedgehog a story of triumph and tragedy, Hidden Brain podcast or https://www.npr.org/transcripts/606024243 | • Comment on video (Collaborative discussion or Discussion board) Due by Thursday 9/10/20 |
4. How to Pitch you Op-Ed to Editors https://www.youtube.com/watch?reload=9&v=8XqN6N5B-Uo&feature=related  
5. How to write an Op-Ed https://www.youtube.com/watch?v=tK4YJ282QYA&feature=related | • In-class activity from Week 1- (8/31) discussion board  
• Find an example of an Op-Ed or Letter to the Editor (published within the last 30 days) to share with class |
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| 5 9/28/20  | Organizing & Mobilizing Communities: Roles, skills, strategies, and tactics for social change | 1. [https://www.youtube.com/watch?v=uEzKUW95t28](https://www.youtube.com/watch?v=uEzKUW95t28) TED Talk Community Organizing  
2. Core Organizing & Skills: [https://www.youtube.com/watch?v=3eh7hI1koU](https://www.youtube.com/watch?v=3eh7hI1koU)  
• Complete Group Info form to share with group members  
• Read/Watch 2 social change efforts listed on discussion board- Post a compare and contrast.  
• Share in class what issue(s) you are passionate about |
| 6 10/5/20  | Community Assessment & Data Collection | 1. Data and On-line Information by Darlene Nichols at [https://www.youtube.com/watch?v=aeKKAQMS3cs](https://www.youtube.com/watch?v=aeKKAQMS3cs)  
2. American Fact Finder-Census Data [https://www.youtube.com/watch?v=orQHb1A0wcE&feature=youtu.be](https://www.youtube.com/watch?v=orQHb1A0wcE&feature=youtu.be)  
5. Policy Map Quick Start | • Find and post/submit one of four community assessment tools (windshield survey, key informant interview, photovoice, asset or power mapping)  
6. Explore [https://data.census.gov/cedsci/](https://data.census.gov/cedsci/) |
3. Board of Directors [https://www.youtube.com/watch?v=U3bTVRQ6htw](https://www.youtube.com/watch?v=U3bTVRQ6htw)  
5. The Matrix Map Tool: [https://nonprofitquarterly.org/the-matrix-map-a-powerful-tool-for-mission-focused-nonprofits/](https://nonprofitquarterly.org/the-matrix-map-a-powerful-tool-for-mission-focused-nonprofits/) | • Complete Conflict management scale to share with class  
• Review Leadership Styles- What are you
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| 8 10/19/20  In-person | Inter Organizational Practice and Coalition Building | 1. Winter is here, and we must build the power of organizations and communities of color – Nonprofit AF Blog [https://nonprofitaf.com/2017/05/winter-is-here-and-we-must-build-the-power-of-organizations-and-communities-of-color/](https://nonprofitaf.com/2017/05/winter-is-here-and-we-must-build-the-power-of-organizations-and-communities-of-color/)  
| 10/26/20 | Community Observation Day & Peer Review | 9-12& 2-3: Complete your Community Assessment Class for both 560/512 on-line from 3:00-4:50: | Post Kingdomality results-Discussion Board |
| 11/2 | Human Resources Management & Managing Staff in Organizations | 1. Fry (2019). Millennial Life: How Young Adults Compare to Prior Generations  
• Find and post rating scale for job interview |
| 11 11/9/20  In-person | Fund Development and Finance  
Class activity: funding for team change effort assignment | 1. Bradach (2003). Going to SCALE Stanford Social Innovation Review; Spring 2003; 1,  
2. Clark-Story Telling for Grant Seekers. Intro and Chap 1.  
4. How to Creatively Fund Social Movements [https://www.youtube.com/watch?v=cvW2jfHJbM](https://www.youtube.com/watch?v=cvW2jfHJbM) |
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2. Targeted Universalism at [https://www.youtube.com/watch?v=a0At2xbQB7w&feature=youtu.be](https://www.youtube.com/watch?v=a0At2xbQB7w&feature=youtu.be)  
| 13 11/23/20 | Thanksgiving Break: No Class | * Assignment 2-Part III- presentation upload due |
| 14 11/30/20 | Future of Macro Practice Inter Organizational Practice and Coalition Building—from 10/19/20 (did not have class)  
Develop mission statement?  
4. Chris Hayes Podcast With Sherrilyn Ifill | Why Is This Happening? - Ep 115 | MSNBC at [https://www.youtube.com/watch?v=OOiFTjJ-KAc](https://www.youtube.com/watch?v=OOiFTjJ-KAc)  
From week WK 8: 10/19/20 (no class-Instructor Sick) if have not read  
7. AND example Safe Streets Coalition at [https://ctb.ku.edu/en/developing-strategic-and-action-plans/examples/example3](https://ctb.ku.edu/en/developing-strategic-and-action-plans/examples/example3) |
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<tr>
<td>15 (12/7/20)</td>
<td>LAST DAY OF CLASS Pecha Kucha, Wrap-up, reflections &amp; What We learned.</td>
<td></td>
<td>• Assignment 4 Due: Pecha Kucha (560, not 512-6:40 min each)</td>
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<tr>
<td>16 12/14/20</td>
<td>Exam Period NO CLASS</td>
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