



Course title:	Skills and Strategies for Community Change	
Course #/term:	SW 653 – Winter 2021	
Time and place:	Online – Synchronous: Mondays at 2pm-4pm, Asynchronous: on your own	
Credit hours:	3	
Prerequisites:	N/A	
Instructor:	Larry M. Gant, PhD, LMSW	
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	You may expect a response within 48 hours	
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1. Course Statement

a. Course Description

This course will engage students in learning core cross-cutting skills needed for engaging in community change. It will use a framework of “Scan” - “Plan” – “Do” – “Review” to help organize skills. Learning to infuse cross-cutting principles including critical Praxis.

- Scan- Assessment and Scanning Skills (individual to community).
Illustrative skills may include: social identity assessments, individual skills assessments, story of self/personal motivational assessments, community power mapping, asset/strength assessments, organizational/community scans, and neighborhood mapping
- Plan- Planning Skills.
Illustrative skills may include: participatory community planning, strategy charts, implementation of planning steps, logic charts and theory of change
- Do- Action Skills.
Illustrative skills may include: one-on-ones (formal and informal), facilitating participatory meetings, coalition-building techniques and considerations, policy advocacy, program development, intergroup facilitation, and community mobilization
- Review- Community reflection and Evaluation Skills.
Illustrative skills may include: critical reflection, program/organizational evaluation, monitoring, campaign analysis, and participatory evaluation

b. Course Objectives and Competencies

1. Understand and analyze the changing role of context in community change (EPAS 5, 9)
2. Understand contemporary social and political issues and their relationship to community change strategies and tactics. (EPAS 9)
3. Demonstrate skills in community assessment, leadership and organizational development, planning and conducting campaigns, and evaluating their results. (EPAS 6, 7, 8, 9)
4. Apply advanced skills to promote participation e.g., assessing community conditions, designing the process, representing diverse interests, understanding political dynamics of participation, increasing group dialogue and intergroup relations, building collaborative alliances, and finding common ground. (EPAS 6, 7, 9)
5. Develop group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level. (EPAS 6, 7, 9)
6. Develop skills for gathering, assessing, and using various forms of community data and practice-informed research. (EPAS 4, 6, 7, 9)

c. Course Design

The class will be very hands-on and will also utilize innovative resources in teaching content, including MOOCs, online training, webinars, videos, and simulations. Skills will be learned, practiced, and applied in class-based and project-based experiences.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation and their support for the learning of their colleagues in the classroom. The class will consist of a combination of mini-lectures and direct application of skills in small groups or pairs to take theory to the level of community change. Students must come prepared to fully engage in order to get the most out of this class. Additionally, this class does not approach education from the “banking” perspective. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

Synchronous class: Each week we will have synchronous (live) class lecture ranging from 60-90 minutes. However, to optimize our time together, acknowledge our (limited) attention spans, and to follow online teaching best practices, I will strive to keep our lectures closer to 60 minutes immediately followed by time to apply to lecture topics to skills lab assignments.

Asynchronous class: In addition to our limited synchronous time together, you are expected to engage in our course content via our discussion board and other course assignments each week. I highly encourage you to keep pace with the asynchronous materials (including group work) and engage immediately after class as if we are still going for the full three hours. This will keep you on track.

d. Course Relationship to P.O.D.S.

This course integrates PODS content and skills with a special emphasis on the identification of community change theories that will help students explore the connections between race,

ethnicity, gender, socio-economic class, sexual orientation, and psychological and physical functioning, well-being and community change. Through the use of a variety of instructional methods, this course will provide students with tools to understand and apply theories to practice with diverse populations. Community change takes place in different ways. The process can be very logical and linear, or very dynamic and unpredictable. However, every approach involves some common activities (e.g., skills and strategies). The phenomena of privilege, oppression, diversity, and (approaches to) social justice determine the course, quality and nature of the actions of community members, partners, and systems to either support, oppose or remain neutral to community change. This course provides students with the tools to advance social justice (within the context of privilege, diversity and oppression) through the systematic, planful use of activities using the Plan-Scan-Do-Review toolkit of activities.

Briefly:

- Scanning methods refer to ways to identify and take into account a sense of the community, the issues it faces, the resources present, and the potential for change.
- Planning processes involve both community and issue assessment and planning for the most effective approach to change. Once organizers have taken stock of community conditions, they then need to assess and analyze how they can best approach the issues.
- Doing different approaches and strategies can be used to address community issues. The strategy selected should be appropriate for the issue and the communities' resources and limitations.
- Reviewing methods help an effective organizer reflect upon strategies used and how well they met the change goals. The process of reviewing strategies can be formal or informal. They should include the perspectives of different stakeholders and participants in the strategy.

e. Anti-Oppression Statement

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

a. Text and class materials

There is no assigned textbook for this course. All assigned readings, assignment information, presentation slides, lecture recordings and other course materials can be found on the course Canvas site at <https://canvas.umich.edu>. 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 the week they are assigned. Course content will be delivered in a variety of formats, including book chapters, articles, content summaries, and video through the Canvas learning management system. Required course materials are listed in the week-by-week topics below and also reflected on Canvas in weekly modules.

b. Class schedule (subject to change)

Session	Topics Covered	Skills Lab	Readings
1: 1/25	<ul style="list-style-type: none"> • Introduction to Course • Creating a Co-Learning Environment 	N/A	Syllabus
2: 2/1	<ul style="list-style-type: none"> • From Individual to Systems Change • Review models of community change • Power, Self Interest & the Status Quo • Pick your Change focus for the class 	Self- Assessment	<p>Hickman, G. R. (1998). <i>Leading organizations: Perspectives for a new era</i>. Sage. (Introduction)</p> <p>Okun, T. White Supremacy Culture. PDF – open source</p> <p>O'Brien, L. T., & Crandall, C. S. (2005). Perceiving self-interest: Power, ideology, and maintenance of the status quo. <i>Social Justice Research, 18</i>(1), 1-24.</p>
3: 2/8	<ul style="list-style-type: none"> • Theory of Change • Influences of Change • Communicating SW to those outside of SW 	Framing an Issue	<p>Hickman, G. R. (1998). <i>Leading organizations: Perspectives for a new era</i>. Sage. (CH. 5)</p> <p>Caulfield, J. L., & Brenner, E. F. (2020). Resolving complex community problems: Applying collective leadership and Kotter's change model to wicked problems within social system networks. <i>Nonprofit Management and Leadership, 30</i>(3), 509-524.</p>
4: 2/15	<ul style="list-style-type: none"> • Roles as Change Agents • Decision Making • Field Theory 	Force Field Analysis	<p>Bargal, D. (2012). Kurt Lewin's vision of organizational and social change. <i>The Routledge companion to organizational change</i>, 31-45.</p> <p>Kohn, S. (2013) A Caring Economy Requires Building Bridges—Not Burning Them</p>

Session	Topics Covered	Skills Lab	Readings
5:2/22	<ul style="list-style-type: none"> Vision/Future Thinking and Challenges for Social Work From Best Practices to Emergence 	Creating a Vision	<p>Stout, L. (2011). <i>Collective visioning: How groups can work together for a just and sustainable future</i>. Berrett-Koehler Publishers. (chapter 1)</p> <p>Wheatley, M. J., & Frieze, D. (2011). <i>Walk out walk on: A learning journey into communities daring to live the future now</i>. Berrett-Koehler Publishers. (Page 4)</p> <p>brown, A. M. (2017). Emergent strategy : Shaping change, changing worlds. (interdependence and decentralization)</p>
6: 3/1	<ul style="list-style-type: none"> Community Change: Theory and Models Creating Change Coalitions Facilitating Change 	Appreciative Inquiry	<p>Ospina, S., & Foldy, E. (2010). Building bridges from the margins: The work of leadership in social change organizations. <i>The Leadership Quarterly</i>, 21(2), 292-307.</p> <p>Le, V. (2020, February). The problem with everything being all about relationships [Blog post].</p> <p>Whitney, D., & Cooperrider, D. (2011). <i>Appreciative inquiry: A positive revolution in change</i>. (CH. 3)</p>
7: 3/8	<ul style="list-style-type: none"> Community Change Continued Vision into Action Creating Goals and Activities 	Writing Goals and Selecting Change Model	<p>Community Tool Box (2015). Ch 8: Develop a Strategic Plan. Retrieved from https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning</p> <p>Etuk, L. E., Rahe, M. L., Crandall, M. S., Sektnan, M., & Bowman, S. (2013). Rural leadership development: pathways to community change. <i>Community Development</i>, 44(4), 411-425.</p>
8: 3/15	<ul style="list-style-type: none"> Effective Communication Story-telling Social Media's Role in Community Change 	Telling your story	<p>Marshall Gantz- Why story telling matters Exploring Deep Narratives</p>

Session	Topics Covered	Skills Lab	Readings
9: 3/22	<ul style="list-style-type: none"> Social Movements/ Community Organizing Strategies Multiple interests/ collaboration/conflict 	Exploring Change Model	<p>Avila, M. (2017). <i>Transformative civic engagement through community organizing</i>. Stylus Publishing, LLC. (Ch. 2)</p> <p>Gaventa, J. (2006). Finding the spaces for change: a power analysis. <i>IDS bulletin</i>, 37(6), 23-33.</p> <p>Power Mapping Toolkit</p>
10: 3/29	<ul style="list-style-type: none"> Evaluation 	Evaluating Change	<p>Byrne, A., & Vincent, R. (2012). Innovations in the Evaluation of Social Change Communication for HIV and AIDS. <i>The Handbook of Global Health Communication</i>, 26, 288.</p> <p>Kelly, T. (2010). Five simple rules for evaluating complex community initiatives. <i>Community Investments</i>, 22(1), 19-22. Retrieved from http://www.frbsf.org/communitydevelopment/files/T_Kelly.pdf</p>
11: 4/5	<ul style="list-style-type: none"> Leading teams through change The Five Whys 	Giving and Getting Feedback	<p>Serrat, O. (2017). The five whys technique. In <i>Knowledge solutions</i> (pp. 307-310). Springer, Singapore.</p> <p>Daring Feedback – The Engaged Feedback List</p> <p>Rosenberg, M. B., & Chopra, D. (2015). <i>Nonviolent communication: A language of life: Life-changing tools for healthy relationships</i>. PuddleDancer Press. (CH. 3)</p>
12: 4/12	<ul style="list-style-type: none"> How to Sustain Change Overcoming Resistance to Change 	N/A	<p>Schuler, A. J. (2003). Overcoming resistance to change: Top ten reasons for change resistance</p> <p>Rosenberg, M. B., & Chopra, D. (2015). <i>Nonviolent communication: A language of life: Life-changing tools for healthy relationships</i>. PuddleDancer Press. (Page 164)</p>

Session	Topics Covered	Skills Lab	Readings
13: 4/19	<ul style="list-style-type: none"> • Wrap up and Presentations (<i>Note: Presentations are scheduled Session 14 - Week of 4/26</i>) • Implementing Change Strategies • Presentation skills • Present paper/change ideas in small groups and give feedback to each other - focus on how you might approach the change differently, any questions you have. 		

c. Assignments

Submission of assignments

Course assignments are due on the date specified in the course syllabus and on Canvas. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due date time. Should this happen, it is the responsibility of the student to notify the instructor. At the instructor's discretion, a student's request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. *The instructor reserves the right to deduct points for late assignments.* University policies related to persons with disability (i.e. temporary or permanent accommodations), bereavement, and religious observations supersede this policy (see MSW Handbook).

Assignment Groups	Due date	Percent of overall grade	Points (1000 total)
Social Work Change Agents Skills Labs	Thursdays at 11:59pm submitted via Canvas	40%	400
Praxis & Critical Consciousness Discussion Board Posts	2/1, 2/22, 3/15, and 4/12 by 11:59pm submitted via discussion board on Canvas	10%	100
Community Change Initiative - Portfolio	Due 4/19 by 11:59pm submitted via Canvas	25%	250
Community Change Initiative - Presentation	Schedule with instructor - week of 4/26	25%	250

Assignment Group 1: Social Change Agent Skills Labs (40% of grade)

Due: Thursdays at 11:59pm

Point Allocation: 40 points each week/400 points total
 Course Framework: Scan, Plan, Do & Review

Each week in class you will be asked to practice a skill related to community change theory to demonstrate the connection between theory and practice. This might consist of something you are turning in or a presentation or reflection on the skills you practiced during class time. This includes activities related to analysis, meeting facilitation, communicating change concepts to professionals outside of social work, power analyses, strategic issue selection, among others. You will have the opportunity to complete these skills labs in class. However, your evidence of skills labs (a completed handout, writings, photos of notes, etc.) are due on Canvas by 11:59pm the Thursday following our synchronous class. Due dates are reflected on Canvas. It is highly encouraged to submit your Skills Labs immediately following class.

These ten (10) skills labs will relate directly to your final portfolio– each element you work on in class can be used in your final – some WILL be used in your final (i.e., The Force Field Analysis and Visioning) and some MIGHT be used in your final depending on the approach and focus of your change idea (i.e., Storytelling, appreciative inquiring, etc.).

Criterion	Satisfactory	Developing
Skill Conceptualization (10 points)	The student has clearly addressed all of the following criteria related to skill conceptualization (3 point each): <ul style="list-style-type: none"> • Demonstrated an understanding of the underlying community change theory or theories informing the skill. • Demonstrated a conceptualization of the skill at the macro level. • Demonstrated an understanding of the strengths and limitations of the skill. • Demonstrates an understanding of power, privilege and oppression as it relates to the skill. • Demonstrates an understanding of how SW ethics and values relate to the skill. 	The student only partially addressed the criteria in the Satisfactory column. (Deduct 2 point for each item not addressed)
Skill Application (15 points)	The student has clearly addressed all of the following criteria related to understanding of the skills application (5 point each): <ul style="list-style-type: none"> • Demonstrated an attempt to apply or practice the skill. • Demonstrated an understanding of how to adapt the skill to meet community and organizational needs. • Demonstrated an understanding of the skill in the student’s own professional context. 	The student only partially addressed the criteria in the Satisfactory column. (Deduct 5 point for each item not addressed)
Evidence of Participation (15 points)	The student has clearly addressed all of the following technical criteria (3 point each): <ul style="list-style-type: none"> • Submitted evidence of work (e.g., photo, document upload, etc.) • Evidence of work was partially, if not fully completed (e.g., not just doodles but actual notes or work completed). • Evidence of thought and effort are presented, product being submitted is relevant and applicable. • Submitted skills lab by Thursday 11:59pm following the class session. • Submitted the skills lab using the correct submission method (e.g., Canvas, Kaltura, hard copy submission, etc.). 	The student only partially addressed the criteria in the Satisfactory column. (Deduct 3 point for each item not addressed)

Assignment Group 2: Praxis & Critical Consciousness (10% of grade)

Due Mondays 2/1/21, 2/22/21, 3/15/21 and 4/12/21 by 11:59pm EST submitted on Canvas discussion board.

Point Allocation: 25 points each
 Course Framework: Scan & Review

Four (4) times throughout the semester, as part of our asynchronous course materials, you will be asked to complete critical consciousness task that engages you in the cycle of praxis through theory, practice and (the purpose of this assignment) reflection. The Praxis and Critical Consciousness reflections will be posted in the Canvas discussion board and also available through the weekly modules. If for any reason you have trouble locating the discussion board post, please reach out to your instructor immediately.

These reflections will relate directly to your final portfolio and developing a sense for your social work practice as it pertains to community change – each element of praxis and critical consciousness will provide some additional course content for you to engage with along with prompts for you to reflect on. You are expected to complete this asynchronous work within a week.

Dimension	Satisfactory	Developing
Professionalism in Writing (10 points)	The student has addressed all of the following criteria related to professionalism in writing (2 points): <ul style="list-style-type: none"> The grammar and mechanics of style are consistent with APA formatting (see Chapters 3 and 4 of manual) – first person narrative is acceptable. The organization of the paper is clear and logical and consistent with APA formatting (see Chapter 3 of manual) The reference list is consistent with APA formatting (see Chapter 6 of APA manual). The reflection is free of spelling errors. The reflection does not exceed 2,000 words. 	The student only partially addressed the criteria related to professionalism in writing from the Satisfactory column. (Deduct 2 points for each item not addressed.)
Technical Requirements (15 points)	The student has addressed all of the following technical requirements (5 points each): <ul style="list-style-type: none"> Reflection properly responded to prompts. Quality of the reflection is thoughtful and engaging. Submitted reflection by the due date and time. 	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 5 points for each criterion that is not addressed)

Assignment Group 3: Community Change Initiative (50% of grade; Portfolio – 25% of grade; Presentation – 25% of grade)

Due:

- Complete Portfolio of Work Due 4/19
- Final Presentation Due the week of 4/26

Point Allocation:

- Portfolio of Work: 250 points
- Final Presentation 250 points

Course Framework: Scan, Plan, Do, Review

Assignment Rationale

As a change agent in the field of social work, you will have the opportunity to work on change initiatives at the organizational and community level. Initiatives can be local, statewide, national or international. *Organizations* are faced with constant change; at times the change is forced

from the outside, like funding or policy changes; at other times the change comes from within, an idea for a new way of working, a change in organizational structure or culture. *Community change* is often about either addressing local problems or inequities, or addressing social problems (lack of affordable housing, stigma of mental illness, violence) at multiple levels. A typical change process results in developing a new program, which is **not** the focus of this course.

Assignment Overview

In groups of three, you will select a very specific and small-scale setting where you would like to create change and apply change strategies. This should be an actual setting (community or organization) where you live or currently work/intern. You and your trio will complete portions of this assignment throughout the quarter in your weekly “skills labs”. The final portfolio should be updated and edited portfolio by the end of Session 13(April 19th). During the last week of class (week of 4/26) you will meet with your instructor to present on your change idea, your theoretical basis, change approach, strategy, and vision. Each group will have up to a 20-minute time frame during which you will discuss your portfolio and process of creating this change initiative.

The first three questions are things you should have done in some capacity before in your foundation courses such as: SW 650 (Community Practice), SW 530 (Policy), SW 590 (SW Practice), and Social Justice and Diversity in Social Work (SW 504). These are touching on ideas like, problem identification, systems analysis, critical thinking and critical analysis of institutions and systems and evidence-based practice.

The last five set of questions are new skills, concepts, and knowledge you will learn in this class over the course of the semester. They also follow your skills labs and are scaffolded throughout your semester so all you will need to do by the time your final presentation and portfolio is due is revisit your work from the semester, edit and change as needed and then prepared for a discussion about the content and presentation of your portfolio to your professor.

Assignment Instructions

You and your trio will complete this assignment throughout the semester in your weekly “skills labs” with an updated and edited portfolio of work due by the end of the day on 11/20.

The first three sets of questions are things you have done before in your foundation courses. These are touching on ideas like, problem identification, systems analysis, critical thinking and critical analysis of institutions and systems and evidence-based practice. The topics you will cover include the following:

- Present your Case/Issue
- Explain Why This Change is Essential
- Analyze the Context of the Issue.

The last five pieces are new skills, concepts and knowledge you will learn in this class over the course. The skills:

- Complete a Force Field Analysis of the Issue or Change Effort
- Write a Vision for Change
- Explore One Change Goal
- Select and Explore a Change Model
- Develop an Evaluation Plan

Part 1 - Portfolio of Work (Sessions 1-12)

Below are the components of the portfolio you will be completing in Sessions 1-12.

Present your Case/Issue

Select a very specific and small-scale setting where you would like to create change and apply change strategies. Examples of manageable change initiatives include: getting a stop sign put up on your street, asking for a policy change at your organization (such as: including all gender bathrooms in your building, allowing safe injection sites at your organization, changing the travel policy requirements, getting professional development accounts for all staff, etc.), becoming a sanctuary church for undocumented immigrants under threat of deportation, getting speed bumps in your neighborhood, having humane practices for businesses and police, etc. in interacting with folks experiencing homelessness in your community, etc. Keep it relatively small and manageable. Working to pass comprehensive immigration reform is a fine goal, but much too large scale for this assignment. You do not need to choose one of the examples above, they are to help you understand the scale of change that is manageable for this assignment.

- Describe what you are focusing on changing.
- Identify where this change is located (e.g., community, organization, policy).

Explain Why This Change is Essential

- How would *not* changing something be an injustice?
- What issues of power, privilege, oppression are present in your change initiative?
- How does this issue disproportionately impact marginalized communities?
- Also demonstrate how you know this - what did you do to find out what the impact on communities/individuals, etc. would be?

Analyze the Context of the Issue

- Describe the political, economic, social and cultural systems or contexts that have framed this problem historically and currently in society. Consider this at a local, state, national and level.
- Give background information, if applicable - has this change been tried before? If the change hasn't been tried or proposed before, why not? If it has been tried, why didn't it work?
- Identify best practices: what is working well in other disciplines, cities, counties, countries, organizations, etc. that might inform your change goal or process?
- What aspects of your own identity do you think come into play as you try to implement this change? What are the impacts of these identities and why?

Complete a Force Field Analysis of the Issue or Change Effort

Building on the Force Field Analysis and using the readings from class, you will go deeper in your analysis of the important stakeholders that will impact the issue or change effort.

1. Complete a Force Field Analysis

- Analyze the power dynamics, stakeholders and structures of the change context
2. Identify your Action System for Change
 - Identify all members of the Action System for change.
 - Describe the self-interest of each member you have selected to be on your team advocating for this change.
 - Explain why you think it is important/strategic to have each of them there.

Write a Vision for Change

Stakeholder buy-in necessitates a big picture vision. You will articulate your vision statement concerning the change effort.

- Describe how will things be different (i.e., for the organization, community, nation, world, etc.) once this change is implemented. This is not a specific outcome or goal list. This should be an inspiring big picture vision.

Select One Change Goal and One Change Model

1. Choose one goal related to your change initiative that is specific, measurable, achievable, relevant and time-based (SMART)
2. Identify one change strategy to achieve the selected change goal. (Examples of strategies include: Direct Action, Education/Awareness Campaign, Social Planning, Community Engagement, etc.).
2. Discuss the process needed to achieve your change goal using the selected strategy.
3. Critique the selected strategy
 - a. What is valuable about using this strategy?
 - b. How do you know this change strategy will work with your community, organization and change goal?
 - c. What are the limitations of using this strategy from a perspective of power, privilege and oppression?

Explore the Change Model

1. Evaluate the strengths and weaknesses your model and strategy (using a SOAR, SWOT or PEST analysis).
2. Incorporating your assessment of your model and strategy in #3, describe how you plan to achieve the selected change goal.
3. Include a power analysis by developing a power map and discussing which stakeholders you plan to engage and why.

Develop an Evaluation Plan

Developing an evaluation plan (formative and/or summative) is important in ensuring that the strategies you chose are leading toward the intended goals. Due to the theoretical nature of this assignment, you may not be able to identify concrete benchmarks or evaluation points toward reaching your change goal. Try your best.

- Describe how you will know if this change is successful.
- Describe what measurements will you put in place to evaluate your change. If you are unable to do so, describe which stakeholders or members in the action system you would consult to develop the evaluation plan:
 - Who would you consult?
 - What is one question you would ask them?
 - Why did you choose to ask this question to this person?

Giving and Getting Feedback/Professional Practice:

- Using your self-assessment from the beginning of class, reflect on how you plan to incorporate an anti-oppression framework in your social work/professional practice.
- Describe the appreciative inquiry process your group participated in to inform and develop your goals and strategies.
- Provide an action plan on how you will incorporate the feedback you received from your colleagues into your professional practice.

Dimension	Satisfactory	Developing
Professionalism in Writing (20 points)	The student has addressed all of the following criteria related to professionalism in writing (5 points): <ul style="list-style-type: none"> • The grammar and mechanics of style are consistent with APA formatting (see Chapters 3 and 4 of manual) • The organization of the paper is clear and logical and consistent with APA formatting (see Chapter 3 of manual) • The reference list is consistent with APA formatting (see Chapter 6 of APA manual). • The paper is free of spelling errors. • The paper does not exceed 2,000 words. 	The student only partially addressed the criteria related to professionalism in writing from the Satisfactory column. (Deduct 2 points for each item not addressed.)
Introduction & Case Presentation (30 points)	The student has addressed the following requirements (10 points): <ul style="list-style-type: none"> • Presented their case or issue • Described the focus of change • Described where the change is located (community, organization, policy) 	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)
Justification of Change (40 points)	The student has addressed the following requirements (10 points): <ul style="list-style-type: none"> • Described why the change is essential • Analyzed how not changing something would be an injustice • Described relevant issues of power, privilege, and oppression that are present in the change initiative • Explained how this issue disproportionately impacts marginalized communities 	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)
Context, Background, Best Practices, and professional practice (135 points)	The student has addressed the following requirements (15 points): <ul style="list-style-type: none"> • Described the issue to be changed • Described the political, economic, social, and cultural systems or context that have framed this problem historically and currently in society • Summarized the historical background by completing one of the following: <ol style="list-style-type: none"> a. Described how this change has been tried or proposed before, including why it did not work, OR b. Explained why the change has not been tried or proposed before • Developed in-depth force-field analysis • Identified at stakeholders from an anti-oppression and community centered lens • Created an inspiring vision statement • Created SMART goals with clear strategies for achieving them • Developed an evaluation plan to determine success and area of growth • Engaged in giving and receiving feedback with colleague 	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 15 points for each criterion that is not addressed)
Reference List (15 points)	The student has addressed all of the following requirements: <ul style="list-style-type: none"> • Uploaded a list of references used to justify arguments in the presentation (5 points) • At least 6 sources were cited in the reference list (3 points) • At least 3 of all cited sources were published within the past 3 years (2 points) 	The student has partially addressed the criteria listed in the Satisfactory column (Deduct 2 points for each criterion that is not addressed)

Dimension	Satisfactory	Developing
	<ul style="list-style-type: none"> Cited at least one relevant source from each of the following (5 points) <ul style="list-style-type: none"> Empirical, academic, or research literature Organization- or community-driven documents or materials Grey literature source Community voice (e.g., through interviews or documented information from community such as blogs, websites, etc.) <p>(*Note: In certain cases, you may not be able to find citations from all four sources. Use your best judgment and find sources that are relevant to your particular project. In total, you should cite at least 4 sources. If you have any questions, please consult your instructor).</p>	
Technical Requirements (10 points)	<p>The student has addressed all of the following technical requirements (2.5 points each):</p> <ul style="list-style-type: none"> Submitted paper by the due date and time. Paper was submitted through Canvas 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 5 points for each criterion that is not addressed)</p>

Part 2 - Final Presentation

During the last week of classes (4/22/21-4/28/21), your group will set up a 20 minute meeting with your professor to discuss your change idea and present your portfolio. You will be presenting to the professor about your change idea, your theoretical basis, change approach, strategy, and vision. Each group will be assigned (based on availability) a 20-minute time frame during which you will present via Zoom with the professor.

You are welcome to present your portfolio in whatever way you prefer (e.g., in writing, verbally or in some sort of creative expression or media presentation). However, you must have all of the components above regardless of the modality of presentation.

Dimension	Satisfactory	Developing
Force Field Analysis & Stakeholders (30 points)	<p>The student has addressed the following requirements (5 points):</p> <ul style="list-style-type: none"> Articulated the power dynamics of the change context Articulated the structures of the change context Analyzed the self-interest of each selected team member that will advocate for this change Defend the strategic selection of team members Identified their action system of change Defended position using evidence in the literature 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</p> <p><i>Instructor may deduct partial points for each criterion that is partially addressed</i></p>
Vision for Change (20 points)	<p>The student has addressed all of the following requirements (5 points each):</p> <ul style="list-style-type: none"> Described their vision for change Described their vision as a big picture (e.g., inspiring) not at the goal and outcome level Explained how things will be different (e.g., for the organization, community, nation, world, etc.) once the change is implemented Defended position using evidence in the literature 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</p> <p><i>Instructor may deduct partial points for each criterion that is partially addressed</i></p>
Change Model and Strategy (30 points)	<p>The student has addressed all of the following requirements (10 points each):</p> <ul style="list-style-type: none"> Integrated a change model and strategy Used model of change to discuss the change process/strategy needed to achieve the change Defend the change model used to achieve the stated goal of the change initiative (e.g., Direct Action, Education/Awareness Campaign, Social Planning, Community Engagement, etc.) 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</p>

Dimension	Satisfactory	Developing
	☐	<i>Instructor may deduct partial points for each criterion that is partially addressed</i>
Change Goal & Activities (90 points)	<p>The student has addressed all of the following requirements (10 points each):</p> <ul style="list-style-type: none"> Identified one change goal Identified one change model to achieve that goal Evaluated strategy using a SWOT or PEST analysis Described how they would make these changes Conduct a Power Analysis and create and Power Map Explain how stakeholders from power mapping will be targeted, engaged and why the stakeholder(s) were selected. Defended position using evidence in the literature Acknowledged aspects of their identity that might impact their approach to and success with change (race, class, gender, sexuality, ability, etc.) Discussed the impact of the identities above on the change effort. 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</p> <p><i>Instructor may deduct partial points for each criterion that is partially addressed</i></p>
Revisions Based on Professional Practice & Feedback (50 points)	<p>The student has addressed all of the following requirements (10 points each)</p> <ul style="list-style-type: none"> Made revisions to the following based on feedback given in earlier iterations of the assignment: <ul style="list-style-type: none"> Case Presentation Justification of Change Context, Background, and Best Practices Made revisions to the Force Field Analysis based on feedback given in earlier iterations of the assignment Made revisions to the Vision for Change based on feedback given in earlier iterations of the assignment Made revisions to the Change Strategy based on feedback given in earlier iterations of the assignment Made revisions to the Change Goal & Activities based on feedback given in earlier iterations of the assignment 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 30 points for each criterion that is not addressed)</p> <p><i>Instructor may deduct partial points for each criterion that is partially addressed</i></p>
Professionalism in Interview (30 points)	<p>The student has addressed all of the following requirements (10 points):</p> <ul style="list-style-type: none"> Came prepared for the interview Demonstrated a full understanding of the interview content Demonstrated confidence and persuasiveness through their communication (e.g., posture, demeanor, eye contact, speech volume, pacing, clarity in speech, etc.) 	<p>The student has partially addressed the criteria listed in the Satisfactory column (Deduct 10 points for each criterion that is not addressed)</p> <p><i>Instructor may deduct partial points for each criterion that is partially addressed</i></p>

d. Attendance and class participation

This online course has no formal attendance policy for our synchronous time together (Mondays at 2pm) recognizing there is a multitude of challenges for many students to show up in this capacity each week. Each synchronous class lecture will be recorded and posted on Canvas within 24 hours of the class session. Students who do not attend the live session are still expected to watch the lecture and turn in the associated skills labs assignment on the due date (Thursdays at 11:59pm). All assignments (skills labs, praxis & critical consciousness discussion board posts, and other online modules) are expected to be completed within the due date timeframe.

Participation is broadly defined and includes synchronous class time as well as engaging in asynchronous content - including showing up on time/posting/submitting assignments on time and returning from breaks on time/responding to questions or comments in a timely manner. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation.

For more information, please see the [Policy on Class Attendance](#) found in the MSW Student Guide.

e. Grading

It is important to keep in mind that ***you are not your grade!*** Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

Excellent Work

Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 93 range constitutes an A minus which translates to a 3.7. Students display excellent work (***beyond course expectations***) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work. **(NOTE: There is no A+ awarded in this class!)**

Good Work

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translate to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to a 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the "excellent" category.

Work Minimally Meets Course Expectations

Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitutes a C plus which translates to a 2.3. Grades in the 74 to 77 range constitute a C

which translates to a 2.0. Grades in the 71 to 73 range constitute a C minus which translates to a 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

Failing Work

Grades in the 0 to 70 range constitute an F which translates to a 0.0

Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

Assessment Classification (A+ not available!)	Range	Grade	Grade Point
Excellent Work	94-100	A	4.0
(above course expectations)	91-93	A -	3.7
Good Work	88-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7
Poor Work	78-80	C +	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C -	1.7
Failing Work	70-0	F	0.0

More information on 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](#). Here are some resources around [testing and grading from CRLT](#).

WINTER 2021 SEMESTER NOTE:

This semester will continue to pose many challenges to our physical and emotional wellbeing. We are still living through a pandemic, have a shifting political environment leading to community mobilization and civic unrest, and our semester will be occurring through a tumultuous and contentious presidential election and the fallout thereafter. Considering the stress and distress these factors will contribute to our daily lives throughout the semester, I encourage you to think about your capacity and strive for trying your best and not for perfection.

Academic Integrity and Plagiarism

You are expected to adhere to the NASW Code of Ethics, UM's Academic and Professional Standards of Performance, the criteria for student evaluation and review found in the MSW Handbook, and the University rules concerning academic misconduct, found in the University's Honor Code.

The University's definition of Academic Misconduct includes, but is not limited to:

- Plagiarism, including any representation of another's work or ideas as one's own in academic and educational submissions.

- Cheating, including any actual or attempted use of resources prohibited by the instructor(s) or those that a reasonable person would consider inappropriate under the circumstances for academic submissions, and/or any actual or attempted effort to assist another student in cheating.
- Double submission, including any submission of an academic work for more than one course without expressed permission.
- Fabrication, including any falsification or creation of data, research or resources to support academic submissions.

Grade Contestation: We strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future. If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade in person. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.

Accommodations for Students with Disabilities: If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <http://www.umich.edu/~sswd/> Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshoun Price-Reed (ndp@umich.edu), 734-936 0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf 16

Dependent Care Resources: For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site

(<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Religious Observances: Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Well-Being Breaks: The university has added two mid-week, one-day “well-being breaks” without any scheduled academic activities (including classes):

- Wednesday, February 24th, 2021
- Tuesday, March 23rd, 2021

These well-being breaks are important as we continue to face challenging times. Counseling and Psychological Services will be expanding this year with eight additional counselors to reduce wait times and augment services, which are mostly virtual for students during the pandemic. Additional wellness services such as Wolverine Wellness and Recreational Sports facilities also will continue to be available to the U-M community.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>.