



Course title:	Essentials of community and organizational practice
Course #/term:	SW509-001, Fall 2021
Time and place:	Tuesday, 2:00 PM – 5:00 PM; SSWB 2752
Credit hours:	3
Prerequisites:	None. Required essential course.
Instructor:	Sunggeun (Ethan) Park
Pronouns:	He, him, his
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Office hours:	Tuesday, 12:00 PM – 1:30 PM, and by appointment

Work-in-Progress

1. Course Statement

a. Course description

This course is partly survey in nature, touching on a range of methods, strategies, and skills in macro practice, specifically community organization, management, and advocacy. It provides an appreciation of the historical and contemporary importance of these social work methods as well as opportunities for students to develop practical skills. With opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice, the course places special emphasis on approaches that strengthen socially just and culturally sensitive practice.

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 policymaking, planning, and program development. Course content addresses concepts and practice skills involving assessment, engagement, and intervention planning at the macro level, and strategies to work effectively with communities, organizations and groups. Content also includes reflective practice and utilizing interpersonal skills in macro practice. The course will offer skill-building in some tasks that are important to beginning social work practice, such as understanding and developing spreadsheets, meeting facilitation, teamwork, collecting and presenting basic data, and communicating effectively.

b. Course objectives and competencies

- Use anti-oppressive and anti-racist frameworks to describe examples of systemic and structural root causes of contemporary social welfare issues (Essential 22, 33, 39, 45; EPAS* 1, 2, 3, 5, 6, 7, 8, 9).
- Apply inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational and community contexts (Essential 1, 9, 11, 14, 15, 16, 45; EPAS 1, 2, 3, 6, 7, 8).
- Articulate social work values and ethics in all organizational and community strategies to address contemporary social work and social welfare problems (Essential 26, 44; EPAS 1, 5).

- Practice engaging with teams, partnerships, collaborations, coalitions, and other alliances to build intraorganizational and interorganizational power and influence (Essential 8, 10, 40; EPAS 1, 6).
- Assess community needs and issues and identify community assets, indigenous solutions, capacities, and allies in partnership with organizational and/or community stakeholders (Essential 3, 7, 15, 20, 24; EPAS 2, 4, 6, 7, 8, 9).
- Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).
- Investigate how to engage with community partners to build community capacity to mobilize on issues and needs, develop services and strategies that enhance community well-being, and dismantle oppressive structures and systems (Essential 25, 29, 34, 45; EPAS 2, 3, 4, 5, 9).

* EPAS = Council of Social Work Education's Educational Policy and Accreditation Standards

c. Course design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, and individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning and implementation, in-person and online simulations and hands-on applications of real-world situations that arise in the field.

d. Intensive focus on PODS

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

Consistent with social work core values, the primary goals of Community and Organizational Practice are to enhance human well-being and help meet the basic human needs of all people. This course will devote resources and attention to the needs and empowerment of people and groups who traditionally have experienced oppression and marginalization. Course content and processes are designed to help students gain understanding of intersectional diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religious/spiritual practice, immigration status, and cognitive, mental or physical disability. In addition, students will be exposed to strategies for increasing social and racial equity and inclusion across settings.

e. Accommodations (adopted from the Reflection activity by Dr. Stephanie Rosen and U-M Center for Research on Learning and Teaching)

You have a right to inclusive and accessible education. I want to foster the academic success of all students. Let us work together to make sure that happens. This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to affect one's equal access to education negatively. If you find yourself not able to fully access the space, content, and experience of this course at any point in the term, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact the Services for Students with Disabilities (SSD) office (734-763-3000; <http://ssd.umich.edu>). If you

have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

f. Student wellbeing

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- **Counseling and Psychological Services (CAPS)** - confidential; 734-764-8312 and <https://caps.umich.edu/>; for after-hours urgent support, call and press 0; counseling, workshops, groups and more; Alejandro Rojas (aroja@umich.edu) is SSW's CAPS counselor.
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- **Multi-ethnic Student Affairs (MESA)** - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities
- **Sexual Assault Prevention and Awareness Center (SAPAC)** - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night
- **Well-being for U-M Students website** - searchable list of many more campus resources
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching and much more

d. Safety & Emergency Preparedness

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

All University of Michigan students, faculty, and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. For more information, view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>

2. Course Requirements

a. Class materials and course recording

All course readings and materials are available on Canvas or the U-M library. Log in to the Canvas dashboard and click the course title (i.e., SW603 001) to find the course materials.

Audio and video recording of in-class lectures and discussions are prohibited without the instructor's advance written permission. 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. Suppose the instructor chooses to record a class. In that case, the instructor 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 instructor's written consent.

b. Class schedule

Before Week 1.

- Draw two doodles
 - The primary purpose of these doodles is to reflect personal/professional experiences within the community and/or organizational settings. You will share this with your small group members.
 - Draw the first doodle on the roles and practices you anticipate doing in your first MSW field placement (aka. internship or practicum).
 - Draw the second doodle on where you see yourself five years from today.
 - Think about your dream job after the MSW program. What will you be doing?
 - Please use thick pens/paints, and feel free to use multiple colors.

Week 1. Introduction to community and organizational practice (8/31)

Learning Objectives:

- Recognize the importance of community and organizational practices
- Describe core skills and stakeholders for community and organizational practices

Activities:

- Share doodles in small groups
- Reflect personal/professional experiences within organizational settings
- Discuss similarities and differences between micro and macro social work practices.
- Review syllabus (backward reading)
- Set classroom interaction guidelines

Reading:

- (Optional) Course syllabus

Week 2. Community practice as a form of social work (9/7)

Learning Objectives:

- Reflect on the history of the social work profession
- Discuss the role of community social work practice
- Share and discuss the issue essay

Activities:

- Trina Shanks on what is community (video)
- Lecture on the history of social work (Gutiérrez & Gant)
- Share the community and organizational issue ideas

Reading:

- Gutiérrez, L.M. & Gant, L.M. (2018). Community Practice in Social Work: Reflections on Its First Century and Directions for the Future. *Social Services Review*, 92(4). Read 617-632, and skim 633-642.

DUE: Community and organizational issue essay

Week 3. Organizational management as a form of social work (9/14)

Learning Objectives:

- Discuss the importance of organizations in SW practice
- Recognize unique characteristics of human service organizations
- Identify anti-racist and anti-oppressive human service organizational practices

Activities:

- Lecture on unique characteristics of human service organizations (Hasenfeld)
- Giovianna Burrell on shifting organizational culture (YouTube)

Reading:

- Hasenfeld, Y. (2010). Human services as complex organizations. Thousand Oaks, CA: Sage Publications. Chapters 1 (skim) and 2 (read)
- (During a break) The characteristics of white supremacy culture. From *Dismantling Racism: A Workbook for Social Change Groups*, by Kenneth Jones and Tema Okun, ChangeWork.

Week 4. Engaging with communities and organizational stakeholders (9/21)

Learning objectives:

- Learn how to collaborate with community and organizational stakeholders ethically
- Value community and organizational context and expertise
- Discuss the ethical issues related with community and organizational social work practices

Activities:

- Participate in the interactive workshop on Entering, Engaging & Exiting Communities facilitated by TBA (guest lecturer, Ginsberg Center)
- Trina Shanks on ethics, values, and principals
- Discuss ethical dilemma case studies

Reading:

- TBA

Week 5. Recognizing community and organizational change needs and gathering information (9/28)

Learning Objectives:

- Understand the role of power in effecting community and organizational changes
- Identify methods for gathering information about communities and organizations.

Activities:

- Power mapping exercise (<https://commonslibrary.org/wp-content/uploads/tCA-Process-guide-power-mapping.pdf>)
- Chimamanda Adichie on the danger of a single story (TedTalk)

Reading:

- Branom, C. (2012). Community-based participatory research as a social work research and intervention approach. *Journal of Community Practice*, 20(3), 260-273.

Week 6. Assessing community and organizational needs and developing community and organizational change plans (10/5)

Learning objectives:

- Describe and practice methods of assessment in communities and organizations.
- Learn the process of community and organizational change plan development
- Apply systems thinking to develop community and organizational change plans

Activities:

- Lecture on the community and organizational change plan development process
- Practice a community-based system dynamics technique (Connection circle)

Reading:

- Hovmand, P.S. (2014). *Community-based system dynamics*. New York, NY: Springer. (Chs 1 & 2)
- (Watch over a break) Introduction to connection circles.
<https://www.youtube.com/watch?v=hUb7SmgDE1Q>

Week 7. Community and organizational change plan report-out. (10/12)

Learning objectives:

- Review the progresses made on community and organizational change plans

Activities:

- Share community and organizational change plans
- Provide feedback on the change plans

Reading:

- Community and organizational change plans from other groups

DUE: Community and organizational change plan and related materials

Tuesday, October 19, 2021 is a fall study break. There will be no class. Take a good care of yourself and close ones.

Week 8. Developing and managing financial resources (10/26)

Learning objectives:

- Describe effective financial resource management
- Explore various methods for building resources in community and organizational change efforts.

Activities:

- Lecture on basic concepts on finance and how to read financial statements
- Bloomerang on “What If Pizza Shops Were Funded Like Nonprofits?” or Dan Pallotta’s TED Talk

Reading:

- Foster, W. L., Kim, P., & Christiansen, B. (2009). Ten nonprofit funding models. *Stanford Social Innovation Review*. 7(2). 32-39

Week 9. Advocating for community and organizational changes (11/2)

Learning objectives:

- Understand and recognize social construction, policy agenda formulation, and framing processes
- Understand basic components of community and organizational advocacy

Activities:

- Lecture on social construction, policy agenda formulation, and framing processes
- Participate in the interactive lecture on the community and organizational advocacy facilitated by TBA (guest lecturer)

Reading:

- Lens, V. (2004). Principled negotiation: A new tool for case advocacy, *Social Work* 49(3), 506-513.
- Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 12 "Using the Advocacy Spectrum," (pp.340-370).
- McCue, B. (2012). *The Lobbying Strategy Handbook*, Chapter 10 "The 10 Steps Strike Again! Breaking the Tire Cycle" (pp. 223-250).
- McNutt, John (2012). *The Lobbying Strategy Handbook*, Chapter 11 "Fighting for Justice in Cyberspace" (pp. 251-268).
- Gladwell, M. (2010). Small change: why the revolution will not be tweeted. *The New Yorker* October 4, 42-49. http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell

Week 10. Evaluating community and organizational changes (11/9)

Learning objectives:

- Understand core elements of evaluation practice
- Consider the processes and resources required for evaluation practice

Activities:

- Participate in the interactive lecture on the program evaluation in social work practice facilitated by Sue Ann Savas (Clinical Associate Professor at SSW)
- Examine and improve exiting evaluation reports

Reading:

- TBA

Week 11. Terminating & Voices from the field (11/16)

Learning objectives:

- Reflect on the process of community and organization projects
- Engage with social workers leading community and organizational changes
- Practice on preparing and asking questions

Activities:

- Participate in the interactive workshop on the Exiting Community facilitated by TBA (guest lecturer, Ginsberg Center)
- Interact with guest speakers (TBA)

Reading:

- TBA

Week 12. Fieldwork day (11/23)

Activities:

- Group work for the Letter of Intent.
- Possible last minute site visits and key informant interviews

Thanksgiving recess starts on 11/23 at 5:00 PM.

Week 13. Group report-out I (11/30)Learning objectives:

- Deliver professional presentation on the community and organizational change proposal
- Provide constructive feedback to peers

Activities:

- Community/organizational issue project report outs

Reading:

- Letter of Intents developed by presenting groups

DUE: Letter of Intent and related materials**Week 14. Group report-out II (12/7)**Learning objectives:

- Deliver professional presentation on the community and organizational change proposal
- Provide constructive feedback to peers

Activities:

- Community/organizational issue project report outs
- Course re-cap

Reading:

- Letter of Intents developed by presenting groups

DUE: Letter of Intent and related materials**c. Assignments**

There are four (4) major graded assignments for this course and expectations of engaged reading and regular attendance that contribute to a learning environment. These items are summarized below.

Assignments	Grading mechanisms	Dues	Weights
1. Community and organizational issue essay (Individual)	A full grade will be given if submitted on time	Week 2	10%
2. Development of a change effort for the identified issue (Group)	Self/Peer-graded	Week 7	20%
3. Letter of Intent (Group)	Self/Peer-graded	Week 13/14	30%
4. Coaching for improved performance simulation (Individual)	A full grade will be given if submitted on time	Week 14	5%
5. Active and engaged reading (Individual)	A full grade will be given if annotations were made on time	on-going	20%
6. Attendance and participation (Individual)	Peer (10%) & Instructor-graded (5%)	on-going	15%

Please note:

- All assignments are to be completed by the due date at the beginning of the class (i.e., Tuesday at 2:00 PM ET). Exceptions will be granted with the permission of the instructor in advance of the due date. **Assignments submitted late without such consent will be downgraded 5% points each day the work is turned in past the due date and time, including weekends.**
- Please include appropriate authorship attribution for paraphrases or ideas acquired from another source or proper citations, including page numbers, for direct quotes. You may choose any citation formats (e.g., APA, Chicago, etc.) or use footnotes. But each reference should include enough information (e.g., authors, journal/publication name, volume/issue number, date, URL, DOI, etc.), so the readers can locate the original work. Please use the same style throughout the assignments. Reference page(s) will not be included in the total page count.
- Please format your papers in 12-point font, with 1-inch margins, single-spaced.
- Rules regarding the length of papers should be strictly adhered to. They are designed to reinforce the discipline of writing clearly and succinctly. **Assignments will be downgraded 5% points for each additional page.**

Culminating assignment (Assignments #1-3)

Purpose and description: The purpose of this assignment is to integrate and apply the concepts of this course. This assignment has three sub-assignments:

Course Outcomes: This assignment provides documentation of student ability to meet the following course outcomes:

- Use anti-oppressive and anti-racist frameworks to describe examples of systemic and structural root causes of contemporary social welfare issues (Essential 22, 33, 39, 45; EPAS 1, 2, 3, 5, 6, 7, 8, 9).
- Apply inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational and community contexts (Essential 1, 9, 11, 14, 15, 16, 45; EPAS 1, 2, 3, 6, 7, 8).
- Articulate social work values and ethics in all organizational and community strategies to address contemporary social work and social welfare problems (Essential 26, 44; EPAS 1, 5).
- Practice engaging with teams, partnerships, collaborations, coalitions, and other alliances to build intraorganizational and interorganizational power and influence (Essential 8, 10, 40; EPAS 1, 6).
- Assess community needs and issues and identify community assets, indigenous solutions, capacities, and allies in partnership with organizational and/or community stakeholders (Essential 3, 7, 15, 20, 24; EPAS 2, 4, 6, 7, 8, 9).
- Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).
- Investigate how to engage with community partners to build community capacity to mobilize on issues and needs, develop services and strategies that enhance community well-being, and dismantle oppressive structures and systems (Essential 25, 29, 34, 45; EPAS 2, 3, 4, 5, 9).

P.O.D.S. Capacities: This assignment connects to the following P.O.D.S. capacities:

- Capacity Area A: Social Justice Vision and Actions
 - Envision what social justice could look like in specific practice contexts
 - Use processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics (e.g., use accessible language, attend to

- power and marginalizing dynamics in groups and organizations, value diverse leadership and participation styles).
 - Build on positive sources of power to envision and work toward social justice; work to reduce disempowerment.
 - Build on indigenous knowledge/experiences of individuals, groups, and communities in practice and evaluation.
- Capacity Area B: Working with Others for Justice
 - Demonstrate intersectional humility in communication and interactions with others.
 - Assess the advantages and disadvantages of working collaboratively within and/or access groups (defined by positionality and stigmatized status) and act accordingly.
 - Initiate and promote dialogue/alliances/and collaboration where/when appropriate within and across groups and boundaries.
- Capacity Area C: Critical Structural Thinking
 - Analyze types, levels and sources of power in practice contexts, theories and actions.
 - Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).
 - Value and use multiple ways of knowing and constructing knowledge.
- Capacity Area D: Critical Awareness, Use of Self, and Strengthening Survival and Coping Strategies
 - Learn from those with different voices, values and experiences, including different ways of knowing.
 - Demonstrate knowledge and skills for intersectional humility (be able to suspend one's own assumptions and perspectives in order to understand / recognize alternative world views).
 - Cultivate and use a critical "third eye" (ability to observe and evaluate one's own actions and their consequences).
- Capacity Area E : Praxis
 - Modify existing theories/knowledge and generate new knowledge/awareness based on these reflections and critical structural thinking

1. Community and organizational issue essay (individual; due in week 2; 10% of the grade; automatic)

This piece of the assignment is designed to identify and understand a problem or opportunity within a community or an organization. To identify and analyze one specific issue of a community or an organization, you may have the easiest time looking at the issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other issues not listed that you could pursue.

- Community Issues: High crime in a specific area, lack of certain human services, high cost of living, limited access to fresh produce.
- Organizational Issues: High staff turnover, lack of diversity within a board of directors, funding issues, program expansion.

If you have a difficulty in identifying a community or an organizational issue, feel free to browse an idea from the Connect2Community website (<https://connect2community.umich.edu/>) managed by the Ginsberg Center at the University of Michigan. The website host dozens of the local volunteer opportunities (or projects) that you can engage in rightaway. In other words, the Ginsberg Center can provide extra supports (e.g., connections with local stakeholders) – a very helpful feature for anyone with limited community or organizational practice experiences.

Write a brief essay (up to 1-page in length, single-spaced) on an issue you believe to be addressed. Students submitting the essay on time will receive full grade (10% of the grade). During Week 2, students will be asked to share their essay ideas in front of the small group within five (5) minutes. This informal presentation will not be graded.

This component of the assignment has several purposes:

- To learn the skills necessary for understanding and analyzing a community or organization;
- To gain experience in reflective practice at the community or organizational level; and
- To learn and practice skills important to working in a team.

2. Development of a change effort for the identified issue (group; due in week 7; 20% of the grade; self/peer-graded)

A change effort should be designed and implemented in a clear and thoughtful way. Change plans focus on changing behavior by intervening in the environment. This can vary greatly. A change plan may be a new policy, a modification in programming, an introduction of new practices, or a combination. Groups will (1) write a change plan (up to 5-pages in length, single-spaced) and (2) deliver a 15-minute presentation summarizing their plan. Please consider this assignment as a mid-term check-in. Groups will deliver an expanded and updated plan and presentation at the end of the semester.

In the change plan, the groups need to (1) *identify the audience*, (2) *clearly define and describe the issue*, (3) *analyze possible causes*, (4) *propose an intervention plan*, and (5) *identify potential resources and anticipated obstacles to execute the plan*. Please make sure that your plan matches or connects clearly to assessment findings, demonstrates an understanding of the problem and how the problem is situated within the specific organization or community. Your plan also should demonstrate that the needs and voices of those most impacted have been considered/integrated in the plan. Assume your reader is a busy professional (e.g., community and organizational leaders). Because the task is to write a professional plan—not an academic paper, letter, or editorial—the plan should be firmly grounded in practical concerns. It should be to-the-point and assume a formal (professional) tone rather than an overly familiar one in terms of writing.

The 15-minute presentation should describe the issue as well as the intervention plan or proposed solution. Each group will decide who the audience will be. Groups should deliver a presentation that can educate your audience about an issue. Therefore it should be engaging and easy to understand. Groups may (or may not) use whatever visual aids you think will enhance your presentation. Please be prepared for questions from the audience. Small group discussions will follow question and answer time to re-cap the group's issue analysis and solution formulation processes and identify missing/under-discussed dimensions.

The change plan is due at 2:00 PM ET on the date the plan will be discussed. Group members will evaluate their change plan, presentation quality, and each group member's contributions (20% of the grade).

This component of the assignment has several purposes:

- To explore what an intervention plan may look like for an organization or community;
- To learn when and why to use an intervention plan;
- To practice the creation and development of a realistic intervention plan.
- To learn and practice skills important to working in a team.

3. Letter of Intent (group; due in weeks 13&14; 30% of the grade; self/peer-graded)

This assignment is the culmination of the work done throughout the semester. This assignment involves (1) the development of a Letter of Intent (LOI, or proposal) that can be submitted to a foundation or funding organization to support the change plan that your group come up with and (2) a 15-minute presentation.

The LOI may not exceed 6 pages (all single-spaced). The page limit exclude budget, budget narrative, and timeline but does include cover letter. Groups should write the LOI as though they were senior managers or development team members of a community-based agency. Groups should their organization a name and provide a brief description of the agency. You may use a real agency or create your own. A proposed effort should be 1-2 years in length and have a budget of \$100,000 or less. The assignment's central goal is to learn skills associated with proposal development. Thus, you should identify a real foundation or funding organization that provides grants in group's core issue area. Groups will conceptualize and draft a LOI addressing all of the essential elements required by the funder. Here is a general description of a typical LOI elements with suggested lengths:

- COVER LETTER (i.e., a transmittal letter; a full 1-page): This letter should highlight the main points of the proposal and indicate to the potential funding source why this project is important for them to fund. You will need to explain why the proposal may be of interest to the funder. Letter head is optional.
- AGENCY DESCRIPTION (a paragraph): A brief description of the agency, including mission, target population(s), and primary services. You can also include any key collaborators or partners related to the proposed services as well as agency personnel and strengths in relation to the project.
- BACKGROUND (1-2 pages): A brief description of the issue/problem you propose to address and why it is significantly important
- GOALS & OBJECTIVES (few sentences): State the project's goals and major objective (link the goals and the objectives to your description of the project)
- PROJECT NARRATIVE (< 3 pages): Propose an intervention plan in detail and identify potential resources and anticipated obstacles to execute the plan.
- BUDGET and BUDGET NARRATIVE: Estimate how much money will you need to carry out the project based upon its objectives in a table and explain how each budget item relates to the project.
- TIMELINE: Provide a general timeline to give the funding source an idea of the project steps and activities. Gantt chart is optional.

You may want to develop other "leave behind" items. This can be a handout, brochure, brief summary, or some other item of your choosing. This written item should support and/or further explain the points made in your presentation. If your visual aid is in the form of a handout or pamphlet please provide hard copies for the class. Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format available here: <http://www.lib.mich.edu/ug/research/citation/guide/AP5thed/pdf>.

Groups should develop a 15-minute presentation summarizing the LOI. Each group will decide who the audience (classmates) will be (e.g., foundation boards, community groups). It should be engaging and easy to understand. Groups may (or may not) use whatever visual aids you think

will enhance your presentation. Please be prepared for questions from the audience. Small group discussions will follow question and answer time to re-cap the group's issue analysis and solution formulation processes and identify missing/under-discussed dimensions.

The LOI is due at 2:00 PM ET on the date the LOI will be discussed. Group members will evaluate their LOI, presentation quality, and each group member's contributions (30% of the grade).

This part of the assignment has several purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.
- To think critically about what information will be compelling to a stakeholder audience.

4. Coaching for improved performance simulation (Individual; on-going; 5%; automatic).

Some essential courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment. In this class, we will be practicing the coaching skill. The format and process of coaching has great value in diverse social work practice contexts. To access the simulation, go to: <https://training.simmersion.com/>, and register with the access code that you received.

For this assignment, you will review the lesson about coaching (within the simulation), and complete the simulation 5 times (or reach 80% proficiency, whichever comes first) by 12/7/2021. After completing each simulation, please submit your transcripts to me via email (sunggeun@umich.edu). You can generate a PDF file of your transcript by clicking the "Transcript" tab at the top of the window > clicking "Print" button at the upper-right corner > changing "Destination" to "Save as PDF". While this assignment can be done at any point throughout the semester (hard due date is 12/7/2021), I encourage you do it rather soon, before your semester heats up. This coaching simulation assignment is worth 5% of your grade.

5. Active and engaged reading (individual; on-going; 20%; automatic)

Active and engaged readings are essential parts of the learning process. Students will make more than three quality comments on each required readings for each week to receive full credits using the Perusall app on Canvas (you can find the button on the left side of the menu). Comments on each week's reading are due at the beginning of the class.

6. Attendance and participation (individual; on-going; 15%, peer/instructor-grading)

The School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade, and the instructor will notify the student's faculty advisor and MSW program director. Given the nature of course assignments and in-class skill-building activities and discussions, if you fail to attend most sessions, you may not complete assignments, and the instructor may ask you to withdraw from the course. Small group members will grade your degrees of attendance and discussion participation (10% of the grade).

The instructor will grant the last 5% of the grade based on his/her/their evaluation of a student's attendance and participation, and **most students will receive a zero point.** Students control 95% of the grade (through self-grading, peer-grading, and automatic grading) for this course. Based on my prior experience with this course and other courses that I taught at SSW, many students got perfect 95%. Many would see this as somewhat surprising and problematic. One of the lessons that we got out of this course and many learning opportunities, in general, is

that "we are not perfect." This pattern of behavior can be a testimony that students' self- and peer-evaluation are biased. Therefore, I reserved a right to control the last 5% of the grade to differentiate those who deserve "A+." I believe the highest grade should be reserved for the best students based on the instructor's judgement. **I may grant marginal points for some students to gently improve their grades** [e.g., 3.89 (B+) → 4.00 (A-); 4.35 (A-) → 4.40 (A)]. But, again, most students will receive a zero point for the last 5% of the grade. I am against the SSW culture issuing inflated grades and students expecting the best grades, which makes the grading a useless evaluation tool and untrustworthy. If you have an issue with my approach and believe that you deserve an upgrade, please make your case.

Suggested classroom interaction guidelines (adopted from the University of Michigan Center for Research on Learning & Teaching materials)

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **We are calling in, not calling out.** We invite you to clarify your intent and rephrase your original expression to avoid a negative impact.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- **Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process. Let's not judge (or freeze) people based on past experiences and comments.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- **Understand that others will come to these discussions with different experiences from yours.**
- **Consider and respect your and other's identifies and experiences.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.
- **Honor the silence and pause.** We all need extra time to process content, reflect on our experiences, and formulate opinions.

d. Grading

Grades are earned by completing the work on the assignments. A 100-point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+	98–100	B+	87–89.99	C+	77–79.99	D	<69.99 (no credit)
A	94–97.99	B	84–86.99	C	74–76.99		

A- 90–93.99 B- 80–83.99 C- 70–73.99

Please note: Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor before the final week of class.

e. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course 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 and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. 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.

f. Health-Related Class Absences

Please evaluate your own health status regularly, refrain from attending class, and come 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 to make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

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

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

Appendix A. Rubrics for Assignments #2 & #3.

Rubric for Written Assignment Evaluation

Your name:

	Excellent (4)	Highly competent (3)	Fairly competent (2)	Not yet competent (1)	Grade
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained the knowledge presented in class and synthesized in new ways and relate to material not covered.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	__ / 4
Structure	Ideas are presented in a logical and coherent manner throughout the assignment. The reader can effortlessly follow the argument.	The reader can follow the structure of the argument with very little effort.	The reader cannot always follow the structure of the argument.	The reader cannot follow the structure of the argument.	__ / 4
Argument	Essay contains a clear argument.	An argument is present, but reader must reconstruct it.	Author attempts, but fails, to make an argument.	No attempt is made to articulate an argument.	__ / 4
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do additional research to accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	__ / 4
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms are always explained.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms are usually explained.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms are rarely explained.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms are rarely explained.	__ / 4
Total					__ / 20

Rubric for Oral Presentation Evaluation

Your name:

	Highly competent (3)	Fairly competent (2)	Not yet competent (1)	Grade
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.	__ / 3
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.	__ / 3
Accuracy of content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a listener. Some information is accurate but the listener must determine what information is reliable.	__ / 3
Use of language	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely. Both oral language and body language are free from bias (e.g., sexism, racism, heterosexism, agism, etc.).	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise. Oral language and body language are free from bias with one or two minor exceptions.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited/inappropriate. Oral language and/or body language includes some identifiable bias.	__ / 3
Responsiveness to Audience	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience	Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Responds to questions inadequately. Body language reveals a reluctance to interact with audience.	__ / 3
Total				__ / 15

Other comments:

-
-
-

Group Work Assessment

Directions: Please review the *group work assessment rubric* in the next page and rate your group members in each of the categories below. Place the number of points in the blanks below their name. Be honest in your evaluations. Rewarding someone points for work they did not do is not fair to the group. Total the points at the bottom. All group members' scores will be averaged from each evaluation sheet.

	Member:	Member:	Member:	Member:
Contributions & Attitude				
Cooperation with Others				
Focus, Commitments				
Team Role Fulfillment				
Ability to Communicate				
Accuracy				
Total:				

Feedback on group dynamics:

- What went really well with your group?

- Were the behaviors of any of your group members particularly valuable or detrimental to the group? Explain.

- If you had to do another group project, what would you do differently next time?

Rubric for Group Work Assessment

	4. Advanced - exceeds expectations	3. Competent - meets expectations	2. Progressing - does not fully meet expectations	1. Beginning - does not meet expectations
Contributions & Attitude	Always cooperative. Routinely offers useful ideas. Always displays positive attitude.	Usually cooperative. Usually offers useful ideas. Generally displays positive attitude.	Sometimes cooperative. Sometimes offers useful ideas. Rarely displays positive attitude.	Seldom cooperative. Rarely offers useful ideas. Is disruptive.
Cooperation with Others	Did more than others. Highly productive. Works extremely well with others.	Did own part of workload. Cooperative. Works well with others.	Could have shared more of the workload. Has difficulty. Requires structure, directions, and leadership.	Did not do any work. Does not contribute. Does not work well with others.
Focus, Commitments	Tries to keep people working together. Almost always focused on the task. Is very self-directed.	Does not cause problems in the group. Focuses on the task most of the time. Can count on this person.	Sometimes focuses on the task. Not always a good team member. Must be reminded to keep on task.	Often is not a good team member. Does not focus on the task. Let others do the work.
Team Role Fulfillment	Participates in all group meetings. Assumes leadership role. Does the work that is assigned by the group.	Participates in most group meetings. Provides leadership when asked. Does most of the work assigned by the group.	Participates in some group meetings. Provides some leadership. Does some of the work assigned by the group.	Participates in few or no group meetings. Provides no leadership. Does little or no work assigned by the group.
Ability to Communicate	Always listens to, shares with, and supports the efforts of others. Provides effective feedback. Relays a lot of relevant information.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provides some effective feedback. Relays some basic information that relates to the topic.	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking. Rarely listens to others. Provides little feedback. Relays very little information that relates to the topic.	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provides no feedback. Does not relay any information to teammates.
Accuracy	Work is complete, well-organized, error-free, and done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, inaccurate, and is usually late.	Work is generally sloppy and incomplete, contains excessive errors, and is mostly late.

Adapted from rubrics developed by Cornell University Center for Teaching Innovation (2019).

Appendix B. Rubric for group member evaluation on attendance and participation

This final peer evaluation is for you to evaluate the contributions of all the members to the group’s effort on this semester. The group effort encompasses attendance and participation in meetings, contributions to products, presentations,, administrative tasks, and group dynamics.

Please rate each team member along the following dimensions (5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never).

Group member name	Member:	Member:	Member:	Member:	Member:
a. Meets deadlines					
b. Contributes to group discussions in positive way					
c. Listens to teammates & respects their contributions					
d. Shares information with teammates					
e. Changes opinion when appropriate					
f. Gives and accepts timely and constructive feedback					
g. Encourages innovative thinking among group members					
h. Takes on additional responsibility					
i. Facilitates group problem solving					
j. Want to work with [group member] in the future on a group project					
Total (Max = 50)					

Please **allocate a total of 100 points among your group members, including yourself, with higher points going to those members who contributed most.** In the case of totally equal contribution, points should be equal among all group members (e.g., 20 points for each member).

Group member	Points
Your name:	
Member:	
Member:	
Member:	
Member:	
Member:	
Total	100