



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

Course title:	SW509 Essentials of Community and Organizational Practice		
Course #/term:	SW 509 Fall 2021		
Time and place:	Tuesday 2:00-5:00 p.m. SEB2218 This course is not taught within the SSW building. (directly next door in the School of Education) Program Type: Residential Format: In-Person		
Credit hours:	3		
Instructor:	Brooke Buys		
Pronouns:	she/her/hers		
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	You may expect a response within 24 hours		
Office:	2738		
Office hours:	By appointment		

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.

Course Objectives

- 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).

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.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (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.

Accommodations

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services**

(CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Jamie Boschee) at (734) 763-7894 or by email at jboschee@umich.edu. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus 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. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

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/>.

Course Materials

This course utilizes **Canvas** as a resource for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on those sites.

Please review the sites carefully. Login to the Canvas portal at: <https://canvas.umich.edu> to find the course materials.

There is **no required text** for this course. Readings for each topic are listed on Canvas. Students are expected to have completed assigned readings prior to in person class sessions, as these will serve as the basis for class discussion, activities, and assignments.

Assignments & Grading

There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

Assignment	Due Dates	Weight
• Advocacy Assignment	10/12	25%
• Group Project & Presentation	11/16	35%
• Budget and Fundraising Plan	12/7	20%

<ul style="list-style-type: none"> • Attendance & Participation (including reflection paper, Pecha Kucha, on-line forums, class activities, and Coaching Simmersion simulation.) 	Ongoing	20%
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Grading

Grades are earned by successfully 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 C+ 77-79 D <69 (no credit) A 94-97 B 84-86 C 74-76
A- 90-93 B- 80-83 C- 70-73

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 prior to the final week of class.
- All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor ***in advance*** of the due date for the assignment.
- Students are to use APA "citation format" for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. 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 on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: (http://www.lib.mich.edu/ug/research/citation_guide/AP5thed/pdf)
- +No other aspects of the APA style guide will be used. Instead, students are expected to prepare all assignments as "professional reports," i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, *italics*, **bold**, etc.

Course Outline and Readings

Session, Topic & Date:

Session 1 August 31. Introduction: Overview & History and Components of Macro Practice -- The values, history and components of macro practice -
- The challenges of macro practice in a multicultural society

Readings (Please read before class):

Primary:

Netting, Kettner, McMurty, & Thomas (2012), *Social Work Macro Practice*, Chapter 1 "An Introduction to Macro Practice in Social Work," (pp. 1-31).

Optional:

Progress and Plans for Grand Challenges for Social Work
<https://view.pagetiger.com/grand-challenges-impact-report-2021>

Session 2 September 2. Advocacy as a Form of Social Action

9/7 -- Models of advocacy
-- Policy advocacy

Reflection Essay due

Readings:

Primary:

Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 12 "Using the Advocacy Spectrum," (pp.340-370).

Optional:

Lens, V. (2004). Principled negotiation: A new tool for case advocacy, *Social Work* 49(3), 506-513.

McNutt, John (2012). The Lobbying Strategy Handbook, Chapter 11 "Fighting for Justice in Cyberspace" (pp. 251-268). **OR**

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

Session 3 September 14. Introduction to Communities: Understanding and Engaging with Communities and Their Populations

- Defining the community
- Different conceptualizations of community and their implications
- Typologies of community organization
- Empowerment theory and community organization practice

Readings:

Primary:

Quiros, L. (2020). *Incorporating Diversity and Inclusion Into Trauma-informed Social Work: Transformational Leadership*. Routledge, Chapter 2 "Trauma Informed Practice as the Foundation for Positive Disruption" (pp. 26-39).

Beckwith, D. & Lopez, C. (2010). Community Organizing: People Power from the Grassroots. Center for Community Change. (MOOC article)

Optional:

Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 5 "Critical Organizing

Frameworks” (pp. 1-20).

Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 4 “The Concept of Community in Social Work Practice” (pp.94-129).

Staples, L.H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups* 23(2), 19-35.

Video: Holding Ground or Gaining Ground

Session 4 September 21. Introduction to Organizations: Understanding and Engaging with Human Service Organizations and Their Populations

- The structure, mission, & goals of non-profit community-based organizations --Management Theories
- Decision making, power, authority, and politics of non-profit organizations

Readings:

Primary:

Hasenfeld, Y. (2010). Human services as complex organizations. Thousand Oaks, CA: Sage Publications. Chapter 2 “The Attributes of Human Service Organizations” (pp. 9-32).

Quiros, L. (2020). *Incorporating Diversity and Inclusion Into Trauma-informed Social Work: Transformational Leadership*. Routledge, Chapter 4
“Transformational Leadership” (pp 60-81).

Optional:

Bradach, J. (2003). Going to scale: The challenge of replicating social programs. *Stanford Social Innovation Review*, 19-25.

Sutton, R. (2003). Sparking nonprofit innovation: Weird management ideas that work, *Stanford Social Innovation Review*, 42-49.

Session 5 September 28. Researching and Gathering Information

- Using American Factfinder and Census data
- Constructing a community profile
- Frameworks for analyzing geographic data

Readings:

Ohmer, M.L. & DeMasi, K. (2009). Consensus Organizing: A Community Development Workbook. Ch. 6 “Understanding Communities: Their History and Current Conditions.” Thousand Oaks, CA: Sage Publications.

Activity:

Power mapping exercise

(<https://commonslibrary.org/wp-content/uploads/tCA-Process-guide-power-mapping.pdf>)

Library Presentation (videos by Darlene Nichols)

Group Pre-presentation Reflection Due

Session 6 October 5. Assessing Community and Organizational Needs and Strengths

- Conducting a community needs assessment
- Asset mapping: Identifying community strengths
- Assessing organizations

Readings:

Primary:

Netting, Kettner, McMurty, & Thomas (2012), *Social Work Macro Practice*, Chapter 6 "Assessing Communities," (pp. 167-207).

Austin, M & Vu, C. (2012). Assessment of organizations. In C.A. Gilsson, C.N. & K. M. Sowers (Eds). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions* (pp. 131-157).

Optional:

McKnight, J. (2013). A Basic Guide to ABCD Community Organizing. Asset Based Community Development Institute. Northwestern University, Evanston, IL.

Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. *American Journal of Community Psychology* 31(3/4), 293-300.

Session 7 October 12. Intervening in Communities and Organizations

- Organizing and Mobilizing Communities
- Developing Interventions

KU toolbox for developing interventions

<https://ctb.ku.edu/en/developing-intervention>

Readings:

Primary:

Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 9 "Tactics for Change" (pp. 1-20).

Optional:

Trickett, E. J., Beehler, S., Deutsch, C., Green, L. W., Hawe, P., McLeroy, K., ... & Trimble, J. E. (2011). Advancing the science of community-level interventions. *American journal of public health*, 101(8), 1410-1419.

Advocacy Assignment Due

10/19 Fall Break

Session 8 October 26 Program Development, Implementation, Monitoring

- Linking programs to organizational mission and goals:
- Models & stages -- Translating goals into objectives:
- Promoting community participation -- Evaluating program outcomes
- Managing information

Readings:

Primary:

Martin, L. (2009). Program planning and management. In R. J. Patti (Ed.). *The handbook of human services management (2nd ed)*. Thousand Oaks, CA: Sage.

Optional:

Kellogg Foundation (2004). Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide. Battle Creek, MI: Kellogg Foundation.

Session 9 November 11 Community Observation/Group Preparation Day

Session 10 November 9. Ethical and Legal Issues in Macro Practice

- The meaning of ethics and ethical analysis in macro practice
- Ethical issues in macro practice
- Legal foundations of community-based nonprofit organizations

Readings:

Primary:

Hoefer, R. (2006). Social justice and advocacy practice. In *Advocacy practice for social justice*. Chicago, IL: Lyceum Books.

Optional:

Alinsky, S. (1972). Of means and ends, in *Rules for radicals* (pp. 24 – 47). New York: Vintage Books.

Hardina, D. (2004). Guidelines for ethical practice in community organization, *Social Work* 49 (4), 595-604.

National Association of Social Workers, (1996/2008). *Code of Ethics*, revised, Washington, D.C.: Author.

<http://www.socialworkers.org/pubs/code/code.asp>

Session 11 November 16. Intervention Presentation

11/16 Leave Behind Item/Visual Due

Session 12 November 23 Possible Asynchronous Class. Resource Development & Management

11/23 Proposal writing: Strategies for resource development

Readings:

Primary:

Hager, M., Rooney, P. & Pollak, T. (2006). How fundraising is carried out in US nonprofit organizations, *International Journal of Nonprofit and Voluntary Sector Marketing*, 7(4), 311-324.

Optional:

Coley, SM & Scheinberg, CA (2014). *Proposal Writing: Effective Grantsmanship-5th edition*. Thousand Oaks, CA: Sage Publications

Session 13 November 30 Human Resources Management, Inter-Organizational Practice

Visioning and Strategic Planning in Community-Based Organizations

Readings:

Primary:

Hopkins, K.M. (2009). Supervision, development, and training for staff and volunteers. In R.J. Patti (Ed.). *The handbook of human services management (2nd ed.)*. Thousand Oaks, CA: Sage.

Optional:

Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 9 "Using Work Groups: Committees, Teams, and Boards" (pp.248-271).

Session 14 December 7. Evaluating, Terminating, and Sustaining Social Change Social Policy and the Future of Macro Practice

12/7 --Course Summary and Issues for the Future

Readings:

Primary:

Burghardt (2011), *Macro Practice in Social Work for the 21st Century*, Chapter 11 "Summing Up, Moving Forward" (pp. 303-321).

Optional:

Mondros, J. (2013). Political, social, and legislative action. In M. O. Weil, M. Reisch, & M. Ohmer (Eds.), *the handbook of community practice* (2nd ed.). (pp.345-359) Thousand Oaks, CA: Sage.

Budget/Fundraising Plan Assignment Due

Submit Pecha Kucha slides at the end of this week.

Descriptions of Assignments for SW 560

1. Advocacy Assignment (Individual Project)

There are two options for the *Advocacy Practice Assignment: Speak Out or Coalition Assignment*

Option A: Advocacy Practice Assignment: Speak Out

Hoefler (2009) defines advocacy practice as when a "social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice." Using this assignment to operationalize our School's emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

Step 1: Select an issue

Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. It can be an issue related to a policy you have studied in your social welfare policy course. Or, if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

Step 2: Research the issues

Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

Step 3: Write your statement

Select the proper forum for your advocacy effort. This could include a letter to the editor, a Facebook blog, a Youtube video, or a speak out script from a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of

government, or the board of directors of a human service organization. Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

Step 4: Reflect on the process

In the effort to be reflective practitioners, you are expected to write a two-page, double spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular issue you did and the rationale for how you framed it.
- In terms of your project, what do you see as its strengths and the areas for improvement? While it is appropriate to focus on the product developed, emphasis should be given to the process or skills you used to develop your opinion piece or prepared testimony.
- Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Option B: Coalition Assignment

Step 1: Identify a local organization

Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue that you have interest in.

Step 2: Gather information on the organization

Interview someone in a leadership role and review written and on-line materials that the organization, coalition or collaboration has available and use newspapers as resources to understand the current context.

Step 3: Write a Statement

Prepare a written 3 to 5 page (double-spaced) overview to analyze the group's effort and your opinion of its effectiveness. In this overview, define the issue, describe the organization, coalition or collaboration and who is involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group's effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process

You are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process.
- What knowledge or skills did you gain from the assignment?
- In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
- Reflect on the potential impact of this organization's advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Work to submit to instructor-Submit as one document via Canvas on October 12th.

- **Option 1:** Opinion piece, written testimony (Option 1), 3-5 page Written Summary
- **Option 2:** Bibliography and/or list of interviews conducted

- *Reflection paper*

2. Community or Organizational Intervention (Team Project)

This course will have one connected master assignment with multiple products, designed to help you pull together what you have learned through the semester.

There are several important dates regarding this assignment:

- Pre-presentation reflection (prepared as a group) **Due by September 28th**
- Intervention Presentation, including a visual/leave behind item, summary of team minutes, and group evaluation (prepared individually). **Due in class November 16th.**
- Budget and fundraising plan. **Due by last day of class, December 7th.**

Tasks

1. Develop Teams

You will be given time to form self-selected teams in the third class session. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles can rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g. at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.

Effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore, your groups are expected to keep minutes of your meetings. Minutes should be at least one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

2. Identification of a community or organizational barrier/gap or opportunity This piece of the assignment is designed to identify and understand a problem or opportunity within a community or a community organization. You will spend some time identifying and analyzing one specific issue. You may have the easiest time looking at 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.

- a. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food.
- b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

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.

After you have selected your community or organizational problem, in the spirit of reflective practice, as a group write a 1-2 page, double-spaced paper addressing the following points:

- What community or organizational problem and why?
- What are some of the things you might examine to make the case for this issue?

- What are your initial ideas about a possible intervention?
Also feel free to list any questions or concerns you would like to consult with me about.

Please ensure that each team member's name is listed on the top of the page. Bullet points or short paragraphs are fine. The use of headings is encouraged. References are not necessary, but you are expected to integrate ideas from the course.

Work to submit to instructor—Due in class September 28th

3. The development of a change effort for this identified issue

A change effort should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing behavior by intervening in the environment. This can vary greatly. An intervention plan may be a new policy, a change in programming, new practices, or a combination.

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.

4. An original presentation and materials, detailing both the issue/problem and the proposed solution

Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

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.

This **third part of the assignment** is the culmination of the work done through the semester.

It ***requires each group*** to:

Create a 15-minute presentation detailing the needs assessment (part 2), as well as the intervention plan or proposed solution (part 3). You will decide who the audience (our class) will be. That is, if you decide you are doing a presentation to a potential funder, we will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions.

Develop a “leave behind” item. You must include some leave behind item. This can be a handout, brochure, brief summary, PowerPoint presentation 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/citationguide/AP5thed/pdf>.

Work to submit to instructor as a team—Due in class November 16th. Please give these things to me *before* your presentation.

- Minutes from your group meetings
- Copy of your Power Point slides and leave behind item/visual aids
- After the presentation, each team member is to reflect on the group process thus far and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be done by filling in the evaluation form that will be provided.

Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience.	10
The community or organizational need/issue/problem is clearly identified.	10
Assessment: <ul style="list-style-type: none"> • includes all relevant stakeholders • data collection methods are appropriate for this need/issue/ problem and community/organization 	20
The change effort/intervention plan presented: <ul style="list-style-type: none"> • 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 • demonstrate that the needs and voices of those most impacted have been considered/integrated in the plan 	20
The presentation supplemental materials: <ul style="list-style-type: none"> • demonstrates graduate level work (graduate level quality) • demonstrates an understanding of course materials 	20

Engagement: <ul style="list-style-type: none"> • demonstrates the use of theoretical frameworks such as human behavior in the social environment or person-in-environment within the project group and/or with external stakeholders, such as organizations or communities • Demonstrates the use of empathy, reflection and interpersonal skills within the project group and/or with external stakeholders 	20
TOTAL	100

The final part of the assignment is to generate a budget and fundraising plan for your proposed intervention.

1. FUNDRAISING PLAN: Note what you hope to accomplish and how you plan to raise the money.

2. BUDGET: Estimate cost of intervention (how much money will you need to carry out the project based upon its objectives).

3. BUDGET NARRATIVE: Provide a one-page single-spaced narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget.

4. TIMELINE: Provide a specific timeline to give an idea of the project steps and activities (consider using a Gantt chart).

5. COVER LETTER: Include a cover letter with the fundraising plan. This letter should highlight the main points of the intervention idea and indicate to the potential funding source why this project is important and the amount you would like to have funded. You may want to explain why the proposed intervention may be of interest to the recipient.

Submit to instructor-as one document via Canvas December 7th.

- Fundraising Plan (includes summary of plan, timeline, budget, and budget narrative)
- Cover Letter to make pitch to someone (foundation, individual donor, social media appeal)

(Note: Late submissions will be accepted only in extraordinary circumstances.)

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 across 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

Reflective Assignments: Self-Assessment of Learning

This consists of short responses turned in throughout the term. Essays should be 1-2 pages typed, double-spaced, 12-pt font, and proofread before submission. None of these will be graded for content, but each is worth 5 points and counts toward participation grade.

Essay one: Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

Describe your personal and professional goals. What do you hope to be doing 6 years from now? How will the MSW degree and this course in particular assist you in meeting your goals? Discuss your own strengths and limitations with regard to participating in this course. Describe the things you hope to learn in the course.

Due: September 7th (please submit via Canvas).

Pecha Kucha Assignment: Japanese for "chit chat," a *pecha kucha* is a presentation format in which each presenter is allowed 20 images, displayed for 20 seconds each. Select 20 different pictures or images to describe what you have learned during the semester. You can write a few notes for each to relate to class materials or insights. Start collecting pictures and images throughout semester.

What specific knowledge and skills have you developed in this course that you can use in future practice? How has class experience this term affected your ideas about social justice and/or social work practice? How have you shifted your goals or expectations?

Due: anytime after the group presentation in November, but must be in by December 10th (please submit via Canvas).

In Class Discussions: Facilitate one class with a fellow student (and the professor). There will be an outline and prompts provided, but the two students will lead dialogue related to readings, topic and/or prompts.

Due: Ongoing/As Assigned

Coaching Simulation: Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment, with an online "client." In this class, we will be practicing the skill of coaching. For this assignment, you will review the lesson about coaching (within the simulation), and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). While this assignment can be done at any point through the semester, I encourage you do it rather soon, before your semester heats up. To access the simulation, go to: <https://sites.google.com/umich.edu/simmersion/home>, and click "Request Access to SimMersion Simulations."

Due: Ongoing/Anytime

Class Participation

Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning.

Class Recording and Course Materials

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

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](#).

Health-Related Class Absences

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