



Course title:	Skills & Strategies for Community Change
Course #/term:	SW 653, Section 001 – Fall 2021
Time and place:	Friday, 2-5pm, Virtual
Credit hours:	3
Prerequisites:	N/A
Instructor:	Kathryn Berringer, AM
Pronouns:	[She, her, hers]
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Office hours:	By appointment

1. Course Statement

a. Course description

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

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

Illustrative skills may include: critical reflection, program/organizational evaluation, monitoring, campaign analysis, and participatory evaluation

b. Course objectives and competencies

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

c. Course design

This course will consist of a combination of brief lectures, discussion, and direct application of skills in small groups or pairs to combine theory, action, and reflection in the practice of community change work. It is important that students come prepared to fully engage in order to get the most out of this class. Additionally, this class does not approach education from a “banking” perspective, where knowledge from the teacher is deposited into students (see Paulo Freire’s *Pedagogy of the Oppressed* in our syllabus). Everyone in the classroom has expertise and experience to offer in the learning space. Thus, students will be asked to bring and share examples and root theories of change in their own background and experience.

Synchronous class: Each week we will have synchronous (live) class lecture ranging from 60-90 minutes. However, to optimize our time together, acknowledge the limits of our attention spans, and to follow online teaching best practices, I will strive to keep our lectures and discussion closer to 60 minutes, immediately followed by time to apply lecture topics to skills lab assignments. To create the best possible learning environment for all of us, please join Zoom sessions from a laptop or computer and turn your camera and microphone on, if possible. Also, please be in touch with me if any circumstances arise that impact your full participation in the course in any way. These continue to be profoundly challenging times and virtual instruction presents its own unique difficulties – please reach out so we can find ways to support you and sustain your participation throughout the course.

Asynchronous class: In addition to our limited synchronous time together, you are expected to engage in our course content via our discussion board and other course assignments

each week. I highly encourage you to keep pace with the asynchronous materials (including group work) and engage immediately after class as if we are still going for the full three hours. This will keep you on track.

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

This course integrates PODS content and skills by identifying theories and practices that will help students to interrogate the connections between race, ethnicity, gender, socio-economic class, sexual orientation, disability, psychological and emotional wellbeing, and community change. Through the use of a variety of instructional methods, this course will provide students with tools to understand and apply theories to practice with diverse populations. “Community change” refers to a wide variety of organizational and individual practices. Privilege, oppression, diversity, and approaches to social justice shape these practices and the course of community change efforts in profound and myriad ways. This course provides students with tools to critically analyze the conditions shaping community change efforts and to advance social justice through the sets of activities (Plan-Scan-Do-Review) central to this course.

Briefly:

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

e. Anti-oppression statement.

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

status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. Class Requirements

a. Text and class materials

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

b. Class schedule (subject to change)

Session & Date	Topics Covered	Skills Lab	Readings
1: 9/3	<ul style="list-style-type: none"> • Introduction to the course & one another • Creating a co-learning environment 	N/A	Syllabus
2: 9/10	<p>Models of Engaged Learning</p> <ul style="list-style-type: none"> • Engaged pedagogy and learning goals • Defining “praxis” & “critical consciousness” • Interrogating professional education & identities • Identifying and interrogating ideologies • Praxis & Critical Consciousness Reflection #1 	N/A	<p>hooks, bell. 1994. “Engaged Pedagogy” in <i>Teaching to Transgress: Education as the Practice of Freedom</i>. New York: Routledge.</p> <p>Alinsky, Saul. 1971. <i>Rules for Radicals</i>. New York: Vintage. “The Education of an Organizer,” pp. 63-80.</p> <p>Rinku, Sen. 1996. “Alinsky Discovered Organizing (Like Columbus Discovered America).”</p> <p>Thomas, M.L., O’Connor, M.K.& Netting, F.E. 2011. A Framework for Teaching Community Practice. <i>Journal of Social Work Education</i> 47:2. 337-355.</p>
3: 9/17	<p>Practicing Reflexivity & Choosing an Issue</p> <ul style="list-style-type: none"> • Reviewing models of community change 	Self-Assessment	Checkoway, B. 1995. Six strategies of community change. <i>Community Development Journal</i> , 30(1), 2-20.

Session & Date	Topics Covered	Skills Lab	Readings
	<ul style="list-style-type: none"> • Power, self-interest & the status quo • How to select an issue: distinguishing between what I can do & what needs to be done. 		<p>O'Brien, L. T., & Crandall, C. S. 2005. Perceiving self-interest: Power, ideology, and maintenance of the status quo. <i>Social Justice Research</i>, 18(1), 1-24.</p> <p>Okun, T. White Supremacy Culture. PDF – open source: https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf</p> <p>Labor Notes. Bradbury, A. Brenner, M. & Slaughter, J. 2016. Lesson 4: Choosing an Issue. In <i>Secrets of a Successful Organizer</i>.</p> <p>Price, Jenny. 2021. <i>Stop Saving the Planet: An Environmentalist Manifesto</i>. 3rd Reason.</p>
4: 9/24	<p>Theories of Community</p> <ul style="list-style-type: none"> • Defining and locating “community” • Constructing community & issue framing • Issues of place, space, and boundary making • Pick your change focus for the course & consider its scale 	Framing an Issue	<p>Williams, Raymond. 1976. “Community.” In <i>Keywords: A Vocabulary of Culture & Society</i>.</p> <p>Chaskin, R.J. 2012. Theories of Community. In <i>The Handbook of Community Practice</i>. Weil, M., Reisch, M. S., & Ohmer, M. L. (Eds.). Sage Publications.</p> <p>Gotham, Kevin Fox. 1999. Political Opportunity, Community Identity, and the Emergence of a Local Anti-Expressway Movement.</p> <p><i>Further Reading:</i> Young, Iris Marion. 1986. The Ideal of Community and the Politics of Difference. <i>Social Theory & Practice</i> 12 (1): 1-26.</p>
5: 10/1	<p>Scaling the Issue</p> <ul style="list-style-type: none"> • Field theory • Roles as change agents • Issues of scale/scaling issues • Navigating insider & outsider positions 	Force Field Analysis	<p>Bargal, D. 2012. Kurt Lewin’s vision of organizational and social change. <i>The Routledge companion to organizational change</i>, 31-45.</p> <p>Carr, E.S. & Lempert, M. 2016. Introduction: Pragmatics of Scale. In <i>Scale: Discourse & Dimension of Social</i></p>

Session & Date	Topics Covered	Skills Lab	Readings
			<p><i>Life</i>. Oakland: University of California Press.</p> <p>Mathias, J. 2017. Scales of value: Insiders and outsiders in environmental organizing in South India. <i>Social Service Review</i>, 91(4), 621-651.</p>
6: 10/8	<p>Visionary Organizing</p> <ul style="list-style-type: none"> • Boggs model of visionary organizing • Visioning & futuring exercises • From “best practices” to emergence • Further exploring praxis & <i>conscientização</i> (critical consciousness) • Praxis & Critical Consciousness Reflection #2 	Creating a Vision	<p>Boggs, Grace Lee. 2012. “These are the Times to Grow our Souls.” <i>The Next American Revolution</i>. Oakland: University of California Press.</p> <p>brown, a. m. 2017. Emergent strategy: Shaping change, changing worlds. (interdependence and decentralization)</p> <p>Brennan, S. 2017. Visionary Infrastructure: Community Solar Streetlights in Highland Park. <i>Journal of Visual Culture</i>, 16(2), 167-189.</p> <p>Freire, Paulo. 1970. <i>Pedagogy of the Oppressed</i>. Chapter 3.</p>
7: 10/15	<p>Change Models & Tactics</p> <ul style="list-style-type: none"> • Organizing models & tactics • Strategic planning • “SMART” goals • Theories of change • Consciousness-raising tactics • Campaign strategizing 	Community Change Goal & Model	<p>Pyles, L. 2014. Chapter 9: Tactics for Change. In <i>Progressive Community Organizing: Reflective Practice in a Globalizing World (2nd Edition)</i>.</p> <p>Bobo, K., Kendall, J., & Max, S. 1991. 5. A Guide to Tactics. In <i>Organizing for Social Change: Midwest Academy Manual for Activists</i>.</p> <p>Community Toolbox. 2015. Ch 8: Develop a Strategic Plan. Retrieved from https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning</p> <p>Sarachild, K. 1970/2000. A program for feminist consciousness-raising. In <i>Radical Feminism: A Documentary Reader</i>, 273-276. New York: New York University Press.</p> <p>Labor Notes. Bradbury, A. Brenner, M. & Slaughter, J. 2016. Lesson 5: An Escalating Campaign. In <i>Secrets of a Successful Organizer</i>.</p>

Session & Date	Topics Covered	Skills Lab	Readings
8: 10/22	<p>Inquiry as Intervention</p> <ul style="list-style-type: none"> • History, theory & practice of Appreciative Inquiry • Community-Based Participatory Research: models & practice • Relationships, coalition building & intersectionality 	Appreciative Inquiry & Community-Based Participatory Research	<p>Bushe, G.R. 2012. Appreciative Inquiry: Theory & Critique. <i>The Routledge Companion to Organizational Change</i>, 87-103.</p> <p>Mullings, Leith et al. 2001. Qualitative Methodologies and Community Participation in Examining Reproductive Experiences: The Harlem Birth Right Project. <i>Maternal and Child Health Journal</i> 5 (2): 85-93.</p> <p>Le, V. 2020, February. The problem with everything being all about relationships [Blog post].</p> <p>Cole, E. R. 2008. Coalitions as a model for intersectionality: From practice to theory. <i>Sex roles</i>, 59(5), 443-453.</p>
9: 10/29	<p>Self-reflexive Narratives</p> <ul style="list-style-type: none"> • Story-telling as strategy • Reflexivity & story-telling • Praxis & Critical Consciousness Reflection #3 	Telling your story	<p>Ganz, M. 2009. Why Stories Matter. <i>Sojourners</i>, 38.</p> <p>Alcoff, Linda. 1991. The Problem with Speaking for Others. <i>Cultural Critique (Winter)</i>: 5-32.</p> <p>Poletta, F. 2006. "It was like a fever...": Why people protest. In <i>It Was Like a Fever: Storytelling in protest and politics</i>. Chicago, IL: University of Chicago Press. 32-52.</p>
10: 11/5	<p>Power & Social Movements</p> <ul style="list-style-type: none"> • Theories of power • Space & power • Relationship between social work & social movements • The power to disrupt • Multiple interests, coalitions, collaboration, conflict 	Power Mapping	<p>Ganz, M. 2014. Speaking of Power. Gettysburg Project.</p> <p>Gaventa, J. 2006. Finding the spaces for change: a power analysis. <i>IDS bulletin</i>, 37(6), 23-33.</p> <p>Miller, R.J. & Piven, F.F. 2012. Poor People's Movements and the Power to Disrupt: An Interview with Frances Fox Piven. <i>Journal of Poverty (16)</i>: 363-373.</p> <p>Avila, M. 2017. <i>Transformative civic engagement through community organizing</i>. Stylus Publishing, LLC. Chapter 2.</p>

Session & Date	Topics Covered	Skills Lab	Readings
			<p>Power Mapping Toolkit.</p> <p>Labor Notes. Bradbury, A. Brenner, M. & Slaughter, J. 2016. Lesson 3: Map Your Workplace & Its Leaders. In <i>Secrets of a Successful Organizer</i>.</p>
11: 11/12	<p>Participatory Evaluation</p> <ul style="list-style-type: none"> • Evaluation & power • Power, authority, and community-based participatory evaluation • Evaluating complex community initiatives 	Evaluating Change	<p>Wallerstein, Nina. 1999. Power between Evaluator & Community: Research Relations within New Mexico's Healthier Communities. <i>Social Science & Medicine</i> 49: 39-53.</p> <p>Kelly, T., Annie E. Casey Foundation. 2010. Five simple rules for evaluating complex community initiatives. <i>Community Investments</i>, 22(1), 19-22. Retrieved from https://www.frbsf.org/community-development/files/T_Kelly.pdf</p>
12: 11/19	<p>Engaged Feedback & Sustaining Change</p> <ul style="list-style-type: none"> • How to give & get feedback • How to sustain change • Praxis & Critical Consciousness Reflection #4 	Giving & Getting feedback	<p>Daring Feedback – The Engaged Feedback List</p> <p>Podcast: NPR Life Kit: 5 Tips to Help You Give Good Feedback https://www.npr.org/2021/08/20/1029652315/5-tips-to-help-you-give-good-feedback</p> <p>Saad, L.F. 2020. You and Being Called Out/Called In. In <i>Me and White Supremacy</i>. Sourcebooks.</p>
13: 12/3	<p>Final Presentation of Portfolios</p> <ul style="list-style-type: none"> • Wrap-up and presentations • Implementing change strategies • Presentation skills • Present paper/change ideas in small groups and give feedback to each other – focus on how you might approach change differently, any questions you have 		

c. Assignments

Submission of assignments

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

Assignment	Due date	Percent of overall grade	Points (1000 total)
Social Work Change Agents Skills Labs	Mondays at 11:59pm submitted via Canvas	40%	400
Praxis & Critical Consciousness Discussion Board Posts	9/17, 10/8, 10/29, and 11/19 11:59pm submitted via discussion board on Canvas	10%	100
Community Change Initiative - Portfolio	Due 11/20 by 11:59pm submitted via Canvas	25%	250
Community Change Initiative - Presentation	Schedule with instructor - week of 11/30	25%	250

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

Due: Mondays at 11:59pm

Point Allocation: 40 points each week/400 points total

Course Framework: Scan, Plan, Do & Review

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

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

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

Due: 9/11, 10/2, 10/23, and 11/20 by 11:59pm submitted via discussion board on Canvas

Point Allocation: 25 points each

Course Framework: Scan & Review

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

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

Assignment 3: Community Change Initiative (40% of grade)

Due:

- Complete Portfolio of Work due 11/19
- Final Presentation due the week of 11/29

Point Allocation:

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

Course Framework: Scan, Plan, Do, Review

Assignment Rationale

As a change agent in the field of social work, you will have the opportunity to work on change initiatives at the organizational and community level. Initiatives can be local, statewide, national or international. *Organizations* are faced with constant change; at times the change is forced from the outside, like funding or policy changes; at other times the change comes from within, an idea for a new way of working, a change in organizational structure, policies, or practices. *Community change* is often about either addressing local problems or inequities, or addressing social injustices (lack of affordable housing, stigma of mental illness, violence) at multiple

levels. A typical change process results in developing a new program, which is **not** the focus of this course.

Assignment Overview

In groups of 2-4, you will select a very specific and small-scale setting where you would like to create change and apply change strategies. This should be an actual setting (community or organization) where you live or currently work/intern. You and your group will complete portions of this assignment throughout the semester in your weekly “skills labs”. The final portfolio should be an updated and edited portfolio by the end of Session 12 (November 19th). During the last week of class (week of 12/3) you will meet with your instructor to present on your change idea, your theoretical basis, change approach, strategy, and vision. Each group will have up to 20 minutes to discuss your portfolio and the process of creating this change initiative.

The first three questions are things you should have done in some capacity before in your foundation courses such as: SW 650 (Theories & Practices of Community Change), SW 508 (Essentials of Social Welfare Policy), SW 590 (Introduction to Social Work Practice), and SW505 (Engaging Social Justice, Diversity, and Oppression in Social Work. These include concepts like problem identification, systems analysis, critical thinking, and critical analysis of institutions and systems and evidence-based practice.

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

Assignment Instructions

You and your group will complete this assignment throughout the semester in your weekly “skills labs” with an updated and edited portfolio of work due by the end of the day on 11/19.

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

- Present your case/issue
- Explain why this change is essential
- Analyze the context of the issue.

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

- Complete a force field analysis of the issue or change effort
- Write a vision for change
- Explore one change goal

- Select and explore a change model
- Develop an evaluation plan

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

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

Present your Case/Issue

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

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

Explain Why This Change is Essential

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

Analyze the Context of the Issue

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

Complete a Force Field Analysis of the Issue or Change Effort

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

1. Complete a Force Field Analysis
 - Analyze the power dynamics, stakeholders, and structures of the change context
2. Identify your Action System for Change

- Identify all members of the Action System for change.
- Describe the self-interest of each member you have selected to be on your team advocating for this change.
- Explain why you think it is important/strategic to have each of them there.

Write a Vision for Change

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

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

Select One Change Goal and One Change Model

1. Choose one goal related to your change initiative that is specific, measurable, achievable, relevant, and time-based (SMART)
2. Identify one change strategy to achieve the selected change goal (examples of strategies include: direct action, education/awareness campaign, social planning, community engagement, etc.)
2. Discuss the process needed to achieve your change goal using the selected strategy
3. Critique the selected strategy
 - a. What is valuable about using this strategy?
 - b. How do you know this change strategy will work with your community, organization, and change goal?
 - c. What are the limitations of using this strategy from a perspective of power, privilege, and oppression?

Explore the Change Model

1. Evaluate the strengths and weaknesses your model and strategy from an appreciative inquiry or Community-Based Participatory Research framework.
2. Incorporating your assessment of your model and strategy in #3, describe how are you plan to achieve the selected change goal.
3. Include a power analysis by developing a power map and discussing which stakeholders you plan to engage and why.

Develop an Evaluation Plan

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

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

Professional Practice:

- Using your self-assessment from the beginning of class, reflect on how you plan to incorporate an anti-oppression framework in your social work/professional practice.
- Provide an action plan on how you will incorporate the feedback you received from your colleagues into your professional practice.

Part 2 - Final Presentation

During the last week of classes (11/29-12/3), your group will set up a 20-minute meeting with your professor to discuss your change idea and present your portfolio. You will be presenting to the professor about your change idea, your theoretical basis, change approach, strategy, and vision. Each group will be assigned (based on availability) a 20-minute time frame during which you will present via Zoom with the professor.

d. Attendance and class participation (10% of grade)

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

Participation is broadly defined and includes synchronous class time as well as engaging in asynchronous content - including posting/submitting assignments on time, responding to questions or comments in a timely manner. Active participation also includes:

- thoughtful and consistent contributions to class discussions;
- asking questions;
- applying course concepts to questions about your own experiences;
- contributing to the learning of others;
- providing generous, respectful, considerate, and accurate feedback to others;
- identifying any unique learning needs or problems to the professor;
- verbal and nonverbal communication: please demonstrate that you are listening to your fellow classmates and engaging with their ideas, even when you are not speaking;
- use of office hours to discuss questions, concerns, and reflections that arise throughout the term in section and lecture. **Attending office hours is highly recommended if you are experiencing barriers to active participation in discussion for any reason.**

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

e. Grading

Students who actively participate in class discussions, keep up with asynchronous content, demonstrate active engagement with course activities, and submit written assignments on time can expect to receive a very good grade. Grade rubrics will be shared for all written assignments.

Excellent (A) work is work that is above course expectations. Students display excellent work (beyond course expectations) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work.

Good (B) work is work that meets course expectations. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the "excellent" category.

Work that Minimally Meets Course Expectations (C-D) displays evidence that course readings have not been covered, as observed in written or in class presentations/participation. Conceptual confusion and difficulty with critical thinking are evident in written and verbal work.

Failing (F) Work: Students demonstrate poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism (which automatically results in zero credits), and poor or unethical demonstration of practice skills.

99-100	A+	83-86	B	70-72	C-
93-98	A	80-82	B-	67-69	D+
90-92	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-

Late assignment policy: Communication is key! If you suspect you will need additional time for an assignment, please contact me with ample time to discuss accommodations. In general, points will not be deducted for late assignments as long as these are communicated in advance and alternative arrangements are made. Again, please reach out if you are experiencing any barriers to your full participation in the course, including completing assignments on time.

Please also review [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#) & [policy for grading in special circumstances](#).

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

f. Class Recording and Course Materials

Portions of lectures or entire class sessions may be recorded. All recorded lectures will be posted online for students to review. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published, or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found here: [Recording and Privacy Concerns FAQ](#)

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. Health-Related Class Absences

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

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

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