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/counseling; for after-hours urgent support, call and press 0; counseling, workshops, groups and more; Jamie Boschee (jboschee@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/](http://www.dpss.umich.edu/).

Register for UM Emergency Alerts at [http://www.dpss.umich.edu/emergency-management/alert/](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., SW509 005) 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. Should the instructor choose to record a class, they will decide which classes 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. Assignments

There are three (3) major graded assignments for this course as well as expectations of engaged reading, ongoing class participation assignments, and regular attendance that contribute to a learning environment. These items are summarized below.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocacy Assignment</td>
<td>10/11</td>
<td>25%</td>
</tr>
<tr>
<td>2. Group Project &amp; Presentation</td>
<td>11/15</td>
<td>35%</td>
</tr>
<tr>
<td>3. Budget and Fundraising Plan</td>
<td>12/6</td>
<td>20%</td>
</tr>
<tr>
<td>4. Coaching simulation &amp; reflections</td>
<td>On-going</td>
<td>20%</td>
</tr>
<tr>
<td>5. Active and engaged reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Attendance and participation</td>
<td></td>
<td></td>
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<tr>
<td>7. Discussions and Pecha Kucha</td>
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</tr>
</tbody>
</table>

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 10% 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.

• Students are use APA citation format for each assignment. 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. Reference page(s) will not be included in the total page count.

• 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.

• 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.

• 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](http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf)
c. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98–100</td>
</tr>
<tr>
<td>A</td>
<td>94–97.99</td>
</tr>
<tr>
<td>A-</td>
<td>90–93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87–89.99</td>
</tr>
<tr>
<td>B</td>
<td>84–86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80–83.99</td>
</tr>
<tr>
<td>C+</td>
<td>77–79.99</td>
</tr>
<tr>
<td>C</td>
<td>74–76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70–73.99</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69.99 (no credit)</td>
</tr>
</tbody>
</table>

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 a grade of incomplete, in writing, with the instructor before the final week of class.
## Flexible Course Outline

<table>
<thead>
<tr>
<th>Class Session Date</th>
<th>Learning Objectives</th>
<th>Required Readings and Assignments</th>
</tr>
</thead>
</table>
| 8/30/22 Session 1  | **Introduction to community and organizational practice**  
• Recognize the importance of community and organizational practices  
• Describe core skills and stakeholders for community and organizational practices | Course Syllabus  
Canvas: Session 1 Readings |
| 9/6/22 Session 2   | **Advocating for community and organizational changes**  
• Understand and recognize social construction, policy agenda formulation, and framing processes  
• Understand basic components of community and organizational advocacy | Canvas: Session 2 Readings  
Reflection Essay DUE |
| 9/13/22 Session 3  | **Understanding and Engaging with Communities – An Introduction**  
• Use social work values and principles to meet shared outcomes  
• Engage ethically with community members and organizations  
• Value community context and expertise | Canvas: Session 3 Readings |
| 9/20/22 Session 4  | **Understanding and Engaging with Human Service Organizations**  
• 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 | Canvas: Session 4 Readings |
| 9/27/22 Session 5  | **Introduction to Social Work Management and Leadership**  
• Understand the dynamics of management and leadership in social work organizations  
• Examine the role of boards of directors in social impact organizations  
• Recognize the role of collective action, coalition-building and collaboration in social change  
• Examine how social workers can use trust, vulnerability and leadership to manage in organizational and community settings  
• Understand the role of power in effecting change in communities and organizations | Canvas: Session 5 Readings  
Group Pre-Profile Reflection DUE |
| 10/4/22 Session 6  | **Researching and Gathering Information**  
• Identify methods for gathering information about communities | Canvas: Session 6 Readings |
- Understand the role of power in effecting change in communities and organizations
- Identify the role of technology in producing and reinforcing bias and oppression
- Identify methods for gathering information about communities

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/11/22</td>
<td>Session 7</td>
<td>Ethical and Legal Issues in Macro Practice</td>
<td>Discuss the ethical issues related with community and organizational social work practices; Learn how to collaborate with community and organizational stakeholders ethically; Explore guidelines for ethical practice in community organization</td>
</tr>
<tr>
<td>10/18/22</td>
<td>FALL STUDY BREAK</td>
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<tr>
<td>10/25/22</td>
<td>Session 8</td>
<td>Assessing Community and Organizational Needs &amp; Strengths</td>
<td>Describe and practice methods of assessment in organizations and communities; Identify key components of anti-racist and anti-oppressive assessment; Apply strategic thinking to community and organizational issues and challenges; Understand and apply plans for change</td>
</tr>
<tr>
<td>11/1/22</td>
<td>Session 9</td>
<td>Community Observation/Group Prep Day</td>
<td></td>
</tr>
<tr>
<td>11/8/22</td>
<td>Session 10</td>
<td>Intervening in Communities and Organizations</td>
<td>Compare the concepts of justice and charity in the context of social work interventions in communities; Identify ways to use motivational interviewing in organizational and community practice; Determine effective methods for promoting participation within and among groups; Identify systemic interventions to reduce poverty, increase wealth, access and opportunity</td>
</tr>
<tr>
<td>11/15/22</td>
<td>Session 11</td>
<td>Resource Development and Management</td>
<td>Discuss key components of fund development; Explore guidelines for fiscal management; Examine approaches to non-profit fundraising, philanthropy, and donor relations</td>
</tr>
<tr>
<td>11/22/22</td>
<td>Session 12</td>
<td>Group Preparation Day</td>
<td>Thanksgiving Break begins at 5 pm</td>
</tr>
<tr>
<td>11/29/22</td>
<td>Session 13</td>
<td>Evaluating, Terminating, and Sustaining Social Change</td>
<td>Explore practices that build and sustain inclusive, anti-racist and effective efforts; Identify exit strategies to maintain positive relations and sustain social change efforts when leaving a community</td>
</tr>
</tbody>
</table>
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**

Hoefer (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. Please include other perspectives, including opposing viewpoints, and why your advocacy is warranted. 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. I would encourage you to choose an outward facing topic in the community versus a School of Social Work issue, to give you exposure to community-based engagement (potential in settings that are unfamiliar to you).
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 news sources 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 11th
- 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-profile reflection (prepared as a group) **Due by September 27th**
- Intervention Presentation, including a legacy product, summary of team minutes, and group evaluation (prepared individually). **Due in class November 15th.**
- Budget and fundraising plan. **Due by last day of class, December 6th.**

Community or Organizational Intervention 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.
- 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 about which you would like to consult with me.

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 27th

3. The development of a change effort for this identified issue (present in section 4)

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 proposed solution

You’ve developed your change effort plan, now what? 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 part of the assignment is the culmination of the work done through the semester. It requires each group to:

1. 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.

2. Develop a “legacy product” item. You must include some product that you will contribute to the agency that will remain once your work is done, like your legacy to the organization/community. 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/citation-guide/APA5thed/pdf.

**Work to submit to instructor as a team—Due in class November 15th.**

*Please give these things to me before your presentation.*

- Minutes from your group meetings
- PowerPoint slides and legacy product 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.

**Assignment Rubric:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The community or organizational need/issue/problem is clearly identified.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• Includes all relevant stakeholders</td>
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<td></td>
</tr>
<tr>
<td>• Data collection methods are appropriate for this need/issue/problem and community/organization</td>
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<td></td>
</tr>
<tr>
<td>The change effort/intervention plan presented:</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• Matches or connects clearly to assessment findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates an understanding of the problem and how the problem is situated within the specific organization or community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate that the needs and voices of those most impacted have been considered/integrated in the plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presentation supplemental materials:</td>
<td>20</td>
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<td>• Demonstrates graduate level work (graduate level quality)</td>
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<td>• Demonstrates an understanding of course materials</td>
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<td>Engagement:</td>
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<td>• 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</td>
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<td>• Demonstrates the use of empathy, reflection and interpersonal skills within the project group and/or with external stakeholders</td>
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5) **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 6th.*

- 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.)

4. **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 6th (please submit via Canvas).

**Assignment two (Pecha Kucha):** 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?
c. How have you shifted your goals or expectations?

Due: anytime after the group presentation in November, but must be in by December 9th (please submit via Canvas).

**On-line Discussions:** I will post a question after each class. Each student is expected to make at least 3 posts on topics of interest. This should include at least one original post, but comments also count.

**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 to 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.”

**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.

d. **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](https://ssw.umich.edu/standard-policies-information-resources). 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](https://ssw.umich.edu/standard-policies-information-resources) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](https://ssw.umich.edu/standard-policies-information-resources). I also encourage you to review the [Statement of Student Rights and Responsibilities](https://ssw.umich.edu/standard-policies-information-resources) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](https://ssw.umich.edu/standard-policies-information-resources).

e. **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](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