



Course Title:	Essentials of Community and Organizational Practice
Course #/Term:	SW509-006, Fall 2022
Credit Hours:	3
Prerequisites:	None
Location Time:	Room B760 SSWB Tuesdays 2:00 – 5:00 PM <ul style="list-style-type: none">• Live-In-Person (Residential)
Instructor:	MONICA SAMPSON, LMSW
Pronouns:	[She/Her/Hers]
Contact info.:	Email: smonica@umich.edu Phone [313] 749.8910 You may expect a response within 48 hours
Office:	N/A
Office Hours:	By appointment only (Zoom Link Provided in Canvas)

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

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

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 ongoing Discussion Posts & Responses and Workbook Activities. An expectation of regular attendance and class participation that contributes to a learning environment is required. These items are summarized below with their relative weight. Details follow the course outline.

Assignment	Due Dates	Weight
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Motivational Interview & Simulation (Two assignments 10% each)	October 16, 2021	20%
Peer Review: Personal Social Change Ecosystem Map	November 19, 2021	20%
Culminating Assignment	Due November 22, 2022 Presentations November 30 & December 7	30%
Small Group Discussion (in-class participation and engagement)	On-going	15%
Workbook Activities (in-class participation and engagement)	On-going	15%

Grading

Grades are earned by successfully completing the work on the assignments. I do not usually include A+ however earning an 99-100% will earn you an A+ in this class. 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:

Assessment Classification	Range	Grade	Grade Point
Excellent Work	94-98	A	4.0
(above course expectations)	91-93	A-	3.7
Good Work	88-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7
Poor Work	78-80	C+	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C-	1.7
Failing Work	0-70	F	0.0

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. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including week-ends.
- 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](http://www.lib.mich.edu/ug/research/citation%20guide/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.

- Here are some reference links regarding grading:
 - [Grades in Academic Courses and in Field Instruction](#)
 - [Student Grievance procedures](#)
 - [CRLT Testing and Grading](#)
 - General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of the presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible have someone proofread for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I do grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

Class Schedule:

Week	Readings/Watch Before Class	Live Meet Date	Assignments & In- Class Activities on Canvas
Week 1 Aug 29-Sep 3 Overview	Read: <ul style="list-style-type: none"> • Community Organizing: People Power from the Grassroots Watch: <ul style="list-style-type: none"> • Core Organizing and Skills • Introduction to Strategic Thinking and Planning 	Aug 30 @ 2PM (B760 SSWB)	Assignment: <ul style="list-style-type: none"> • Suggested Guidelines for Class Participation (Links to an external site.) Workbook: <ul style="list-style-type: none"> • Social Work Practice
Week 2 Sep4-10 Ethics	Read: <ul style="list-style-type: none"> • The Role of Oppression, Marginalization and Racism • Four Codes of Ethics 	Sep 6 @ 2PM (B760 SSWB)	Discussion: <ul style="list-style-type: none"> • Value-Driven Social Work Workbook: <ul style="list-style-type: none"> • Systematic Racial Inequality and Anti-

	<p>Watch:</p> <ul style="list-style-type: none"> • Values, Ethics and Principles • The Role of Systemic Racism 		<p>Racism</p> <ul style="list-style-type: none"> • The Role of Ethics
<p>Week 3</p> <p>Sep 11-17</p> <p>Recognizing</p>	<p>Read:</p> <ul style="list-style-type: none"> • Highlander Center • Targeted Universalism • Leadership in Communities (reading and videos) <p>Watch:</p> <ul style="list-style-type: none"> • Data and Online Information • Information Gathering • Inspiring Social change Through Community Organizing • Introduction to Social Work Management • Management and Leadership • Power Analysis • Cooperative Economic and Civil Rights. • From BLM to Black Liberation 	<p>Sep 13 @ 2PM</p> <p>(B760 SSWB)</p>	<p>Workbook:</p> <ul style="list-style-type: none"> • Social Change Through Community Organizing • Building Power • Social Work Leadership
<p>Week 4</p> <p>Sep 18-24</p> <p>Gathering Information</p>	<p>Read:</p> <ul style="list-style-type: none"> • Technology Power and Social Justice (also a video) <p>Watch:</p> <ul style="list-style-type: none"> • What is a community • What is an Organization • Enacting Leadership • Board of Directors • Discrimination, Marginalization and Oppression 	<p>Sep 20 @2PM</p> <p>(B760 SSWB)</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Marginalization in Management Reflection • What is an Organization <p>Workbook:</p> <ul style="list-style-type: none"> • Case Study: "Black CAP" • Role of Technology
<p>Week 5</p> <p>Sep 25-Oct 1</p>	<p>Watch:</p> <ul style="list-style-type: none"> • Social Media 	<p>Sep 27 @2PM</p> <p>(B760 SSWB)</p>	<p>Class Activity</p>

<p>Advocating</p>	<p>for Social Change</p> <ul style="list-style-type: none"> • Grassroots Community Organizing – ACT UP: United in Anger • Building Accountable Communities and Restorative Justice 		<p>90 min group activity Gathering Information and advocating</p>
<p>Week 6 Oct 2-8 Assessing</p>	<p>Read:</p> <ul style="list-style-type: none"> • Community Assessment • Introduction to PhotoVoice Task • Community Toolbox: Developing Strategic and Action Plans • Resources for Organizational Practice <p>Watch:</p> <ul style="list-style-type: none"> • Introduction to Assessment • Assessment and Force Field Analysis • Images of an Assessment Tool • Understanding your Environment – Deeper Dive into SWOT • Planning for Change • Organizational Capacity Tool • White Supremacy Culture and Anti-Racist Policy Review 	<p>Oct 4 @ 2 PM (B760 SSWB)</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Apply Kotter’s Model <p>Workbook:</p> <ul style="list-style-type: none"> • Assessment • Gallery PhotoVoice • SWOT Analysis
<p>Week 7 Oct 9-15 Engaging</p>	<p>Read:</p> <ul style="list-style-type: none"> • Community Engagement – Collaborating for Change • Other People’s Problems • Oath for Compassionate Helpers • Problematic Histories of Engagement: 	<p>Oct 11 @ 2PM (B760 SSWB)</p>	<p>Assignment Due: Oct 15</p> <ul style="list-style-type: none"> • Simulation • Motivational Interviewing <p>Discussion:</p> <ul style="list-style-type: none"> • Entering the Community • Engage All Voices in a Meeting <p>Workbook:</p>

	<p>The "White Savior" Complex</p> <p>Watch:</p> <ul style="list-style-type: none"> • The Complexity of Doing Good • Want to Help Someone? Shut up and Listen! • Recognize Community Expertise • The Spoken Word • Public Narrative-How to Tell a Story • Strategic and Inclusive Meetings • 10 Ways to Use a Spectrogram Online 		<ul style="list-style-type: none"> • Other People's Problems • Oath for Compassionate Helpers
<p>Week 8</p> <p>Oct 17-23</p>		<p>Fall Break</p> <p>Enjoy</p>	
<p>Week9</p> <p>Oct 23-29</p> <p>Developing and Managing Resources</p>	<p>Read:</p> <ul style="list-style-type: none"> • Sample Grant Budgets • Sample Letters of Inquiry • Ten Nonprofit funding models <p>Watch:</p> <ul style="list-style-type: none"> • Introduction to Fund Development • Individual Doners • Events • Role of Philanthropy in Decolonizing Wealth • Grants • Fiscal Management 	<p>Oct 25 @ 2PM</p> <p>(B760 SSWB)</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Make the Ask <p>Workbook:</p> <ul style="list-style-type: none"> • Making the Ask • Fiscal Management
<p>Week 10</p> <p>Oct 30-Nov 5</p> <p>Intervene in Communities</p>	<p>Read:</p> <ul style="list-style-type: none"> • Charity and Justice • Promoting Participation <p>Watch:</p> <ul style="list-style-type: none"> • Introduction to Community-Level 	<p>Nov 1 @ 2PM</p> <p>(B760 SSWB)</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Charity and Justice • Promoting Participation Among Diverse Groups • Conflict Resolution Case Study <p>Workbook:</p> <ul style="list-style-type: none"> • Movement for Justice

	<p>Interventions</p> <ul style="list-style-type: none"> • Conflict Management 		
<p>Week 11</p> <p>Nov 6-12</p> <p>Intervening in Organizations</p>	<p>Read:</p> <ul style="list-style-type: none"> • Anti-Racist Organizational Practice <p>Watch:</p> <ul style="list-style-type: none"> • Decision Making Process • Essential Human Resource Functions • Employee Life Cycle • Anti-Racist Human Resource Development (also a reading) • Working with Volunteers 	<p>Nov 8 @ 2PM</p> <p>(B760 SSWB)</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • Human Resources • Putting It All Together in Organizational Practice <p>Workbook:</p> <ul style="list-style-type: none"> • Organizational Culture
<p>Week 12</p> <p>Nov 13-19</p> <p>Evaluating / Terminating</p>	<p>Read:</p> <ul style="list-style-type: none"> • Overview of the Social Change Eco-System Map Assignment • Sustaining Community Change <p>Watch:</p> <ul style="list-style-type: none"> • Sustaining Social Change (also a reading) 	<p>Nov 15 @2PM</p> <p>(B760 SSWB)</p>	<p>Assignment Due: Nov 19</p> <ul style="list-style-type: none"> • Peer-Review: Personal Social Change Ecosystem Map
<p>Week 13</p> <p>Nov 20-22</p>	<p>This class will be spent finalizing and rehearsing your Presentations.</p>	<p>Nov 22 @ 2PM</p> <p>(B760 SSWB)</p>	<p>Assignment Due: Nov 22</p> <ul style="list-style-type: none"> • Culminating Assignment • please include outline and/or notes <p>Culminating Assignment Presentation and "Leave Behind"</p>
<p>Week 14</p> <p>Nov 27-Dec 3</p>		<p>Nov 29 @2PM</p> <p>(B760 SSWB)</p>	<p>Culminating Assignment Presentation and "Leave Behind"</p>
<p>Week 15</p> <p>Dec 4-9</p>		<p>Dec 6 @ 2PM</p> <p>(B760 SSWB)</p>	<p>Culminating Assignment Presentation and "Leave Behind"</p>

Descriptions of Assignments and In-Class Activities for Participation for SW 509-006

Small Group Discussion (in-class) (5 points each, total 15% of grade) Please note these group discussions will be part of class engagement and participation. Specific instructions on posts and responses are attached to each discussion in Canvas. Please be sure to follow all instructions. Responses should be thoughtful extensions that expand individual thinking.

Workbook Activities (5 points each, total 15% of grade) Please note these activities will be part of class engagement and participation. These activities will be group/breakout activities. Your individual responses will be due as a canvas submission as indicated. Please submit assignments via text box or file upload for grading. Please ensure you are answering **ALL** Reflection Prompts for full credit.

Motivational Interviewing (10 Points, 10% of total grade) due October 15th. Watch the video about Motivational Interviewing, it's 28 minutes long. Please respond to the following prompts, based on the case presented at the end of the video. You should: a) respond to one or more of the discussion prompts below using an **MI framework**, AND b) reply to at least one posting made by a classmate.

Discussion prompts:

- What would be your general framework for approaching a conversation with Franklin?
- What tools would you employ? What would that look like? Why would you employ them?
- What problems might this be creating for Franklin? How might you help Franklin identify them?
- What barriers do you anticipate? How would you deal with them?
- How would your approach differ from the non-MI coaching approach I presented in the video?

Simulation (10 Points, 10% of total grade) due October 15th 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 motivational interviewing. While this particular simulation is more micro in focus (your client "Gabe" is referred to you for concerns about his alcohol use), the format and process of motivational interviewing has great value in a macro context.

For this assignment, you will review the lesson about motivational interviewing (within the simulation) and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). You must then screenshot your completion page and submit the screenshot to this Canvas assignment. (Full credit will be given if completed by October 16th. Late submissions will be graded down)

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."

SimMersion Coaching Simulation link to [Slides to Introduce the Simulation](#)

Peer Review: Personal Social Change Ecosystem Map (100 Points, 20% of grade) due November 19th. In this peer-review assignment, you will work to pull together key concepts from the course and apply them to a social change effort in which you are currently involved, OR in which you aspire to be involved. Think creatively about what the “effort” is; perhaps it is a program in an organization, or a community or global campaign, or an issue about which you are passionate. In this assignment, we are primarily focused on how you apply the concepts from this course to this effort.

For your peer-reviewed assignment, your task is to compose a report of your personal social change ecosystem map. To create this report, you will reflect on the prompts that are included in the section below. You are invited to add other media to your report if you are moved to do so; if you choose you may build a slide deck, a series of infographics, add poetry, photographs, or artwork, though ***there is no requirement to add multimedia elements***. Make sure to consult the grading rubric to ensure that you have responded to all the requirements of the assignment.

This assignment should be roughly 800-1200 words in total. Please use 12-point or larger sans serif font. You will be required to upload a copy of your report of your personal social change ecosystem map, so we strongly recommend composing your report in a word processing program like Microsoft Word or a similar program that can export PDFs.

Your submission will be graded by two of your peers using the grading rubric that you were provided in the previous course item. The score that you receive on your assignment will be an average of the two scores that you were given by your graders. In order to receive your final score, you will also need to complete two peer reviews of other learners’ submissions. Once you have graded two submissions, and two of your peers have graded your submission, your score will become visible for you to review.

Culminating Assignment (100 total points 30% of grade) due November 22th. All materials must be submitted. Please ensure if your presentation’s visual aids do not meet the rubric requirement, It will be expected that you turn in your outline or a paper that will demonstrate your understanding of Part 1 and 2 (this is optional and not required; however, your presentation runs the risk of becoming dense with content)

Tasks:

1. *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.

2. *The development of an 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.
3. *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:

1. **Create a 15-minute presentation** detailing the needs assessment (part 1), as well as the intervention plan or proposed solution (part 2). 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 “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/citation/guide/AP5thed/pdf>.

Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience.	10 points
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The community or organizational need/issue/problem is clearly identified. 10 points

Assessment:

- included all relevant stakeholders
 - data collection methods were appropriate for this need/issue/ problem and community/organization
 - demonstrates the use of anti-racist/anti-oppressive framework(s)
- 30 points

The intervention plan presented:

- 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
 - demonstrates that the needs and voices of those most impacted have been considered/integrated in the plan
- 30 points

The presentation supplemental materials:

- demonstrate graduate level work (graduate level quality)
 - demonstrate an understanding of course materials
 - are accessible to universal audiences
- 20 points

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.