University of Wisconsin – Madison School of Social Work

Social Work 840, Advanced Macro Practice
Spring 2017 – Syllabus
Tuesday, 1:20-3:15; Social Work 110

Instructor of record: Dan Meyer
Email: drmeyer1@wisc.edu
Offices: 3434 Social Science and 212 Social Work
Office Hours: Tuesday 3:30-5:00 at Social Work and by appointment

Additional instructor: Laura Dresser
Email: ldresser@wisc.edu
Offices: 7122 Social Science and 303 Social Work
Office Hours: Thursdays 10:30 -noon at Social Work and by appointment

I. Catalogue Description

This course explores multiple approaches social workers use to influence groups, organizations, communities and systems. Concepts, theories and models of macro level practice and advance practice skills for addressing complex practice and organizational situations are examined.

II. Course Overview

Regardless of your chosen level of intervention – direct practice, community or group, organizational or policy – your future work as a professional social worker will regularly involve experiences that span the micro-macro spectrum, and thus require your ability to draw upon skills across that spectrum. This advanced course is designed to further develop your competencies in macro social work in the area of working effectively within, advocating for, and helping to develop and change human service organizations.

Beyond being a core component of social work, organizational management practice can be a particularly powerful promoter of social justice: it is often through managing organizations and social systems that formerly marginalized individuals and groups experience (re)enfranchisement, inclusion – and where social problems are addressed on a large scale. These skills and perspectives are the foundation for considering advocacy and issues of justice outside agencies as well.

This course will teach you about leading within human service organizations, from effectively interacting with and supporting people within the agency to managing current programs and developing and implementing new ones. More generally, it will provide you with more refined insights about how to be an effective member of such an organization. Finally, it will help you see the relationship between these skills inside agencies and how they can be used to support social justice at a broader level.

The class operates as an interactive seminar: you will learn about these skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises.
The Tuesday 1:20 and Thursday 3:30 sections are paired. As detailed below, some sections of this course will be taught by Professor Meyer, and some sections will be taught by Professor Dresser. This has the distinct advantage of a student being able to capitalize on two instructors with different expertise. Assignments will be graded by the faculty member responsible for that content, as noted; final responsibility for grades for this section of the course will be determined by Professor Meyer.

### III. Course Competencies and Practice Behaviors, and Assignments

Social Work Education is framed by a competency based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measurable practice behaviors learned through classroom and field experiences, and which are derived from social work knowledge, values and skills. Social Work students will find that this course contributes to their achievement of the core competencies as follows:

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1: Identify as a professional social worker and conduct oneself accordingly</td>
<td>1) Apply knowledge of social services, policies and programs relevant to advanced practice; 2) Collaborate with and articulate the mission of social work to others</td>
<td>Class Presentation Assignment, Take Home Exam</td>
</tr>
<tr>
<td>2.1.2: Apply SW ethical principles to guide professional practice</td>
<td>1) Evaluate ethical dilemmas related to problems and issues in advanced practice</td>
<td>Organizational Equity Assessment</td>
</tr>
<tr>
<td>2.1.3: Apply critical thinking to inform and communicate professional judgments</td>
<td>1) Identify &amp; synthesize multiple sources of knowledge to understand policy/practice issues related to advanced practice; 2) Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to advanced practice; 3) Utilize effective communication skills with diverse [parties] related to advanced practice</td>
<td>Logic Model Assignment, Advocacy Strategies Paper, Class Presentation Assignment, Take Home Exam</td>
</tr>
<tr>
<td>2.1.4: Engage diversity and difference in practice</td>
<td>1) Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in advanced practice; 2) Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems</td>
<td>Organizational Equity Assessment</td>
</tr>
<tr>
<td>2.1.5: Advance human rights and social and economic justice</td>
<td>1) Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advanced practice; 2) Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes relevant to advanced practice</td>
<td>Organizational Equity Assessment, Advocacy Strategies Paper</td>
</tr>
<tr>
<td>2.1.6: Engage in research-informed practice and</td>
<td>1) Critically evaluate and utilize theoretical and empirical research relevant to the problems</td>
<td>Logic Model Assignment, Advocacy Strategies Paper,</td>
</tr>
</tbody>
</table>
### IV. Course Content

**Week 1: January 17: Introduction to Course** (Meyer/Dresser)

**Week 2: January 24: Social Work, Ethics, and Social Justice** (Dresser)
- Janet Finn (2016). *Just Practice*, Chapter 3: Ethics, Values, and Visions (pp. 94-138)
- Jabril Faraj (Dec 14, 2016) Nonprofits must alter focus to become force for social change, expert says. Milwaukee Neighborhood News Service. (http://milwaukeenns.org/2016/12/14/nonprofits-must-alter-focus-to-become-force-for-social-change-expert-says/?mc_cid=04adba524c&mc_eid=05aacc5f09)

**Week 3: January 31: Leadership in Organizations** (Meyer)
- Brody & Nair, Chapter 1

*Organization budget and financial statements due to Canvas due January 30, 11:59pm (background for Financial Statement Assignment)*

**Week 4: February 7: Strategic Planning/organizational assessment** (Dresser and 3 students)
- Brody & Nair, Chapter 2

*Organizational equity assessment paper due February 8, 11:59pm (Dresser)*

**Week 5: February 14: Budgeting and Financial Management** (Meyer and 3 students)
- Brody & Nair, Chapter 13

**Week 6: February 21: Resource Development** (Meyer and 3 students)
- Brody & Nair, Chapters 14-16

*Financial Statement Assignment due February 22, 11:59pm (Meyer)*

**Week 7: February 28: Managing and Supervising Employees** (Meyer and 3 students)
- Brody & Nair, Chapters 5-7

**Week 8: March 7: Evaluating programs and agencies/Logic Models** (Meyer and 3 students)
- Brody & Nair, Chapter 3

*Logic Model Assignment due March 8, 11:59pm (Meyer)*

**Week 9: March 14: Action Plans and Problem Solving** (Dresser and 3 students)
- Brody & Nair Ch 4

**Week 10: March 21: SPRING BREAK**
Week 11: March 28: Productive Meetings, Teams, and Boards (Meyer and 3 students)

- Brody & Nair, Chapter 9, 11,12

Week 12: April 4: Legislative Advocacy (Dresser and 3 students)

- Plus background from NASW in preparation for day.

Week 13: April 11, Class does not meet at regular time, instead meets Wednesday April 12 at NASW Lobby Day

Week 14: April 18: Advocacy Models (Dresser and 3 students)

- KU Community Tool Box Principles of Advocacy (Chapter 30 (Sections 1-7): http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles
- KU Community Tool Box Overview on Conducting Advocacy Research (Chapter 31, Section 1 and read at least one of Sections 2-11): http://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-research/overview/main
- KU Community Tool Box Conducting a Direct Action Campaign (Chapter 33, select three of Sections 1-20 to read): http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action

*Advocacy Strategies Paper due April 19, 11:59 pm (Dresser)*

Week 15: April 25: Collective Impact Strategies (Dresser and 3 students)


Week 16: May 2: Celebration, Practice, and Possibility (Meyer)
● NOTE the reading for this session is tentative and will be confirmed by April 25

*Take Home Exam due May 1, 11:59pm*

V. Texts and Reading Materials for the course

There is one required text for this course:


Other materials are available at Canvas. Students are also required to search out and read supplemental material pertinent to their specific assignments.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

**Assignments and Evaluation Methods:** Six assignments contribute to the grade, with relative weights as follows: 20% Organizational Equity Assessment; 20% Financial Statement Assignment; 20% Logic Model Assignment; 20% Advocacy Strategies Paper; 10% Class Presentation Assignment; and 10% Take Home Exam. Not attending class can lower your grade; active participation can increase your grade if you are on the margin. Late papers will almost certainly be penalized and may not be accepted.

The instructor may (but need not) provide a possibility for extra credit. Details will be provided in class.

**More details on all assignments are in the appendix.**

**Grading:** Each assignment will be graded with a numerical score. The final grade will reflect the total points earned on all assignments. The assignment of letter grade to numerical score is based on the following general standard:

A outstanding work, surpasses minimum expectations in most areas

AB surpasses minimum expectations in some areas, but not in others

B meets minimum expectations

BC meets minimum expectations in some areas, but is below minimum expectations in others

C below minimum expectations in most areas, not acceptable graduate-level work

D clearly unacceptable in all areas

F insufficient information for grading, multiple unexcused absences, or academic misconduct.

Some comments on grading:

● You may appeal a grade on a particular exam or assignment, but you must do so in writing, support your position with substantive arguments, and do so within one week of when the exam or assignment is returned.

● I expect written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free resource to all students.
VII. Course Policies

Code of Ethics, Professional Conduct & Plagiarism

Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

Issues of academic misconduct affect all students and are considered extremely serious. Academic dishonesty, including cheating, plagiarism, and misrepresentation or fabrication of assignments, can result in course failure as well as disciplinary actions. It is your responsibility to ensure that all documents and material used to inform your assignments are appropriately cited. The Writing Center has a helpful guide to the difference between plagiarism and paraphrasing – see http://writing.wisc.edu/Handbook/QPA_paraphrase.html. The School’s plagiarism policy is posted on the web.

Policies Regarding Expectations for Students

Students are expected to:

● Attend class each session, actively participating in the in-class exercises and discussions. If you cannot attend class, you are responsible for informing the instructor in advance, knowing what occurred and for getting any materials distributed during class.
● Read critically (and think about) all required assignments before coming to class. Most students find it useful to take notes.
● Complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
● Conduct themselves ethically and professionally. This requires careful consideration of and attention to issues of confidentiality with regard to clients and placement agencies. We will be talking about agencies in class and in assignments but care should be taken regarding private information. (If in doubt, please check with instructors.)
● Inform the instructor during the first week of the semester of any special accommodations the student believes will be needed for meeting class expectations. A copy of the VISA from the McBurney Center must be given to the instructor within the first two weeks of the semester so that any needed accommodations can be made. Accommodations will not be made without a VISA.
● Be respectful of the instructor and other class members—a diversity of views and opinions may be articulated during discussions. Respect includes cell phones being turned off and laptops being used in class only for taking notes.

Policies Regarding Expectations for the Instructor
The instructor is expected to:

- Co-create a classroom environment that facilitates learning.
- Assure that course objectives are being met.
- Hold regular office hours.
- Be available to address student questions through emailed correspondence.
- Give reasonable guidance on preparing for the assignments.
- Provide prompt feedback on evaluation materials for the course.
Appendix A: Organizational Equity Assessment

What is it?
In this assignment, students will assess organizational equity at their placement site. Drawing on Just Practice Chapter 6 (specifically on pp 269-76) students conduct an assessment of racial equity or LGBTQ equity in their organization. With prior approval of the professor, students may redesign the equity assessment grid for another vector of inclusion/exclusion such as ability status, age, etc. with

Just Practice refers to two tools from the Western States Center. These tools are available on-line and can be found here

The paper will be single spaced and 3-4 pages long. Assessment grids must be attached to the document. The papers and grids are due to be deposited at the Canvas assignments site by 11:59 pm on Wednesday February 8.

What is the purpose?
The purpose of this assignment is to focus students on their placement sites as organizations, introduce one approach to organizational assessment, to have students engage with issues of equity and justice in that assessment, to encourage integration and synthesis across readings on organizational assessment, and to help students think about the organizations as sites of macro practice.

What are the details?
After filling out the grid, students will write papers with the following content.
1. Report on Assessment results: 
   Be sure to cover: What did you assess and why? Summarize key findings from the assessment process. How is your organization doing on key issues in equity and inclusion?

2. Consider and describe organizational context:
   Be sure to cover: Do you think co-workers and leaders/managers at your organization would have come to similar conclusions considering these questions? Do you think others at the organization would embrace or resist an opportunity to engage in this process? Why?

3. Critical reflection:
   Reflect on the process of considering your organization through this equity lens. The following questions should help shape your reflection, but you need not answer every single question here; you may dig deeper into fewer answers or find other avenues, given your organization, the grid results, etc.: Have you learned anything new in this process? Have you gained insights about your organization or about how equity might be improved in it? Do you have thoughts on what the next steps for your organization might be, if it was considering an initiative in equity? Do you think the grid is asking the right kind of questions? Do you think something important has been left out?

How will it be graded?
January 15, 2017

The assignment is worth a total of 20 points. Points will be rewarded for the following:

- Grid and discussion of the grid results: 3 points
- Discussion of organizational context: 4 points
- Critical reflection: 6 points
- Integration of key themes from reading assignments: 3 points
- Overall clarity of writing, structure of paper: 4 points

Appendix B: Financial Paper Assignment

What is it?
The assignment depends on the budgets and financial statements that students collect. (These budgets and financial statements will be from placement organizations and due January 30.) The current plan is for a short 3-5 page single-spaced paper that compares and contrasts different budgets or financial statements of students’ agencies. The quality of these documents may mean that this assignment changes; full instructions will be provided at least two weeks in advance.

What is the purpose?
Every organization budgets, though not always well. This exercise is designed to increase a student’s skill in understanding budgets and financial reports.

What are the details?
As noted above, the details of this assignment may vary depending on the materials collected. More details will be provided in class and posted on Canvas. The assignment will be due on February 22 at 11:59pm.

How will it be graded?
The details that will be provided will include the criteria for grading.

Appendix C: Logic Model Assignment

What is it?
This is a short (3-5 page single-spaced) paper in which you present a Logic Model covering a program within your agency. The papers are required to be submitted to the canvas course site by 11:59 pm on Wednesday, March 8.

What is the purpose?
Logic Models are often used in program development and planning and many funders (such as the United Way) encourage or require the use of logic models in grant applications to demonstrate the theory of change behind a program being proposed for funding. This exercise is designed to familiarize you with this tool and to give you the opportunity to demonstrate that you can apply it to a program in your agency. Moreover, this exercise will help to develop your capacity to identify and evaluate theories of change that undergird social service programming.

What are the details?
The assignment is a 3-5 page single-spaced paper that presents and explains a Logic Model that underlies a program or program expansion/enhancement in your agency that you select. You can select a new program or
a program expansion or enhancement (but do not select an entire department or agency) for which you would like to seek funding. For this assignment, you will need to consult with at least one agency member as well as one or more archival documents (presumably some written description for the program/service on which you’re focusing).

The paper should have 4 parts: (a) Visual Representation of the Logic Model (this could be a figure or table). (b) Description of Program. This would be 1-2 paragraphs in which you describe the proposed program (or program expansion or enhancement) about which you provided the logic model; (c) Key Assumptions. In 1-2 paragraphs, outline the assumptions, including both explicit and implicit assumptions that the program designers made that will enable it to have its impact and achieve success. In other words, what does the program assume will occur, what conditions exist in the world, or what is the state of current research evidence that will allow the program to accomplish its planned outcomes? (d) Analysis of Assumptions. In 3-4 paragraphs, evaluate the validity (believability, plausibility) of each of the assumptions. Do they have a basis in data, experience or other sources of fact? Do they make sense? Do they seem reasonable? Provide evidence to support your analysis with the proper citations.

How will it be graded?
Logic Model Assignments are graded on a 20-point scale. The criteria I will use to evaluate them are: (a) Visual logic model (6 points): You provide a visual representation of the model that is consistent with those in the readings and that balances being comprehensive/thorough/detailed with being neat and easy to follow. (b) Program and assumptions description (6 points): You clearly describe the program and the underlying assumptions on which it is based. (c) Assumptions analysis (6 points): You critically assess the validity of the program assumptions. (d) Following directions and the quality and organization of writing (2 points).

Appendix D: Advocacy Strategies Paper
What is it?
In this paper, students will propose and describe elements of an advocacy campaign relating to a key issue for clients and/or their organization. The papers will be 3-4 pages single spaced and are due to be submitted to the canvas course site by 11:59pm on Wednesday, April 19.

What is the purpose?
The purpose of this paper is to demonstrate student’s understanding of key advocacy and organizing concepts in relationship to the needs of client’s and/or organization at their placement site.

What are the details?
The assignment will answer questions from Toolkit 10: Advocating for Change (http://ctb.ku.edu/en/advocating-change). The key questions to be answered are identified below. Students will draw on information provided in the KU Community Tool Box, Chapters 30-33 in responding to the list of questions from the Toolkit.

The Advocacy Strategy Paper will include the following sections
1. Identifying the Advocacy Issue
   Why is this an essential advocacy issue for clients or your organization?
   This section should provide a clear statement of the issue and the reason(s) you selected it. Your writing
should use questions Section 1 a and b in the tool (Research the Issue ...) but need not answer each question in order.

2. **Advocacy Goals (Directly from toolkit):** State the broad goals and specific objectives for the advocacy effort. Include:
   a. Broad advocacy goals (e.g., meet otherwise unmet needs; reverse or correct a situation; prevent the loss of a valued asset; change public opinion)?
   b. Specific objectives (how much of what by when) (e.g., “By 2020, increase by 50% the public investment in early childhood education.”)?

3. **Tactics (Questions directly from Toolkit):** Describe the advocacy tactics you will use focusing on research and direct action tactics. First, select either (1) conduct advocacy research OR (2) Direct action campaign. (This selection should relate to the advocacy goals.) If you chose research: discuss your plan for that (drawing on the description of advocacy research strategies, Chapter 31). If direct action: describe tactics in a direct action campaign that you will use (drawing on the list of 20 direct action campaign tactics from Chapter 33. Select no more than three of the 20 tactics). In this section be sure to motivate and defend the approach you are proposing. Be clear on how these tactics will help secure your advocacy goals.

4. **Organizational Fit.** Reflect on the toolkit Q4: “Review whether the selected advocacy tactics fit the group’s situation and goals (i.e., fits the group’s style, makes use of available resources and allies, minimizes opposition, is flexible, is likely to work).” Is your proposed advocacy approach in keeping with your organization’s situation and goals? Why or why not?

**How will it be graded?**
The paper is worth a total of 20 points. Points will be rewarded for the following:

- Description and Motivation of Advocacy Issue: 4 points
- Statement of Advocacy Goals: 3 points
- Selection and discussion of Tactics to achieve goals: 6 points
- Discussion of Organizational Fit: 3 points
- Overall clarity of writing, structure of paper, integration of related readings: 4 points

**Appendix E: Class Presentation Assignment**

What is it? For 10 class sessions, 2-4 (typically 3) students will be assigned to provide a 4 minute presentation on some aspect of how the topic for that class plays out in their agency. Presentations may be followed by discussion (beyond the 4 minute timeframe). For example, on February 7 we will be discussing strategic planning; three students will present information on whether their organization uses a strategic planning process, describe it, and very briefly assess how they fit (or don’t fit) with the readings.

What is the purpose? These agency vignettes will help ground our discussion in real-world issues; they will ensure students learn more about an aspect of their agency and think about the extent to which their agency is following best practices. They will require engagement of the week’s readings in the context of practice. By having multiple presentations, we may also get a sense of the variety of approaches that exist.

What are the details?
- Each student will present once. Students will provide preferences for the topic/week in which they
will present; the instructor will make assignments taking into account these preferences.

- In some cases, students will be reflecting on agency practice that they have experienced. In others, students will need to research their agency approaches to the topic.
- Students will be given more precise instructions at least one week in advance.
- Power point presentations are encouraged; slides need to be provided to the instructor 24 hours in advance.
- The four-minute deadline is real; I will give you a warning and then will stop you mid-sentence. It would be wise to practice.

How will it be graded?
- Criteria for grading include following the assignment (responding to the questions asked in the precise instructions for that week), the student’s analysis of the way agency practice fits the readings, and general delivery (volume/voice/visual aids, holding our interest, etc.)

Appendix F: Take Home Exam

What is it?
On April 25, an exam will be posted on Canvas. This brief exam (~2 pages) will cover class readings from the semester. The exam will be due Monday, May 1, 11:59pm

What is the purpose?
The exam is intended to help students integrate the variety of topics covered in the course and to provide incentives for critical thinking about the course material.

What are the details?
The precise questions to be addressed, the format for response, and the grading structure will be in the April 25 posting.