School of Social Work
1350 University Avenue
Madison, WI 53706

Instructor: Shannon Barry, MSW
Class Time: Saturdays, Noon – 2:00 PM
Location: MSC 1210
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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.

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.

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.

III. Course Competencies and Practice Behaviors and Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in Course</th>
<th>Practice Behaviors Addressed in Course</th>
<th>Assignment(s) Measuring Behavior</th>
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<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>1) SWOT Analysis; Logic Model Assignment 2) Reaction papers; Grant Application; Class Exercises &amp; Discussions</td>
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<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>1) Reaction papers</td>
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<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>1) Logic Model Assignment 2) SWOT Analysis; Logic Model Assignment 3) Grant Application</td>
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<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>1) Reaction Papers &amp; Class Exercises 2) SWOT Analysis; Grant Application</td>
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<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>1) Reaction Papers 2) Reaction Papers; Grant Application</td>
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<td>2.1.6: Engage in research-informed practice and practice-informed research</td>
<td>1) Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in advanced practice</td>
<td>1) Logic Model Assignment; Grant Application</td>
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<td>2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1) Evaluate, formulate and advocate for policies that advance outcomes relevant to advanced practice</td>
<td>1) SWOT Analysis; Logic Model Assignment; Grant Application</td>
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<td>2.1.9: Respond to contexts that shape practice</td>
<td>1) Assess the impact of historical and contemporary contexts on practice and policy in advanced practice; 2) Engage in leadership roles</td>
<td>1) Grant Application 2) Response Papers; SWOT Analysis; Grant Application</td>
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<td>2.1.10d: Evaluation</td>
<td>1) Apply research skills to analyze, monitor, and evaluate interventions in advanced practice</td>
<td>1) Logic Model Assignment; SWOT Analysis; Grant Application</td>
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IV. Course Content

**WEEK 1 (January 23)**  
**Topic:** Introduction to the course  
Leading the Non-Profit Organization  

**Readings:**  


**WEEK 2 (January 30)**  
**Topic:** Managing Human Services Staff  

**Readings:**  


**Optional Readings:**  

**WEEK 3 (February 6)**  
**Topic:** The Role of a Non-Profit Board  

**Readings:**  


Assignment Due: Reaction Paper 1

WEEK 4 (February 13)
Topic: Strategic Planning


Recommended for Review: A sample of one version of a nonprofit strategic framework can be found here: http://www.minnesotanonprofits.org/about-mcn/strategicplan_2010-14.pdf

WEEK 5 (February 20)
Topic: Measuring Organizational Progress


**WEEK 6 (February 27)**

**Topic:** Program Development & Logic Models


**Guest Speaker:** Kristin Burki, MSW, Director of Services, DAIS (Domestic Abuse Intervention Services)

**Assignment Due:** SWOT Analysis

**WEEK 7 (March 5)**

**Topic:** Budgeting


**WEEK 8 (March 26)**

**Topic:** Resource Development


Assignment Due: Logic Model Assignment

WEEK 9 (April 2)
Topic: Public Relations and Communications

WEEK 10 (April 9)
Topic: Systems Advocacy


**WEEK 11 (April 16)**

*Topic:* Managing Organizational Change


*Assignment Due:* Reaction Paper 2

**WEEK 12 (April 23)**

*Topic:* Scenario Planning


**WEEK 13 (April 30)**

*Topic:* Succession Planning


*Assignment Due:* Grant Application Assignment

**WEEK 14 (May 7)**

*Topic:* Wrap Up and Evaluation
V. Texts and Reading Materials for the Course

Text:  

Other Readings:  
Additional required readings will be linked within the syllabus or available on Learn@UW.

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

Your final grade will be translated into a letter grade as summarized below:

- A 94-100: outstanding; surpasses expectations in all areas
- AB 88-93: surpasses expectations in many areas
- B 82-87: meets expectations in all areas
- BC 76-81: meets expectations in some areas; below in others
- C 70-75: below expectations in most areas, not acceptable graduate work
- D 64-69: below expectations in all areas
- F <64: fails to meet minimal expectations in all areas, not acceptable work

Your grade in the course will be composed of the following, described in further detail in Appendix A.

- Class Participation (Attendance, Engagement and Exercise Completion) 10 points
- Reaction Papers (2 Total) 10 points
- SWOT Analysis 15 points
- Logic Model Assignment 25 points
- Grant Application Assignment 40 points

VII. Course Policies

Attendance Policy
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness. Prompt arrival to all courses is required.
- Instructors may take actions they deem appropriate if a student is consistently tardy.
- Instructors may also consider a significantly late arrival or early departure as an absence.

Absence. To ensure a quality educational experience, students must attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted.
- Excused and Unexcused Absences:
  - Two unexcused absences will result in a student’s grade being dropped one full grade.
  - Three unexcused absences will place the student at risk for failing the course.
  - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for unexcused absences.
  - Additional graded make-up work appropriate for the content missed during an excused absence may be assigned. This make-up work may consist of an analysis of the required
reading, as well as a summary of any power point lecture material and how one might integrate this material into one’s practice.

- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an excused absence.
- Inclement Weather Policy
  - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

**Support for students needing ADA accommodation**
The instructor supports students’ needs to request academic accommodations due to disabilities. Please advise me if you have such a need early in the term so the class can work as well as possible for you. If you have a McBurney Visa, please provide it to me as additional guidance for arranging the accommodations you may need for this class.

**Student behavior policy**
It is expected that students conduct themselves ethically and professionally in all aspects of this seminar. This includes confidentiality, proper respect for all members of the class and their clients and agencies, and support and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and demonstrate appreciation for the opportunity we have to learn from one another. Please respect your fellow students’ opinions and viewpoints even if you disagree with them, and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Plagiarism**
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, **intentionally or not**, will be disciplined according to University and School policies.

**Technology in class**
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for **unobtrusive** note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.
**Late Assignments**
All assignments are due on the date required by the instructor. Assignments turned in late will be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points will be docked 2 points for each day past due; an assignment worth 5 points will be docked 0.25 points for each day past due.)

**Incompletes**
An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student’s control.
Appendix A

Class Participation (10 points)
Your presence and active engagement in this seminar throughout the semester will allow us to collectively establish an intellectually and emotionally safe environment for learning. In addition to class attendance expectations (as outlined above), you are also expected to participate through class discussions, inquiry, and being actively and thoughtfully engaged in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening to others.

Reaction Papers (5 points each)
There are two reaction paper assignments, each worth 5% of your total grade. Reaction papers will be graded using the following criteria:

- **Format:** Papers should be no longer than two (2) pages, single spaced with an 11-point font and 1 inch margins.
- **Content:**
  - Background: How does the article or video fit into the context of the course? Provide a brief explanation of how the topic connects to macro level social work practice.
  - Points of View: What key points are made within the article or video by the author, speaker or filmmaker — be specific.
  - New Information Learned and Applications to Social Work Practice: Discuss what you learned from the article or video and how you believe the information could be applied to social work practice. Please be specific as to how applicable you think this new information is to social work practice, how the information could be applied, any barriers which may exist to its application and how those barriers could be addressed, and any possible benefits to its application.
- **Writing:**
  - Make sure to pay attention to the overall organization and paragraph structure of your paper. A well-organized paper will begin with an introductory paragraph, continue with at least three body paragraphs, and end with a concluding paragraph. There should also be clear structure within each paragraph (i.e. thesis statement first, followed by supporting information, then a concluding statement).
  - Check over your sentence structure, grammar, punctuation and spelling.
  - Your response must be in your own words. If you quote an article or a speaker or film, be sure to properly cite those sources.

Articles and video clips for reaction paper assignments will be available on Learn@UW.

SWOT Analysis Paper (15 points)
This assignment will give you the opportunity to practice a commonly used, simple assessment tool which can be applied to various aspects of an organization – the organization as a whole, a function of the organization (such as communications or financial management), or a program or service offered by the organization – to aid in planning.

Using your field placement agency, select a program or an area of programming upon which to conduct your SWOT Analysis. Your SWOT Analysis should use data from at least three sources to provide a comprehensive analysis of the program area. Sources may include: agency staff members or volunteers working within the program, users or clients of the program, existing evaluation data from the program, research into best practices for similar programs, referral sources to the program, as well as others.
**Format:** Papers should be no longer than five (5) pages, single spaced with an 11-point font and 1 inch margins.

**Content:**
- Introduction: Provide a background to the program or program area upon which you decided to conduct your SWOT, including how long the program has been in existence and a brief description of the clients it serves. Identify how you selected your sources for your SWOT analysis of this program and why you believe those sources to be reliable and relevant to your SWOT analysis. Additionally, describe how you collected information from each source and any weaknesses you identified with the collection methods that you uncovered after reviewing the data.
- SWOT: Your SWOT analysis should include identifying at least four points in each of the following quadrants: Strengths of the program (internal), Weaknesses of the program (internal), Opportunities for the program (external), and Threats to the program (external). Your points must be derived from the data you have gathered from your sources and appropriately attributed to those sources. You may format your SWOT in whatever manner you wish, though it must be clear and easy to read and understand.
- Recommendations: Using the information within your SWOT, develop three recommendations for the program to enhance its efficacy in meeting the needs of those it serves and identify what resources may be needed for the organization to implement your recommendations. Your recommendations can be minor (e.g. simplifying intake paperwork for clients) or significant (e.g. a new program or program expansion to meet an uncovered need).

**Writing:**
- As with your response papers, I will be looking at the overall organization of your writing, as well as grammar, punctuation, spelling and proper credit given to sources.

**Logic Model Assignment (25 points)**
Logic Models are often used in program development and planning. Additionally, 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.

Using the recommendations from your SWOT analysis, select a new program or a program expansion or enhancement for which you would like to seek funding. This proposed program or enhancement or expansion will become the basis for your logic model.

Format: Papers should be no longer than four (4) pages total, single spaced with an 11-point font and 1 inch margins.

**Content:**
- Visual representation of your logic model in a table format.
- Description of Program and Assumptions:
  - Use one or two paragraphs to describe the proposed program (or program expansion or enhancement) about which you provided the logic model.
  - Provide the key assumptions that the program makes 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. You may wish to reflect back on some of the information you collected during your SWOT analysis to aid you in this section.
• Analysis of Assumptions:
  o 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.
• Writing:
  o As with previous assignments, I will be looking at the overall organization of your writing, as well as grammar, punctuation, spelling and proper credit given to sources.

Grant Application Assignment (40 points)
Even if you are never employed as a Development or Fundraising Professional, it is likely that you will have some involvement at some point in your career with writing grants, reporting on grants or gathering information for others within your organization who are fulfilling these functions. This assignment will give you the opportunity to respond to a simple grant application similar to those used by many private foundations and to gain a deeper understanding into what information grant seekers are looking for to make their investment decisions.

Using the program opportunity you uncovered during your SWOT analysis and for which you created your logic model for your Logic Model Assignment, please respond to the grant application from the fictional XYZ Foundation. The Foundation staff (as represented by your instructor) will score your response to the applications based on the directions provided within the Request for Proposals (RFP) and will determine if your project will be funded.