I. Catalog 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 advanced 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
The table below summarizes course learning goals in terms of specific social work practice competencies that students will develop, and the assignments by which the attainment of those competencies will be assessed:
<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
</table>
| 1. Demonstrate Ethical and Professional Behavior | • make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;  
• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  
• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  
• use supervision and consultation to guide professional judgment and behavior. | PIO; LM; & Feedback Paper; CP |
| 2. Engage Diversity and Difference in Practice | • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels  
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. | PIO; CP; LM |
| 3. Advance Human Rights and Social, Economic, and Environmental Justice | • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and  
• engage in practices that advance social, economic, and environmental justice. | CP, PIO, BE, GWE |
| 4. Engage In Practice-informed Research and Research-informed Practice | • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and  
• use and translate research evidence to inform and improve practice, policy, and service delivery. | LM; CP; BE; SWOT |
| 5. Engage in Policy Practice | • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;  
• assess how social welfare and economic policies impact the delivery of and access to social services;  
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. | CP; LM; SWOT |
| 6. Engage with Individuals, Families, Groups, | • Identify social policy at the local, state, and federal level that impacts well-being, service | CP; GWE; LM; SWOT |
| Organizations, and Communities | • deliver, and access to social services;  
  • assess how social welfare and economic policies impact the delivery of and access to social services;  
  • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. |

| 7. Assess Individuals, Families, Groups, Organizations, and Communities | • collect and organize data, and apply critical thinking to interpret information from clients and constituencies | CP; GWE; SWOT |

| 8. Intervene with Individuals, Families, Groups, Organizations, and Communities | • use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;  
  • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | GWE; PIO; CP; SWOT |

| 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | • select and use appropriate methods for evaluation of outcomes;  
  • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;  
  • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and  
  • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | LM; GWE; PIO; SWOT |

**Note:** LMA= logic model assignment; PIO=Power in Organizations; CP=Class Presentation; BE=Budget Exercise; GWE=Grant Writing Exercise; SWOT=SWOT analysis;
IV. Course Content

**Session 1 (January 21)**

**Topic:** Introductions, course review and expectations, and communication


**Class activity:** Celeste Headlee TED talk video; Values clarification exercise; Identify appropriate agency for assignments

**Session 2 (January 27)**

**Topic:** Political Activism & Policymaking


**Class activity:** Choose presentation date and topic; review assignment

**Session 3 (February 4)**

**Topic:** Leadership in human service organizations


**Class activity:** Leadership style self-study. (https://www.16personalities.com/free-personality-test)
Session 4 (February 11)

**Topic:** Managing inclusive human service organizations

**Readings:**


**Supplemental resources:**

Out & Equal (undated). Twenty steps to an out and equal workplace.

**Class activity:** Small group discussion, writing exercise, large group exercise.

Session 5 (February 18)

**Topic:** Logic models

**Readings:**


**Class activity:** Complete Logic Model Framework for assignment

**Work Due:** Power in Organizations Paper
### Session 6 (February 25)

**Topic:** Organizational needs assessment and strategic planning; Implementing action plans

**Readings:**

**SKIM AS AN EXAMPLE:** National Primary Care Steering Group (2004). Strengths weaknesses opportunities threats analysis of the Model of Primary Care (Ireland) proposed in “Primary Care: A New Direction.”

**Class activity:** Video, small group strategic planning activity

### Session 7 (March 4)

**Topic:** Agency resource development and management

**Readings:**

**Class activity:** Budget editing, grant writing activity

**Work Due:** Logic Model

---

March 11 & 18: NO CLASS (SPRING BREAK)
Session 8 (March 25)

**Topic:** Employee motivation through job design

**Readings:**
- Kettner, P. M. (2002). Using job and work design creatively to achieve maximum employee performance (Ch. 5, ALL), and Promoting excellence through well-designed motivation and reward systems (Ch. 6, PAGES 128 TO 136 ONLY) in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.

**Class Activity:** Self-Reflection Writing Exercise

Session 9 (April 1)

**Topic:** Creating rewards and work-life balance in human service jobs

**Readings:**
- Kettner, P. M. (2002). Promoting excellence through well-designed motivation and reward systems (Ch. 6, 136 to END ONLY) in *Achieving Excellence in the Management of Human Service Organizations*, Boston: Allyn & Bacon.

**Class Activity:** Writing Exercise; Small group discussion

Session 10 (April 8)

**Topic:** Agency hiring processes and professional interviewing

**Readings:**

**Class Activity:** Role Play Practice
Session 11 (April 15)

Role plays: Hiring interviews

When an audience member, you should be prepared to give thoughtful, detailed feedback about your classmates' performance as your class participation contribution.

Session 12 (April 22)

Topic: Conflict resolution and negotiation

Readings:

Class Activity: Role Play Practice

Work due: Feedback Paper for Interviewing Role-play

Session 13 (April 29)

Role plays: Compensation negotiation

When an audience member, you should be prepared to give thoughtful, detailed feedback about your classmates' performance as your class participation contribution.

Session 14 (May 6)

Topic: Employee supervision and performance appraisal

Readings:

Characteristics of Effective Feedback, Holden Leadership Center (undated). University of Oregon
Giving effective feedback: A 4-part model. Human Resources at MIT (undated).

Class Activity: Feedback, large group activity

Work due: Feedback Paper for Negotiation Role-play
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Class Activity</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: January 21</td>
<td>Introductions &amp; Professional Communication</td>
<td>Introductions, video, agency identification, and presentation topics</td>
<td>None</td>
</tr>
<tr>
<td>2: January 27</td>
<td>Political Activism</td>
<td>Video, small group discussion Class Presentation</td>
<td>Presentation topics</td>
</tr>
<tr>
<td>3: February 4</td>
<td>Leadership in HSOs</td>
<td>Leadership Self-Evaluation Class Presentation</td>
<td></td>
</tr>
<tr>
<td>4: February 11</td>
<td>Managing inclusive HSOs</td>
<td>Small group focused discussion, survey Class Presentation</td>
<td></td>
</tr>
<tr>
<td>5: February 18</td>
<td>Logic Models</td>
<td>Start Logic Model Exercise Class Presentation</td>
<td>Power in Organizations Paper (agency specific)</td>
</tr>
<tr>
<td>6: February 25</td>
<td>Organizational needs assessment, Strategic Planning, and Implementing Action Plans</td>
<td>SWOT Analysis Class Presentation</td>
<td></td>
</tr>
<tr>
<td>7: March 4</td>
<td>Agency resources: development, fundraising (grant writing), and management</td>
<td>Edit Grant Example and Budget Exercise Class Presentation</td>
<td>Logic Model Paper (agency specific)</td>
</tr>
<tr>
<td>March 11 &amp; 18: NO CLASS (SPRING BREAK)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: March 25</td>
<td>Social Innovation &amp; Employee motivation through job design</td>
<td>Exercise: What matters most to you? Class Presentation</td>
<td>Grant Application Approved</td>
</tr>
<tr>
<td>9: April 1</td>
<td>Creating rewards and work-life balance in human service jobs</td>
<td>Class Presentation</td>
<td></td>
</tr>
<tr>
<td>10: April 8</td>
<td>Agency hiring processes and professional interviewing</td>
<td>Class Presentation</td>
<td>Grant Writing Exercise (agency specific) Resume Draft &amp; Cover Letter</td>
</tr>
<tr>
<td>11: April 15</td>
<td></td>
<td>Role play: Hiring Interviews</td>
<td></td>
</tr>
<tr>
<td>12: April 22</td>
<td>Conflict resolution and Negotiation</td>
<td>Class Presentation</td>
<td>Feedback Paper (for Interviewing role players)</td>
</tr>
<tr>
<td>13: April 29</td>
<td></td>
<td>Role play: Compensation Negotiation</td>
<td></td>
</tr>
<tr>
<td>14: May 6</td>
<td>Employee supervision and performance appraisal</td>
<td>Class Presentation</td>
<td>Feedback Paper (for Negotiation role players)</td>
</tr>
</tbody>
</table>
V. Texts and Reading Materials for the Course
There is no text book for the course. Required course readings are at Learn@UW (Canvas).

VI. Evaluation of Competencies & Practice Behaviors: Assignments|Grading|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 earned grade in the course will be composed of the following, described in further detail both below and at the back of the syllabus:

- Class Participation (Engagement, Attendance & Participation) 10%
- Power in Organizations Paper 15%
- Logic Model Assignment 20%
- Grant Proposal Project 25%
- Political Activism Presentation 20%
- Role Play Feedback Paper 10%

Class participation
Your presence and engagement in the class throughout the term – both verbally and bodily – will allow us to establish an intellectually and emotionally vital climate for learning.

Attendance. 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 & unexcused absences:
  - 2 unexcused absences will result in a student’s grade being dropped one full grade
  - 3 unexcused absences will place the student at risk for failing the course
- Excused absences are limited to documentable illness, personal or family emergency or religious observation required during class hours. Professional or personal opportunities, including internship-related meetings, conferences, seminars, and trainings are only excused with pre-approval from the instructor.
- 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 must contact the instructor prior to the start of 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 he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

**Engagement.** You are expected to participate through making comments, asking questions, and being involved actively and thoughtfully in class exercises. Net of attendance, highest participation grades will go to students who achieve an effective balance of speaking/inquiring and actively listening.

**Role Play.** A central, required class exercise is the **Role Play**. Once during the term, you will perform in a role play with another student during class. The instructor will provide you with a scenario. To prepare and earn full credit (*these will be graded as pass/fail only*), you should review your scenario, the readings and lecture/discussion content from the prior class session related to the role play topic, and then exhibit solid preparation for the role play. As a role play **audience member**, you will be expected to provide performers with effective feedback.

**Power in Organizations Paper**
This paper is designed to steep you in considerations of creating and maintaining diverse AND inclusive human service organizations. You will complete 2 assessments of inclusiveness of your field placement agency (or another organization, with instructor permission), one on each of 2 demographic groups you choose. Then you will write a brief narrative of what you “find” from doing that – that is, you will characterize the experience of members of each demographic group in your agency, and what the agency has done or is doing to improve it.

**Logic Model Assignment**
You will create a visual depiction of a logic model for a program or service at your field placement agency. You will accompany the model with a description of its elements and the assumptions the model makes, and provide a brief critique of the validity of those assumptions.

**Role Play Feedback Paper (DUE at the start of class the week after your Role Play)**
For this assignment, you are asked to provide feedback on your own and your partner’s performances in your role play from the previous week, as well as on the performances of one other pair of your choice from that same week.

**Class Presentation**
You will design and conduct a class presentation addressing a topic of interest that has current political relevancy to social work. This presentation should last be at least 15 minutes and no longer than 30 minutes. There should be a visual component and while the format will be lecture, ensuring student engagement is expected. Details and corresponding rubric are at the end of the syllabus.

**Grant Proposal**
Identify an appropriate grant opportunity for your agency of choice. While it will be easier if you use the same agency for all papers throughout the course, it is not required. Provide a thoughtful response for the posed questions that reflect a solid understanding of the agency, program and grant requirements as reflected in the assignment.
VII. Course Policies

**Support for students needing ADA accommodation**
The instructor supports students’ needs to request academic accommodations due to disabilities. Students who are registered with the McBurney Disability Resource Center* must give the instructor a copy of their VISA within the first two weeks of the semester so that accommodations can be made. The instructor will assure that the accommodation is made for the student. If the student has not given the copy of the VISA to the instructor, an accommodation will not be made.

*The McBurney Disability Resource Center (263-2741) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

**Professional 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. Academic dishonesty, plagiarism or unprofessional conduct will result in failure of the course.

**Student behavior policy**
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 appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Electronic devices: No usage policy**
The use of electronic devices (such as laptops, cell phones, smartphones, and other devices) is not permitted in lecture without the express written permission of the instructor. These devices must be turned off and stored before the beginning of class. Students found to be using electronic devices (including responding to texts) will be respectfully asked to leave the classroom for the day and an absence will be counted for the day. Exceptions may be made under special circumstances, but must be communicated with the instructor prior to class.


**Late papers**
Assignments turned in late without the student’s initiating an advance arrangement with the instructor will be docked 5 percentage points (on a 100-point scale) 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 and has furnished evidence satisfactory to the
instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control

**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 procedures **and get zero credit for the assignment in question**, as well as a final course grade no higher than a C. These sites provide helpful information on avoiding plagiarism:

College of Letters & Science Handbook definition of plagiarism as academic misconduct:
http://www.ls.wisc.edu/handbook/ChapterSix/chVI-11.htm

“Avoiding Plagiarism” from The Writing Center:
http://writing.wisc.edu/Handbook/QuotingSources.html
Appendix A. Course Written Assignment Guidelines

GUIDELINES FOR POWER IN ORGANIZATIONS PAPER
(2 pages, double-spaced, plus 2 assessment charts, hard copy due in class)

Purpose: This assignment is designed to have you further develop your personal and professional stances related to power in organizations (sources, processes of marginalization vs. inclusion). Do this assignment only after you have completed related readings.

Tasks:
For your field placement agency (or another organization, by instructor's permission), complete the 2 assessment tables provided here, one for each of two demographic groups you choose from the list provided above each table. You are to assess the organization based on its inclusion of EMPLOYEES from each of the demographic groups (NOT clients).

NOTE: completing these assessments in an accurate, thoughtful way may well necessitate that you have some conversations with staff at the agency (as you are a newer intern who in all likelihood has limited knowledge of the organization). So be sure to plan ahead for that!

After you complete each assessment, write up a brief narrative about what you find for each employee demographic group (so, one page double-spaced PER group). That is, explain the nature of the “low,” “medium” and “high” answers:

- a) what the agency has done, is doing, or plans to do in the future to address a given issue, specifically;
- b) a bit about what got it moving in those directions (for “medium and high” answers);
- c) and a some about what is holding the agency back from acting (for “low” answers);
- d) Finally, characterize what you think the agency is like as a workplace for members of the given demographic group.

Be sure to hand in your assessment charts (2) along with your narrative.

Grading: Evaluation of this assignment will be based on the quality of your answers to (a) through (d), delivered in effective, succinct professional writing (70%); and your integration of conceptual content from the readings (30%).

Assessment Chart modified from “Assessing Our Organizations,” Western States Center (www.westernstatescenter.org), Portland, OR
**POWER IN ORGANIZATIONS PAPER: Assessing Agency Inclusiveness**

Demographic groups on which you may focus your assessments (you pick 2, and complete 1 assessment table for each):

<table>
<thead>
<tr>
<th>Low-income or working class</th>
<th>(Non-white) race/ethnicity</th>
<th>Disability</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Immigrant (non-US born)</td>
<td>Non-Christian religion</td>
<td>Parent/primary caregiver (of elder, child, or other kin)</td>
</tr>
</tbody>
</table>

**EMPLOYEE demographic group:**

<table>
<thead>
<tr>
<th>How applicable is this to your placement agency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

1. Does your agency talk about issues facing this group in general?

2. Does your agency identify programmatic goals that reflect the ways it seeks its work to have an impact on members of this group?

3. Is the experience of people from this group acknowledged and integrated into the agency's work?

4. Does your agency conduct outreach to cultivate/recruit potential employees from this group?

5. Does your agency have paid staff members from this group?

6. Does your agency have paid staff at the managerial level or above (those who supervise at least one other employee) from this group?

7. Does your agency have board members from this group?

8. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to build and support leadership among its staff and board members who are from this group?

9. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to become a more inclusive workplace for members of this group?

10. Does your agency allocate some of its budget to the work described in #8 and/or #9 above?

11. Do people in leadership positions participate in and support discussion of power and oppression issues, especially around issues affecting this group?

12. Are other staff members reflective of how their own behaviors may perpetuate marginalization of members of this group within your agency?

**Low:** Agency has not started the process

**Medium:** Agency has started conversations about this or taken some first steps

**High:** Agency is fully on board and has completed this action.
**POWER IN ORGANIZATIONS PAPER: Assessing Agency Inclusiveness**

Demographic groups on which you may focus your assessments (you pick 2, and complete 1 assessment table for each):

<table>
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**EMPLOYEE demographic group:**

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<tr>
<th>How applicable is this to your placement agency?</th>
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<tbody>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

1. Does your agency talk about issues facing this group in general?

2. Does your agency identify programmatic goals that reflect the ways it seeks its work to have an impact on members of this group?

3. Is the experience of people from this group acknowledged and integrated into the agency's work?

4. Does your agency conduct outreach to cultivate/recruit potential employees from this group?

5. Does your agency have paid staff members from this group?

6. Does your agency have paid staff at the managerial level or above (those who supervise at least one other employee) from this group?

7. Does your agency have board members from this group?

8. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to build and support leadership among its staff and board members who are from this group?

9. Has the agency developed institutionalized ways – such as a change of organizational policies or formal practices, adoption of a targeted initiative – to become a more inclusive workplace for members of this group?

10. Does your agency allocate some of its budget to the work described in #8 and/or 9 above?

11. Do people in leadership positions participate in and support discussion of power and oppression issues, especially around issues affecting this group?

12. Are other staff members reflective of how their own behaviors may perpetuate marginalization of members of this group within your agency?

**Low:** Agency has not started the process

**Medium:** Agency has started conversations about this or taken some first steps

**High:** Agency is fully on board and has completed this action.
LOGIC MODEL ASSIGNMENT
(5 pages double-spaced)

Purpose: This assignment requires that you select a specific program or service, rather than an entire department or agency, on which to focus. It is designed to familiarize you with a popular program development / management tool as well as develop your capacity to identify and evaluate theories of change that undergird social service programming.

Data sources: 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).

Tasks: You first need to select a focal agency (ideally your field placement), and then an existing program/service it currently offers. The assignment is 5 pages, as follows:

Page 1 (figure or table):
Present your logic model for the program in table format (see the Kellogg Foundation article for one example; if you Google “program logic model” you’ll likely find many others).

Pages 2 through 5 (double-spaced text):
1. Use 1-2 paragraphs of text to describe the program/service about which you have provided the logic model.

2. In another 1-2 paragraphs, list the key assumptions that the program/service 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/service to accomplish the planned outcomes?

3. In a final 3-4 paragraphs, evaluate the validity (believability, plausibility) of each of the assumptions. That is, do they have a basis in data, experience, or other source of fact? Do they make sense – to experts, lay people, both? Do they seem reasonable? Explain why you think so, or why you don’t. Please approach this final task thoughtfully. It is in the validity of assumptions about theories of change that many logic models, and consequently the programs or services they portray, fall short.

Grading: Logic Model Assignments are graded on a 100-point scale. The criteria I will use to evaluate them (weighted equally) are:
- Visual logic model: You provide a logic model visual (figure or table is fine) that balances being comprehensive/thorough/detailed with being neat and easy to follow.
- Program and assumptions description: You clearly describe the program and the underlying assumptions on which it is based.
- Assumptions analysis: You critically assess the validity of the program assumptions.
Guidelines for Role Play Feedback Paper
(1 to 2 pages, double-spaced, due as hard copy in the first class after your role play)

Successful human service professionals achieve self-awareness in collegial, not only client, interactions. This means that they ...

- understand their values, personal styles, and strengths & weaknesses;
- know the impacts of these values, styles, and strengths and weaknesses on their ability to work effectively with others and achieve their goals; and
- are quick to reflect upon and learn from their own experiences.

The Feedback Paper is intended to advance this professional self-awareness.

It is to be written about the role-playing session in which you yourself participated. You will critique a total of 4 performances including your performance, your partner’s performance, and another pair completing a role play on the same day as yours.

Grading: These are graded on a 100-point scale. Grading criteria (weighted equally) are:

- **Strengths and weaknesses analysis**: For each of the 4 role-players, you identify, describe and analyze aspects of performance that you found effective as well as less than effective, including ways the actions of one player may have influenced the other's.
- **Evolution**: You suggest specific alternative actions that might have made the performances more effective.
- **Feedback-giving**: You critique role plays in a manner that is honest and productive, in other words it promotes change and doesn’t overlook real problems, and is detailed.
CLASS PRESENTATION

Purpose: This assignment is designed to have you further develop your professional presenting skills, and to demonstrate your ability to understand and articulate a social justice issue with potential avenues for political activism.

Tasks:
1. Choose a topic from the list of presentation topics, or a topic of choice with instructor approval.
2. Create a power point (or presentation format of your choice) that includes:
   a. A history of the issue (including current and past policy action) and why you chose this topic (3-4 minutes)
   b. Define the local and national context (1-2 minutes)
   c. Identify any interest groups, PACs and other funding streams that influence this issue. Be comprehensive and specific (2-4 minutes)
   d. Identify at least two potential avenues for creating change and address this issue with the strengths and weaknesses of each. This may include advocacy efforts, policy change at the local or national level, and it must be specific (10 minutes)
   e. Summarize the main points, and how to become involved with this issue (current legislation, local activism, interest groups, etc). (2 minutes)
3. Submit a self-reflection (see below) with corresponding rubric/grade the following week.

Grading: Evaluation of this assignment is found in the attached rubric.

Presentation Topic Choices
- Abortion Rights
- Healthcare Reform
- Incarceration
- Immigration rights and policy
- Environmental Issues
- Women’s Rights
- Gay & Lesbian Rights

Self-Reflection of Presentation (1 page)
Answer the following questions and complete the attached rubric. Email to instructor one week after you present in class.
1. What did you learn completing this assignment?
2. How relevant is this topic to the profession of social work?
3. What were your strengths and weaknesses?
4. Do you plan to get more involved with this issue? If so, how?
# Grading Rubric: Class Presentation

**Name:**  
**Date:**  
**Topic:**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points Awarded</th>
<th>Comments</th>
</tr>
</thead>
</table>
| **Power Point (2 points)**  
- Clear, concise & relevant information  
- Provides structure  
- Visually appealing | Student: | Student: |
| | Instructor: | Instructor: |
| **Engagement & Presentation (2 points)**  
Possible points: 5  
- Students are engaged  
- Questions are addressed  
- Information is clear and accessible | Student: | Student: |
| | Instructor: | Instructor: |
| **History of the Issue (3 points)**  
- Thorough and accurate content | Student: | Student: |
| | Instructor: | Instructor: |
| **Local and National Context (3 points)**  
- Identifies the correct context at a local and national level. | Student: | Student: |
| | Instructor: | Instructor: |
| **Key Stakeholders (4 points)**  
- All relevant stakeholders are accurately identified including: PACs, interest groups and funders | Student: | Student: |
| | Instructor: | Instructor: |
| **Avenues for Action (5 points)**  
- At least two avenues of action are accurately identified with the strengths and weaknesses of both | Student: | Student: |
| | Instructor: | Instructor: |
| **Summary (1 point)**  
- Clear and concise summary | Student: | Student: |
| | Instructor: | Instructor: |
| **Final Grade** | | |
Grant Application Assignment

Purpose: To introduce or bolster grant writing skills including identifying potential grants.

Tasks:

Background & Preparation

1. Choose an agency or program to use in your grant proposal (Ideally this would be the same agency used for your Power in Orgs Paper, Logic Model assignment and SWOT analysis)
2. Identify an appropriate RFP that is currently posted to address the issue/community/program of choice.
3. Complete the following questions to prepare for grant writing:
   a. What are the program’s/agency’s overall goals?
      Based on the topic of choice, define what the organization/program would like to accomplish. These goals can be process, operational or outcome based. It may entail internal issues such as capital improvements, infrastructure development, staff growth or program expansion. They will also address external issues such as populations served, behaviors modified or community changes accomplished. The goals listed here should be consistent with the broader goals of the organization. Funding agencies will review these goals to determine if the proposed project goals further the organizational goals or if they are merely an attempt to raise funds.
   b. What is the rationale?
      There can be numerous needs that can be addressed but there can be just as many reasons not to engage in a program or project. Issues such as timing, competing needs, internal deficiencies, duplication of efforts, etc. can all affect the decision to proceed. And, just as importantly, although a need may exist, it must be determined that your organization is in the best position to address it. Seeking funding just to seek funding is among the poorest reasons to write a proposal and is among the primary reasons proposals are not successful.
   c. Who is the community impacted?
      Be able to identify the particular areas to be impacted as specifically as possible. They may be communities within communities. Also, engage representatives from the identified areas to assist you in developing the outline. Proposals that demonstrate collaboration and unity are more likely to be funded.
   d. Who is the specific population(s) to be served?
      As with identifying the community to be served, in developing a concept outline it is critical to be specific as to the persons or population that will receive the benefit of the proposed idea. If this cannot be defined or if the specific outcomes are uncertain, go back and gather more information.
   e. What is the cost estimate? Make a comprehensive list of the line items, but do not attach a dollar amount.
      Every idea has a cost factor and how that cost is to be met must be addressed. Some may be excellent ideas but be cost prohibitive. Some may be more attractive to funding agencies. Funding for projects with high staff or administrative costs may be more difficult to secure. Some projects may generate their own revenue once they are operational. There may be matching funds for some projects. Regardless, some thought must be given to how much an idea will cost to implement and operate and how this fits into the overall budget of the organization.
f. **What are the expected outcomes? (Found in the magic Model)**
   Building upon the development of the overall goals, you should have some picture of what success will look like before you begin. The operational process, the methodology, the infrastructure, the data collected all stem from the outcomes that are anticipated. These outcomes need to be realistic, measurable, timely and directly attributable to your idea.

**g. What internal organizational support exists? (Found in the logic model)**
   Too often an idea will be generated at a lower level of the organization and a great deal of energy and resources will be dedicated to its development only to find that, in the end, it did not have the support of upper management. This is wasteful and frustrating. Therefore, prior to putting time and effort into a concept, secure approval for its development.

4. **Checklist Questions (Answer these questions with brevity)**
   a. What is the purpose of this grant?
   b. How is it compatible with your mission and purpose?
   c. Are you eligible to apply?
   d. What is the deadline for submission, receipt or postmark?
   e. What is the expected average award amount and range?
   f. How many awards are anticipated?
   g. What are the “match or in-kind requirements”?
   h. What specific activities/expenditures are eligible under this grant?
   i. What are the caps/limits on activity expenditures?
   j. What activities/expenditures are ineligible?
   k. Will this program fund new, continuing and/or expansion of projects?
   l. What selection criteria will be used to evaluate proposals?
   m. How will points be distributed among the criteria?
   n. What additional features will be considered in making award decisions (for example: geographic location; low income participants)
## Grading Rubric: Grant Application

**Name:**
**Date:**
**Grant:**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points Awarded</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Agency Overall Goals (2 points)</td>
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<tr>
<td>Rationale (2 points)</td>
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<td>Community Impacted (2 points)</td>
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<td>Specific Population (2 points)</td>
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<td>Cost Estimate (2 points)</td>
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<td>Expected Outcomes (2 points)</td>
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<td>Internal Organizational Support (2 points)</td>
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<tr>
<td>Checklist Questions a-n (11 points)</td>
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</tbody>
</table>

**Total Points Earned**
Appendix B. Professional Resources

Professional Macro-Level Social Work Resources to Consider

Professional/academic journals relevant to nonprofit/social work management:

- Administration in Social Work
- Nonprofit Management & Leadership
- Stanford Social Innovation Review
- Nonprofit and Voluntary Sector
- Journal of Community Practice

The UW has online subscriptions to these journals.

Professional association membership. There are three professional associations that are well-established for the area of administration in social work:

- **Association of Community Organizing and Social Administration (ACOSA)**: a 1-year student membership includes a subscription to *The Journal of Community Practice*. The member application is online at [www.acosa.org](http://www.acosa.org).

- **Association for Research on Nonprofit Organizations and Voluntary Action**: a 1-year student membership includes a subscription to *Nonprofit and Voluntary Sector Quarterly*, the latest theoretical and empirical work by scholars of nonprofits. ARNOVA holds an annual meeting for scholars and practitioners every November. The member application is online at [www.arnova.org](http://www.arnova.org).

Commencing your affiliation with a central professional organization for your field will provide you with critically practice-enhancing human connections, information, access to events, discounts, and other resources. It also serves to initiate, in a public way, your future identity as a social worker. Finally, it helps you to begin to routinize your use of research evidence in your practice.

In addition, consider attending one or both of the two primary social work academic associations’ annual meetings for purposes of professional development and networking:

**Council on Social Work Education** ([www.cswe.org](http://www.cswe.org)). Meeting is mid-November of each year. ACOSA holds symposia within CSWE, and the NNSWM is planning on adding adjacent management institutes effective as of 2006.

**Society for Social Work and Research** ([www.sswr.org](http://www.sswr.org)). Meeting is mid-January of each year.