

University of Wisconsin – Madison School of Social Work
1350 University Ave.
Madison, WI 53593

SW 840: Advanced Macro Practice (section 002)
Spring 2019 Full Time Program
Thursday, 10:00 am – 12:00 noon; Social Work 110

Instructors: Lynette Studer, Ph.D., LCSW, Assistant Clinical Professor, and
Laura Dresser, Assistant Clinical Professor
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Dresser: ldresser@wisc.edu (email preferred) or 608-695-9065 (cell)

Office: 309 Social Work (Studer) **Office Hours:** by appointment
Class Location: SW Room 110 **Class Time:** 10:00am -12:00noon
Credits: 2 **Instructional Mode:** Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/142156>

I. Course 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.

Attributes and Designations:

This course counts toward the 50% graduate coursework requirement

Course Requisites:

Graduate or Professional Standing

How credit hour is met:

This class meets for two 55 minute class periods each week (i.e., a 2 hour session with a break) over a the 14 week session and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

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. 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.

This course is required for all students in the Advanced Generalist Specialization.

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 and Thursday sections of SW840 are paired. As detailed below, some content of this course will be taught by Professor Studer, other content 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 Studer.

III. Learning Outcomes: Course Competency, Description, and Dimensions

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 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week 1 (Thursday, January 24): Welcome, Intro, Course Overview (Dresser/Studer)

Introduction to the Course

Required Class Prep

- Review syllabus. Pay attention to topics, assignments, and calendar.
- **Optional From this list, select one podcast of interest to you. Listen to one show from that podcast.** <https://www.yesmagazine.org/issues/good-money/10-podcasts-that-every-social-justice-nerd-should-listen-to-20181219>
- **or, find one article of interest on this page:** <https://www.yesmagazine.org>
- We'll talk about how these issues relate to macropractice and the arc of the course.

Week 2 (Thursday, January 31): Macropractice, Social Justice, and Ethics (Dresser)

Lecture and pair discussion of ethical choices and tensions in ethics.

Lecture and class discussion of macropractice and systems thinking in social work

In class group exercise that focuses on different codes of ethics, how they shape response to social problems, and how they relate to practice.

Required Class Prep

- Michael Reisch, (2016). Why Macro Practice Matters, (essay commissioned by the Special Commission to Advance Macro Practice in Social Work)
<http://files.ctctcdn.com/de9b9b0e001/89cf81d7-bd9e-428a-9209-961f388daa8d.pdf>
- Jabril Faraj (Dec 14, 2016) Nonprofits must alter focus to become force for social change, expert says. Milwaukee Neighborhood News Service.
(http://milwaukeeens.org/2016/12/14/nonprofits-must-alter-focus-to-become-force-for-social-change-expert-says/?mc_cid=04adba524c&mc_eid=05aacc5f09)
- Janet Finn (2016). **Just Practice**, excerpt Chapter 3: Ethics, Values, and Visions pp. 102-124 (starting with “The Practice of Valuing” (p. 102)). Excerpt on Canvas.
- **Optional/recommended** to read **all** of **Just Practice Chapter 3** (pp. 94-138). Entire chapter available on Canvas.

Week 3 (Thursday, February 7): Organizational Assessment and Strategic Planning (Dresser)

(~3 student presentations)

Lecture and class discussion on strategic planning and analyses to support it.

Class discussion of assessment processes at the organizational and system level, with special attention to whether assessment and engagement processes reflect diverse perspectives and diverse groups of stakeholders

Required Class Prep

- Brody & Nair, Chapter 2
- Janet Finn (2016). **Just Practice** excerpt of Chapter 6: Teaching-Learning: Reframing the Assessment Process (pp. 237-276 (just the top of p. 276)). Pay close attention to the section on Learning about Organizations, pp. 269-276. Available on Canvas.
- **Optional/recommended** to read **all** of **Just Practice Chapter 6** (pp. 237-286). Entire chapter available on Canvas.

Assignment Due: * Organizational Equity Assessment Assignment due Tuesday, February 12, 2019, by 11:59pm (Dresser grades)

Week 4 (Thursday, February 14): Leadership & Inclusive Organizations, Meetings, and Boards (Studer)

(~3 student presentations)

Lecture and class discussion on leadership approaches and leadership strategies for engagement.

Pair share on experiences of leadership in placements and organizations.

Group exercise on good and bad meetings.

Class discussion of organizational board and advisory committees and their diversity.

Readings and class discussion of inter-professional teams and their role in the assessment and intervention processes.

Required Class Prep

- Brody & Nair, Chapters 9 and 12
- Watch *Ten Leadership Theories in 5 Minutes* <https://www.youtube.com/watch?v=XKUPDUDOBVo>

- KU Community Tool Box Chapter 13 Section 2: Servant Leadership: Accepting and Maintaining the Call of Service. <http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/servant-leadership/main>
- Bradshaw, B. & Fredette, C. (2012). The Inclusive Nonprofit Boardroom: Leveraging the Transformative Potential of Diversity. Retrieved from <https://nonprofitquarterly.org/2012/12/29/the-inclusive-nonprofit-boardroomleveraging-the-transformative-potential-of-diversity/>
- **Optional** reading Brody/Nair Chapters 1 and 11

Week 5 (Thursday, February 21): Budgeting and Financial Management (Studer)

(~3 student presentations)

Lecture and discussion on budgets, with a focus on basics of budgets and understanding budgets as a statement of organizational priorities.

In class, small group discussion/analysis of financial statements and organizational budgets.

Required Class Prep

- Brody & Nair, Chapter 13
- Maddox, D. (1999). Strategic Budget Cutting. Retrieved from: https://www.tgci.com/sites/default/files/pdf/Strategic%20Budget%20Cutting_1.pdf

Optional (for those with more familiarity with accounting and/or comfort with numbers)

- Charity Navigator. "How Do We Rate Charities' Financial Health?" <https://www.charitynavigator.org/index.cfm?bay=content.view&cpid=35>
- Propel Nonprofits. Analyzing financial information using ratios. https://www.propelnonprofits.org/wp-content/uploads/2017/11/analyzing_financial_information_using_ratios.pdf

Week 6 (Thursday, February 28): Managing and Supervising Employees (and more on budgets, as needed) (Studer)

(~3 student presentations)

Lecture and discussion of key aspects of management and supervision, with a focus on management and supervision as an intervention to improve organizational performance.

Discussion of experience inside placement of positive and negative management and supervision strategies.

Discussion of extent to which management and supervision strategies are inclusive of diverse groups

Required Class Prep

- Brody & Nair, Chapters 5-7
- 15 tips for new managers (<https://www.thebalancecareers.com/tips-for-new-managers-part-1-2275957>)

Assignment Due: *Budget Analysis Assignment due Tuesday, March 5, 2019 by 11:59pm (Studer grades)

Week 7 (Thursday, March 7): Collective Impact Approaches to Community Problem Solving (Studer)
(~3 student presentations)

Lecture and class discussion on identification of community issues focusing on securing input from diverse voices/stakeholders and strategies for community engagement.

Group work on collective impact strategies pursued in the community.

Discussion of collective impact strategies, strengths and limitations, and the “equity” approach for reducing racial and ethnic disparity through them.

Required Class Prep

- Collective Impact at a Glance from the Tamarack Institute. Available here: <https://cdn2.hubspot.net/hubfs/316071/Resources/Tools/CI%20at%20a%20Glance%20Tool%20April%202017.pdf>
- Mark Cabaj and Liz Weaver (2016). Collective Impact Strategies 3.0: An Evolving Framework for Community Change. Tamarack Institute. Available here: <https://collectiveimpactforum.org/sites/default/files/Collective%20Impact%203.0.pdf>
- Angela Glover Blackwell (2015). Equity Matters in Collective Impact read or watch/listen to the speech available here: <http://collectiveimpactforum.org/blogs/1/equity-matters-collective-impact>

Optional (important if you are new to community needs assessment)

- KU Community Tool Box Chapter 3: Assessing Community Needs and Resources. Read Sections 1-3, and Section 8. All sections available here: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources>

Week 8 (Thursday, March 14): Community Collective Impact/ Resource Development with Guest Lecture (Dresser)

(~3 student presentations)

Guest lecture from a practice leader on strategies of community engagement and collective impact.

Group work on collective impact strategies in pursuit of racial equity in Dane County.

Lecture and discussion on resource development, with focus on resource development to improve organizational performance and importance of evaluating resource development strategies.

Reflection on lessons from resource strategies in placements.

Required class prep

- Race to Equity (2016). A Roadmap to Equity: A Two Generation Approach to Reducing Racial Disparities in Dane County. Available here: <http://racetoequity.net/801-2/>
- Hoefler, Richard (2017). Chapter 2 from **FUNDED! Successful Grantwriting for Your Nonprofit**. Oxford Press. Available on Canvas.
- Gibson, C. (2016). 21st-Century fundraising requires nonprofits to shake up their cultures. *The Chronicle of Philanthropy*. <https://www.philanthropy.com/article/Opinion-21st-Century/235485>

NO CLASS MARCH 21, SPRING BREAK

Week 9 (Thursday, March 28): Grant Writing and Logic Models (Studer)

(~3 student presentations)

Lecture and small group work on responding to RFPs.

Discussion of logic models for program development and grant writing, assessment and evaluation.

Group work on building logic models in grant proposals.

Required Class Prep

- Hoefer, Richard (2017). Chapter 7 from **FUNDED! Successful Grantwriting for Your Nonprofit**. Oxford Press. Available on Canvas.
- Wilder Research. (August 2009). *Program theory and logic models*. St. Paul, MN: Wilder Foundation. <http://www.evaluatod.org/assets/resources/evaluation-guides/logicmodel-8-09.pdf>

Optional (useful resources for the assignment)

- W.K. Kellogg Foundation (2004). Introduction to Logic Models (Ch. 1), in *Logic Model Development Guide*. Retrieved from <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- Logic model templates are available here: <https://fyi.uwex.edu/programdevelopment/logic-models/bibliography/>

Assignment Due: *Logic Model for Grants Assignment due Tuesday, April 2, 2019 by 11:59pm. (Studer grades)

Week 10 (Thursday, April 4): System Change, Social Change, and Advocacy Targets (Dresser) **(~3 student presentations)**

Lecture and small group discussion of approaches to social transformation with focus on levels of organizing and theories of change.

Small group work and lecture on identification of interest and power and targets for advocacy campaigns.

Lecture and class discussion on key characteristics that define different traditions and approaches to organizing.

Required Class Prep

- Kim Bobo, Steve Kendall, and Jackie Max (2001). **Organizing for Social Change**, (Seven Locks Press). Chapter 2: The Fundamentals of Direct Action Organizing
- Theory of Social Change (3 minute video), Ford Foundation. <https://www.fordfoundation.org/about/library/multimedia/theory-of-social-change/>
- KU Community tool Box Using Community Sectors to Reach Targets and Agents of Change. (Chapter 18, Section 4: <https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/community-sectors/main>)

Week 11 (Thursday, April 11) Legislative Advocacy (Studer) **(~3 student presentations)**

Lecture and discussion on legislative advocacy and conceptualizing advocacy as an intervention at the system level.

In class, small group work on legislative issues relating to social work at the state and federal level.

In class, small group work on advocacy approaches of various groups in the state and how those approaches relate to theories of social change.

Required Class Prep

- KU Community Tool Box on Lobbying Decision Makers, Legislative Advocacy, and Developing and Maintaining Relationships with Legislators and their aides. (Chapter 33, section 7, 10, and 11):
 - <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/lobby-decisionmakers/main>

- <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/legislative-advocacy/main>
- <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/relationships-with-legislators-aides/main>
- Western States Center (2011). Capitol Gains: Traditional v Movement Building Approaches to Legislative Advocacy: <http://westernstates.center/tools-and-resources/Tools/capitol-gains-traditional-vs.-movement-building-approaches-to-legislative-advocacy>

Week 12 (Thursday, April 18): Community Organizing and Collective Action for Advocacy with Guest Lecture (Dresser)

(~3 student presentations)

Lecture and discussion of community organizing, with attention how generalist practice relates to organizing.

Discussion of current and recent community organizing and mobilization strategies and the technologies and approaches that support them.

In class small exercise on traditional v movement building approaches to social justice advocacy with questions on diverse populations and power issues within community level engagement.

Required Class Prep

- Jennifer Ito et al. (November 2014) “Transforming Lives, Transforming Movement Building” Executive Summary, available: <http://www.soltransforminglives.org/pdf/sol-transforming-lives-executive-summary-4.pdf>
- 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>

Assignment Due: *Advocacy Strategies Paper due Tuesday April 23, 2019 by 11:59pm. (Dresser grades)

Week 13 (Thursday, April 25): KUJICHAGULIA CASE STUDY, Applying Perspective and Using Macropractice Skills (Dresser) (no student presentations)

Case study on community/agency communications, challenges, and problem solving.

Class will be assigned roles in order to carefully consider perspectives in problems solving, community outreach in government programs, levels of operation and coordination, and incorporation of disadvantaged communities into the planning for, operation and evaluation of public programs.

Required Class Prep

- Eichers Penkert, Catherine, Nicholas Dobbins, and Jodi Sandfort (2009). “Kujichagulia: Actively Building a Public-Nonprofit-Community Partnership.” Teaching Case – Segment A. Retrieved from e-PARCC Collaborative Governance Initiative, Syracuse University Maxwell School. <https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/cases/KUJI%20Part%20A.pdf>

Optional

- Part B of the case:
<https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/cases/KUJI%20Part%20B.pdf>

Week 14 (Thursday, May 2): Life-long Learning, Celebration, Practice, and Possibility (Dresser and Studer) (no student presentations)

Class discussion of approaches to life-long learning, with a focus on further development of macro-practice skills and developing technologies.

Class discussion of celebration and sustained engagement with communities and social justice work, in placements, in future employment, and in society.

Required Class Prep

- Rachel Naomi Remen (1999). Helping, Fixing or Serving? Shambala Sun, September 1999. Available: <https://www.uc.edu/content/dam/uc/honors/docs/communityengagement/HelpingFixingServing.pdf>
- Janet Finn (2016). *Just Practice*, Chapter 8, pp. 366-76, sections on Celebration and Principles of Social Justice Work. Also, Epilogue: Just Futures, pp. 377-84.

V. Text and Reading Materials

There is one required text for this course; it is available for purchase at the *University Book Store*, 711 State Street.

Ralph Brody and Murali Nair. 2014. *Effectively Managing and Leading Human Service Organizations*. Fourth Edition. Los Angeles: Sage (Referred to as Brody & Nair).

Other materials are available at Canvas. Students will need to search out and read supplemental material pertinent to specific assignments.

VI. Evaluation: Assignments, Grading, and Methods

Assignments and Evaluation Methods: Five assignments contribute to the grade, with relative weights as follows: 20% Organizational Equity Assessment; 20% Budget Analysis Assignment; 20% Logic Model for Grants Assignment; 20% Advocacy Strategies Paper; 10% Class Presentation Assignment; and 10% Participation. Preparation for and active participation in class is important and can increase your grade if you are on the margin. Late papers will almost certainly be penalized and may not be accepted.

More details on all assignments are in the appendices.

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

Grading: Each assignment will be graded with a numerical score using the following point system:

Assignment	Point Value	Due Date
Organizational Equity Assessment	20	Tuesday, February 12, 2019 by 11:59 pm
Budget Analysis Assignment	20	Tuesday, March 5, 2019 by 11:59 pm
Logic Model for Grants	20	Tuesday, April 2, 2019 by 11:59 pm
Advocacy Strategies Paper	20	Tuesday, April 23, 2019 by 11:59 pm

Class Presentation Assignment	10	Assigned across the semester
Engagement Event Report	10	Due not later than April 27

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	94-100	outstanding work, surpasses minimum expectations in most areas
AB	88-93	surpasses minimum expectations in some areas, but not in others
B	82-87	meets minimum expectations
BC	76-81	meets minimum expectations in some areas, but is below minimum expectations in others
C	70-75	below minimum expectations in most areas, not acceptable graduate-level work
D	64-69	clearly unacceptable in all areas
F	<64	insufficient information for grading, multiple unexcused absences, or academic misconduct.

I expect written portions of assignments to be well-organized, typed, spell-checked, and proofed for grammatical errors. Points will be deducted for sloppy work. If you need assistance with your writing the Writing Center is a resource to draw on (<https://writing.wisc.edu>).

VII. Course Policies

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.

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.

Accommodation for Students with a Disability

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706. Accommodations will not be made without a Faculty Notification Letter. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Religious Observances

In accordance with University policy, accommodation will be made for students who are participating in a religious holiday or who have a conflict between religious observances and mandatory class requirements. To request accommodation, notify the instructor within the first two weeks of class of the specific days or dates on which a student requests relief.

Policies Regarding Expectations for Students

Students are expected to:

- Attend class each session, come on time and actively participate 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.)
- 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.
- Provide respectful feedback to the instructor about parts of the course that are (or are not) facilitating their learning.

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.
- Be available for in-person consultations, either through regular office hours or by appointment.
- 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

NOTE: Descriptions of competencies include some material in parentheses that is covered in other courses and not necessarily covered in this course.

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. (They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas.) Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	Lecture, reading, and discussion on personal values, professional values, and ethics. (K, V, S, C&A)	Week 2
	Group exercise on professional codes of ethics, how they shape response to social problems, and how they relate to practice. (K, V, S, C&A)	Week 2
	Lecture, reading, and discussion of inter-professional teams and social work's role.	Week 4
	Discussion of life-long learning.	Week 14
	Discussion of leadership in organizations and styles of leadership.	Week 4
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.</p> <p>They demonstrate comprehension that</p>	Lecture, reading and discussion related to dimensions of diversity at the organizational level. (K, S, C & A)	Weeks 3, 4, and 7
	Assignment: organizational equity assessment with racial or LGBTQ focus (K, V, S, C&A)	Appendix B
	Lecture, readings and discussion on	

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice.</p> <p>They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>engaging diversity at the community and systems level. (K, S, C&A)</p> <p>Problem Solving Role play with case study focused on African American community/public agency interaction (K, S, C&A)</p>	<p>Weeks 7, 10, and 13</p> <p>Week 13</p>
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</p> <p>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</p> <p>Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.</p>	<p>Lecture, readings and discussions relating to program evaluation and logic model development. (K, C&A)</p> <p>Logic Model Assignment (which must draw on research and apply it to program planning area of macro-practice) (K, S, C&A)</p> <p>Student presentations on agency approaches to using research to evaluate programs</p>	<p>Week 9</p> <p>Appendix D</p> <p>Week 9, Appendix F</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations, and Communities: Focus on Engaging Groups, Organizations and Communities</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.</p> <p>Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</p> <p>Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.</p> <p>They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.</p>	<p>Lectures, readings, small/large group discussions related to organizational approaches to engagement. (K, S, V, C&A)</p> <p>Lectures, readings, small/large group discussions related approaches to community engagement and community organizing. (K, S, V, C&A)</p> <p>Problem Solving Role play with case study exploration of public agency strategies to engage community groups (K, S, C&A)</p> <p>Assignment: Presentation integrating readings and practice at placement requires engagement at the organizational level. (K, S)</p> <p>Assignment: Advocacy Strategies (K, S, V, C&A)</p>	<p>Weeks 3 and 6</p> <p>Weeks 7, 10, and 13</p> <p>Week 13</p> <p>Appendix F</p> <p>Appendix E</p>
<p>2.1.7 Assess Individuals, Families, Groups: Focus on Assessing Groups, Organizations, and Communities</p>	<p>Lecture, reading, group discussions covering assessment at organization level (K, S, V, C&A)</p>	<p>Week 3, 7, and 10</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.</p> <p>They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.</p> <p>Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>Assignment: Organizational Equity Assessment (K, S, V, C&A)</p> <p>Assignment: Logic Model for Grants</p> <p>Lecture, reading, group discussions covering assessment at community level (K, S, V, C&A)</p>	<p>Appendix B</p> <p>Appendix D</p> <p>Weeks 7, 13</p>
<p>2.1.8 Intervene with Individuals, Families, Groups: Focus on Intervening with Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</p> <p>Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.</p> <p>They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Lecture, reading and group discussions focused on leadership, legislative advocacy, community organizing, logic models. (K, V, S, C&A)</p> <p>Lecture, reading, and discussions focused on intervention at the organizational level including leadership, supervision, boards, budgets, and resources (K, V, C&A)</p> <p>Assignment: Budget Analysis (K, S, C&A)</p> <p>Assignment: Advocacy Strategies (K, S, V, C&A)</p>	<p>Weeks 3, 4, 7, 10, 11, 12</p> <p>Weeks 3, 4, 5, 6, 8, 9</p> <p>Appendix C</p> <p>Appendix E</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups: Focused on Evaluating Practice with Groups, Organizations, and Communities</p> <p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</p> <p>Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Lecture, readings, and class discussions relevant to evaluating work at the organizational level</p> <p>Lecture, readings, and class discussions relating to evaluation of work at the community and systems levels. (K, C&A)</p> <p>Assignment: Logic Models for Grants (K,S, C&A)</p>	<p>Weeks 5, 7, 8, 9, 13</p> <p>Weeks 3, 9 and 12</p> <p>Appendix D</p>

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

Appendix B: Organizational Equity Assessment (20 points)

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.

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.

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

Racial Justice Tool: <http://www.westernstatescenter.org/tools-and-resources/Tools/assessing-our-organizations-RJ>

LGBTQ Equality Tool: <http://www.westernstatescenter.org/tools-and-resources/Tools/assessing-our-organizations>

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.

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?

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 C: Financial and Budget Assignment (20 points)

This exercise should be able to be completed in a short 2-5 page single-spaced paper.

I. Preparing for budget cuts (12 points)

At least two weeks in advance of the assignment due date a non-profit agency budget will be distributed to class (and made available on canvas). You will receive specific instructions about required budget cutting at the organization. In response to the scenario provided you will:

A. In one paragraph (or a bulleted list), identify any steps you would take before deciding how to address the budget shortfall. (4 points)

B. In approximately one paragraph, identify a plan for reducing the needed costs if all cuts were to come from personnel reductions? What is the plan, and why? (4 points)

C. In approximately one paragraph, can you identify a plan reducing the needed costs if all cuts were to come from reductions other than personnel? What is the plan, and why? (4 points)

FOR BOTH B AND C, identify any tradeoffs or concerns you have and any key assumptions you have made.

D. In 1-2 paragraphs, select the strategy you tentatively favor to resolve the budget shortfall (it could be one of the above, a combination, or a new idea). Provide a rationale for your choice. (4 points)

II. Assessing financial health (8 points)

The assignment will contain financial statements from an annual report. Consider the financial statement, answer the following questions:

A. Would you say that agencies financial position at the end of the year was: (a) very strong; (b) strong; (c) weak; or (d) very weak? In about ½ - 1 page provide your assessment and your rationale. You should refer to the statement of revenue and expenses in your answer. (4 points)

B. If you said it was very strong or strong, is there any aspect that you thought was weaker? If you said it was weak or very weak, is there any aspect that you thought was stronger? Why? (4 points)

III. Grading

Grading is on a 20-point scale. Each answer is worth 4 points. The criteria I will use include:

- following the assignment
- demonstration that you are familiar with financial concepts
- provision of evidence that supports conclusions
- reasonableness of your assumptions
- clarity of writing (brevity is fine, where it says one paragraph, or bulleted lists, it means that)

Appendix D: Logic Model for Grant Writing (20 points)

Logic Models can be an essential first step in preparing a grant application. Many funders (such as the United Way and the federal government) encourage or require the use of logic models in grant applications. This exercise is designed to give you the opportunity to apply this tool to the creation of a proposal for a program in your agency.

For the assignment, imagine that you want to develop a proposal responding to a funder's request for proposals (RFP). The RFP offers \$75,000 per for one year. You know that this funder has been supportive of work at your placement in the past. Use a logic model to focus a proposal around a new program or the expansion of an existing program that is already in operation at your agency.

The assignment is a 3-5-page single-spaced paper that presents and explains a Logic Model that underlies a proposed new program or program expansion/enhancement within your agency in response to this funding opportunity. 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). You may not use a program for which a formal logic model exists or a program that you have developed a logic model for as a part of another class.

Content:

- Visual representation of your logic model in format of your choice based on templates discussed in class.
 - Logic Model includes all sections including: inputs, activities, outputs, short term outcomes, intermediate outcomes, long term outcomes.
 - All outcomes listed demonstrate horizontal chronological flow from Short-term to long-term
 - All outcomes listed demonstrate a vertical chronological flow within each column
 - Each activity statement is described using an action verb
 - Every outcome listed includes a direction of change
 - Outputs and outcomes are linked logically to activities
 - Connections are highly plausible (i.e., The outcomes listed could realistically arise from the inputs and activities identified).
 - All Intermediate outcomes listed demonstrate a realistic link to the Long-term outcomes identified.
 - Fits to one page
 - Understandable to the lay reader, no jargon included
- 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 information on how the grant will allow secure the outcomes. This will take discussing assumptions that the program makes. 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.

- 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.
- Given the logic model, make a one paragraph abstract that would be the start of your proposal to the foundation. In it draw on your logic model to explain how the funder's resources would make real impact on people's lives.

Logic model templates are available here and maybe useful in this assignment:
<https://fyi.uwex.edu/programdevelopment/logic-models/bibliography/>

Assignment will be graded based on the following rubric:

Logic Model (20pts)	Total Points
Logic Model meets listed criteria (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).	6
Description of Program and Assumptions (you clearly describe the program, the underlying assumptions on which it is based and offer some discussion of the validity of those assumptions).	9
Grant proposal abstract (you clearly describe the relationship between funder resources and new outcomes in the program)	3
Overall organization and paragraph structure; Grammar and mechanics (Quality of writing/APA formatting)	2

Appendix E: Advocacy Strategies Paper (20 points)

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.

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 advocacy effort including:
 - Broad advocacy goals (e.g., meet otherwise unmet needs; reverse or correct a situation; prevent the loss of a valued asset; change public opinion)?
 - 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?

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 F: Class Presentation Assignment (10 points -- Assigned/Due across the semester)

What is it? For 10 class sessions, students (typically 2) 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, 2018 we will be discussing strategic planning; selected students will present information on whether their organization uses a strategic planning process, describe it, and very briefly assess how the process fits (or doesn'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 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 G: Engagement Event Report (10 points - due by end of semester)

Macropractice requires engagement and participation. For this assignment, you are required to participate in one advocacy, policy development, community organizing, or social justice event. Your participation must happen sometime during the semester.

What is the purpose? The engagement event assignment is intended to provide students with real macropractice engagement and a chance to reflect on that engagement.

Examples of key possible engagement events include

Legislative hearings on bills of interest

City, County, or school board meetings – committees or meetings of the whole

Rallies or marches (i.e. Sept 22, Rally for Recovery <http://wisconsinvoicesforrecovery.org/rally-recovery-2018/>)

Community input sessions

Advocacy trainings and/or legislator visits

Etc.

I will identify a number of possible events across the semester. You are responsible for picking and attending one.

Your report should be submitted to Canvas within 24 hours of the event. The report can be brief and styled as a memo directly to me. (Other formats are fine as well. But this need not be formal.) Your report should include

1. A photo of you at the event.
2. A paragraph describing the event and why you chose the event.
3. A paragraph describing something you learned at the event – this should focus on some piece of content, perhaps from a speaker at the event, or from materials distributed at the event.
4. A paragraph offering some reflection on the structure of the event – maybe something that surprised you about the structure of participation in the event or something you would have changed about it.

The brief paper is worth a total of 10 points. Points will be rewarded for the following:

Photo of you at event	3 points
Description of the event and why you chose it	2 points
Description of learning at the event	2 points
Reflection on the event	3 points