

University of Wisconsin – Madison School of Social Work

SW 840: Advanced Macro Practice (section 020)
Spring 2019 Part-Time Program

Instructor: Thomas Wirth, Long term Lecturer
Email: twirth2@wisc.edu
Class Location: HSS 179
Credits: 2

Office Hours: By appointment
Contact Information: 715-829-0852
Class Time: 12pm-2pm
Instructional Mode: Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/142163>

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.

Requisites: MSW student

How credit hour is met: This class meets for one 2 hour class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

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.

II. 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: January 26, 2019

Topics Introduction to Course; Human Services Organizations, Leadership, & Inclusivity
Leadership in Organizations and Styles of leadership
Dimensions of Diversity at the Organizational Level

Class Prep: Required:

Read: Brody & Nair (2014). Chapter 1.

Read: Buckingham, M. & Clifton, D. O. (2001). *Now, discover your strengths*.

Watch: Growing Hope: The Garden Project (28min video on Canvas).

Recommended:

Read Suk Bong, C., Thi Bich Hanh, T., & Byung Il, P. (2015). Inclusive leadership and work engagement: mediating roles of affective organizational commitment and creativity. *Social Behavior & Personality: An International Journal*, 43(6), 931-943. doi:10.2224/sbp.2015.43.6.931 (Reading on Canvas)

WEEK 2: February 2, 2019

Topics Social Work Macro Practice, Personal Professional Values, Ethics, and Social Justice
Interprofessional Teams and the Social Worker's Role
Engaging Diversity at the Community and Systems Level

Group exercise on Professional Code of Ethics

Class Prep: Required:

Faraj, J. (2016, December 14). Nonprofits must alter focus to become force for social change, expert says. *Milwaukee Neighborhood News Service*. Retrieved from <http://milwaukeeenns.org/2016/12/14/nonprofits-must-alter-focus-to-become-force-for-social-change-expert-says/>

Required Listen:

Plitt Donaldson, L., Holmes, K., & Lewis, C. (2016, November 7). Wanted: Social workers on Capitol Hill. [Episode 203]. *inSocialWork: The Podcast Series of the University at Buffalo School of Social Work*. Retrieved from <http://www.insocialwork.org/episode.asp?ep=203> (48 minutes)

Watch: Young Lakota: A Native American Leader Fights for Reproductive Rights (video on Canvas 82 min)

Recommended:

Read: Gough, J., & Spencer, E. (2014). Journal of Social Work Values and Ethics. *Ethics in Action: An Exploratory Survey of Social Worker's Ethical Decision Making and Value Conflicts*,11(2). (Reading on Canvas)

Assignment Due: Reaction to strength based profile

WEEK 3: February 9, 2019

Topics Teams, Boards, and Leading Successful Meetings
Inter-professional teams and Social Works Role
Organizational Approaches to Engagement
Intervention at the Organizational Level

Class Prep: Required:

Read: Rodriguez Heyman, Darian. (2011). *Nonprofit management 101*: San Francisco, CA: Jossey-Bass. Chapter 30 (Reading on Canvas)

Read: Kaner, Sam. (2007). *Facilitator's guide to participatory decision-making*. San Francisco, CA: Jossey-Bass. Pages 3-21; 89-114; 204-205; 221-224; 237-239; 275-287 (Reading available on Canvas)

Listen: Elizabeth Beisel three-time Olympian. *Nonprofit Leadership Podcast*. Retrieved from <http://nonprofitleadershippodcast.org/elizabeth-beisel/> (25 minutes)

Assignment Due: Organizational Equity Analysis

WEEK 4: February 16, 2019

Topics Leadership, Legislative Advocacy, Community Organizing and Problem Solving.
Intervention at the Community Level

Class Prep: Required:

Center for Community Health and Development. (2017). Chapter 33, Section 7: Lobbying decisionmakers. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/lobby-decisionmakers/main>

Center for Community Health and Development. (2017). Chapter 33, Section 10: General rules for organizing for legislative advocacy. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/relationships-with-legislators-aides/main>

Center for Community Health and Development. (2017). Chapter 33, Section 11: Developing and maintaining ongoing relationships with legislators and their aides. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/relationships-with-legislators-aides/main>

Watch: The Student Body – Taking a Stand Against State-Mandated BMI Tests (video on Canvas, 86 min).

WEEK 5: February 23, 2019

Topics Approaches to Community Engagement: Community Needs Assessment and Collective Impact Response
Engaging Diversity at the Community and Systems Level
Evaluation of work at the Community and Systems Level

Class Prep: Required:
Read: Jabril Faraj (May 2, 2017) Do non-profits need new approach? *Milwaukee Neighborhood News Service*. Retrieved from <https://urbanmilwaukee.com/2017/05/02/do-non-profits-need-to-change-approach/>

Watch: Brooklyn Matters: Urban Neighborhoods on the Brink of Change (video on Canvas, 57min).

Recommended:

Center for Community Health and Development. (2017). Chapter 3, Section 1: Developing a plan for assessing local needs and resources. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main>

Center for Community Health and Development. (2017). Chapter 3, Section 2: Understanding and describing the community. Lawrence, KS: University of Kansas.

Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/describe-the-community/main>

Center for Community Health and Development. (2017). Chapter 3, Section 3: Conducting public forums and listening sessions. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-public-forums/main>

Center for Community Health and Development. (2017). Chapter 3, Section 4: Collecting information about the problem. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/collect-information/main>

Center for Community Health and Development. (2017). Chapter 3, Section 5: Analyzing community problems. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/analyzing-community-problems/main>

Center for Community Health and Development. (2017). Chapter 3, Section 8: Identifying community assets and resources. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main>

Center for Community Health and Development. (2017). Chapter 3, Section 9: Developing baseline measures. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/developing-baseline-measures/main>

WEEK 6: March 2, 2019

Topics Approaches to Community Organizing for Advocacy
Engaging Diversity at the Community and Systems Level
Leadership, Legislative Advocacy, Community Organizing, and Problem Solving

Class Prep: Required:
Read: Kimberly Bobo, Steve Kendall, and Jackie Maz (2001). ***Organizing for Social Change***, (Seven Locks Press). Chapter 2: The Fundamentals of Direct Action Organizing

Watch: From Flint: Voices from a Poisoned City – Investigating the Michigan Water Crisis (video on canvas, 25m)

Recommended:

Center for Community Health and Development. (2017). Chapter 30, Sections 1-7: Principles of advocacy. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles> (Read sections 1-7)

Center for Community Health and Development. (2017). Chapter 31, Section 1: How to conduct research: An overview. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-research/overview/main>

Center for Community Health and Development. (2017). Chapter 33: Conducting a direct action campaign. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action> (Select three sections from 1-20 to read)

WEEK 7: March 9, 2019

Topics Budgeting and Financial Management

Class Prep: Required:

Read: Rodriguez Heyman, Darian. (2011). *Nonprofit management 101*. San Francisco, CA: Jossey-Bass. Chapter 13: Nonprofit Financial Management (Pages 197-216)

Nonprofits Assistance Fund. *Analyzing financial information using ratios*. Retrieved from <https://www.propelnonprofits.org/resources/analyzing-financial-information-using-ratios/>

WEEK 8: March 23, 2019

Topics Strategic Planning, SWOT, and Organizational Assessment
 Dimensions of Diversity at the Organizational Level
 Organizational Approaches to Engagement
 Assessment and Evaluation at the Organizational Level

Class Prep: Required:

Read: Rodriguez Heyman, Darian. (2011). *Nonprofit management 101*. San Francisco, CA: Jossey-Bass. Chapter 5: Strategy and Planning: Turning a Dream into Reality

Center for Community Health and Development. (2017). Chapter 3, Section 14

KU Community Tool Box Chapter 3 Section 14: SWOT Analysis: Strengths, weaknesses, opportunities, and threats. Lawrence, KS: University of Kansas. Retrieved from the Community Tool Box: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

Libby, P., & Deitrick L. (2017). *Cases in nonprofit management: a hands-on approach to problem solving*. Thousand Oaks, CA: Sage Publications. Strategic Decision Making (Pages 83-85; Pages 97-100)

Assignment Due: SWOT Analysis

WEEK 9: March 30, 2019

Topics Program Development, Evaluation and Logic Models
Organizational Approaches to Engagement and Evaluation

Class Prep: Required:
Wilder Research. (August, 2009). *Program theory and logic models*. Retrieved from <http://www.evaluatod.org/assets/resources/evaluation-guides/logicmodel-8-09.pdf>

Assignment Due: Financial Statement Analysis

WEEK 10: April 6, 2019

Topics Measuring Organizational Progress and Evaluation
Program Evaluation

Class Prep: Required:
Talley, J.L. & Fram, E.H. (2012). Using imperfect metrics well: Tracking progress and driving change. *Nonprofit Quarterly*. Retrieved from <https://nonprofitquarterly.org/2012/07/24/using-imperfect-metrics-well-tracking-progress-and-driving-change/>

Bell, J. & Masaoka, J. (2009). A nonprofit dashboard and signal light for boards. Retrieved from <http://www.blueavocado.org/content/nonprofit-dashboard-and-signal-light-boards>

Libby, P., & Deitrick L. (2017). *Cases in nonprofit management: a hands-on approach to problem solving*. Thousand Oaks, CA: Sage Publications. (Measuring Performance, pages 67-82)

WEEK 11: April 13, 2019

Topics Intervention at the Organizational Level and Resource Development

Class Prep: Required:
Read: Rodriguez Heyman, Darian. (2011). *Nonprofit management 101*. San Francisco, CA: Jossey-Bass. Available on Canvas.
Chapter 18: Fundraising: Knowing When to Do What (Pages 291-308)
Chapter 20: How to Seek a Grant (Pages 325-340)

Parder, R. [Host]. (2017, June 15). Marc A. Pitman the fundraising coach. *Nonprofit Leadership Podcast*. Retrieved from <http://nonprofitleadershippodcast.org/marc-a-pitman/> (35 minutes)

Assignment Due: Logic Model

WEEK 12: April 20, 2019

Topics Leadership, Management and Supervision
Intervention at the Organizational Level

Class Prep: Required:

Brody, R. & Nair, M. (2014). *Effectively managing human service organizations*. Thousand Oaks, CA: SAGE Publications. (Chapter 5)

Brody, R. & Nair, M. (2014). *Effectively managing human service organizations*. Thousand Oaks, CA: SAGE Publications. (Chapter 6)

WEEK 13: April 27, 2019

Topics Managing Change and Conflict
Intervention at the Organizational Level via Leadership for Real Organizational Change

Class Prep: Required:

Kaner, S. (2007). *Facilitator's guide to participatory decision-making*. San Francisco, CA: Jossey-Bass. (Chapter 10: Dealing with Difficult Dynamics [Pages 135-154])

Brody, R. & Nair, M. (2014). *Effectively managing human service organizations*. Thousand Oaks, CA: SAGE Publications. (Page 60-67)

Watch: Leading Real Organizational Change (Video on Canvas, 33 min). Discussion questions on Canvas

Assignment Due: Advocacy Strategies Paper

WEEK 14: May 4, 2019

Topics Life-long Learning and Celebration
Evaluation of work at the Community and Systems Level

Class Prep: Required:

Finn, J. (2016). *Just Practice: A social justice approach to social work*. New York, NY: Oxford University Press. (Chapter 8, pages 366-376)

Finn, J. (2016). *Just Practice: A social justice approach to social work*. New York, NY: Oxford University Press. (Epilogue, pages 377-384)

Watch: #ReGENERATION: Social Activism (Video on Canvas, 80 min). Discussion questions on Canvas.

V. Texts and Reading Materials for the course

Materials and links are available at Canvas (<https://canvas.wisc.edu/courses/93249>). Students are also required to search out and read supplemental material pertinent to their specific assignments.

Buckingham, M. & Clifton, D. O. (2001). *Now, discover your strengths*. New York, NY: The Free Press.

VI. Evaluation: Assignments, Grading and Methods

Assignments and Evaluation Methods: Six assignments contribute to the grade, with relative weights as follows: 5% Strengths based self-assessment; 10% SWOT Analysis; 15% Organizational Equity Assessment; 15% Financial Statement Assignment; 20% Logic Model Assignment; 15% Advocacy Strategies Paper; and 10% Meeting Facilitation Assignment. Detailed information regarding each of these assignments is detailed below.

Assignment 1 - Meeting Facilitation Exercise (10 points; due: ongoing)

It is critical that leaders learn how to be successful meeting facilitators, yielding a successful group process that helps groups effectively reach decisions, solutions, or conclusions.

Using the resources given to you in Week 4 you will work with your placement agency to plan for and facilitate a meeting. During the class after you have led the meeting, you will present the experience in a brief presentation. Your presentation will include the following:

- ❖ What was the purpose of the meeting?
- ❖ What tools or processes did you use?
- ❖ What about the meeting was successful?
- ❖ What about the meeting would you have liked to have done differently?
- ❖ Overall, how did the process feel? Did you receive any feedback from your colleagues?

Assignment will be graded based on the following:

Meeting Facilitation Exercise (10pts)	Total Points
Presenter demonstrates understanding of meeting facilitation resource and effectively addresses points listed in syllabus.	6
Presenter effectively uses eye contact, speaks clearly, uses suitable volume and pace, and effectively engages the audience.	4

Assignment 2 - Reaction to strengths based profile (5 points; start of class Week 2, February 2, 2019)

This assignment will give you the opportunity to examine the strengths you bring to an organization and how to best utilize those strengths to succeed.

You are required to submit a three page summary of your strengths as revealed in the Buckingham, M. & Clifton, D. O. (2001). *Now, discover your strengths* Required Reading. Do the identified strengths seem accurate?

Assignment will be graded based on the following:

	Total Points
Submission of a reaction paper based on the reading of Strengths Finder 2.0 and completing the Strengthfinder assessment tool.	2
Do the strengths identified seem to describe you accurately	2
Overall clarity of writing, structure of paper	1
Total	5

Assignment 3 - SWOT Analysis (10 points; due 11am Week 8 March 24, 2018)

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

Using your field placement agency, select a program or an area of programming upon which to conduct your SWOT Analysis. Your SWOT Analysis should use data from at least three sources to provide a comprehensive analysis of the program area. Sources may include: agency staff members or volunteers working within the program, users or clients of the program, existing evaluation data from the program, research into best practices for similar programs, referral sources to the program, as well as others.

Please refer to assignment document uploaded on Canvas. Upload your completed document to Canvas by 11am of Week 5. Instructor will print out documents and bring to class to be used during in-class activity.

Assignment will be graded based on the following:

	Total Points
References (At minimum three references)	3
Responses (At least 4 responses per section)	4
In-class activity and presentation (engagement in activity)	3
Total	10

Assignment 4 - Organizational Equity Assessment (15 points – Due Week 3 February 10, 2018)

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 should be 5-7 pages long, double-spaced with a 12-point Times New Roman font, and 1-inch margins. Please follow APA Paper Formatting Guidelines. Assessment grids must be attached to the document and may not be counted in overall page count.

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?

Assignment will be graded based on the following:

Grid and discussion of the grid results	3 points
Discussion of organizational context	3 points
Critical reflection	5 points
Overall clarity of writing, structure of paper	4 points
TOTAL	15 points

Assignment 5 - Logic Model (20 points; Due Week 11 April 14, 2018)

Logic Models are often used in program development and planning. Additionally, many funders (such as the United Way) encourage or require the use of logic models in grant applications to demonstrate the theory of change behind a program being proposed for funding. Using the results from your SWOT analysis, select a new program or a program expansion or enhancement for which you would like to be the basis for your logic model.

Papers should be 4-6 pages total, double-spaced with a 12-point Times New Roman font and 1-inch margins. Follow APA Paper Formatting Guidelines. One of the pages will be the Logic Model Diagram. I will be looking at the overall organization of your writing, as well as grammar, punctuation, spelling and proper credit given to sources.

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 (ie. 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 key assumptions that the program makes to have its impact and achieve success. In other words, what does the program assume will occur, what conditions exist in the world, or what is the state of current research evidence that will allow the program to accomplish its planned outcomes. You may wish to reflect back on some of the information you collected during your SWOT analysis to aid you in this section.
- Analysis of Assumptions:
 - 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.

Assignment will be graded based on the following:

Logic model meets listed criteria	9
Description of program and assumption meets listed criteria	4
Analysis of assumptions meets listed criteria	4
Overall organization and paragraph structure	2
Grammar and mechanics	1
TOTAL	20 points

Assignment 6 - Financial Statement Assignment (15 points; Due Week 9 March 31, 2018)

The assignment is an exercise designed to provide the student with practice utilizing financial statements and balance sheets to analyze the financial health and performance of an organization.

Instructions:

- 1) Working in groups of two gather 5 years worth of annual financial statements and balance sheets for a non-profit organization of your choice. This may include your internship placement, place of employment, or any other non-profit with publicly available financial information. You may review Charity Navigator on line to find financial statements for many non-profit organizations. The following variables are required:
 - a. Total Assets
 - b. Total Net Assets
 - c. Unrestricted Net Assets
 - d. Cash
 - e. Marketable Securities (Investments)
 - f. Total Liabilities
 - g. Unrestricted Revenue
 - h. Earned Revenue
 - i. Total Revenue
 - j. Government Revenue
 - k. Total Expenses
 - l. Total Fundraising Expenses
 - m. Program Expenses
 - n. Total Fundraising Contributions

- 2) Answer the worksheet uploaded on Canvas based on the financial and other information gathered during research in step 1.
- 3) Answer essay questions included in the worksheet.
- 4) Upload completed worksheet to Canvas by due date.

Grading will be based on the following:

Accuracy of arithmetic accuracy	7 points
Demonstration of understanding and depth of analysis question responses	8 points
TOTAL	15 points

Assignment 7 - Advocacy Strategies Paper (15 points; Due Week 13 April 28, 2018)

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 4-5 pages double spaced; 12 point Times New Roman Font; and 1-inch margins. The purpose of this paper is to demonstrate student’s understanding of key advocacy and organizing concepts in relationship to the needs of client’s and/or

organization at their placement site.

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?

Points will be rewarded for the following:

Description and motivation of advocacy issue	3 points
Statement of advocacy goals	2 points
Selection and discussion of tactics to achieve goals	5 points
Discussion of organizational fit	3 points
Overall clarity of writing, structure of paper, integration of related readings	2 points
TOTAL	15 points

Class Participation and Attendance (10%)

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

Assignment	Point Value	Due Date
Participation and Attendance	10	Ongoing
Meeting Facilitation	10	Ongoing
Strengths based assessment	5	Week 2 February 2, 2019
Organizational Equity Analysis	15	Week 3 February 9, 2019
SWOT Analysis	10	Week 8 March 23, 2019
Financial Statements	15	Week 9 March 30, 2019
Logic Model	20	Week 11 April 13, 2019
Advocacy Plan	15	Week 13 April 27, 2019

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

Points	Grade	
94-100	A	Outstanding work, surpasses minimum expectations in most areas.
88-93	AB	Surpasses minimum expectations in some areas, but not in others.
82-87	B	Meet minimum expectations.
76-81	BC	Meets minimum expectations in some areas, but is below minimum expectations in others.
70-75	C	Below minimum expectations in most areas, not acceptable graduate-level work
64-69	D	Clearly unacceptable in all areas
<64	F	Insufficient information for grading, multiple unexcused absences, or academic misconduct.

Some comments on grading:

- You may appeal a grade on a particular assignment, but you must do so in writing, support your position with substantive arguments, and do so within one week of when the assignment is returned.
- It is expected that written portions of all assignments to be typed, spell-checked, proofed for grammatical errors, and well-organized. Points will be deducted from your grade for sloppy work. If you need assistance with your writing, the Campus Writing Center is available as a free

resource to all students.

VII. Course Policies

Attendance Policy

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

Promptness. Prompt arrival to all courses is required.

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

Absence. To ensure a quality educational experience, students must attend and participate in classes.

- Attendance will be taken at each class and students' level of participation noted.
- Excused and Unexcused Absences:
 - Two unexcused absences will result in a student's grade being dropped one full grade.
 - Three unexcused absences will place the student at risk for failing the course.
 - On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence. You will not have the opportunity to complete make-up work to compensate for *unexcused* absences.
 - Additional graded make-up work appropriate for the content missed during an *excused* absence may be assigned. This make-up work may consist of an analysis of the required reading, as well as a summary of any power point lecture material and how one might integrate this material into one's practice.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact the instructor prior to the start of the class to be considered for an *excused* absence.
- Inclement Weather Policy
 - If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
 - If classes are not cancelled, but an individual student concludes that s/he cannot safely travel to reach her/his class site, the student must contact her/his instructor(s) regarding her/his plan to not travel. This absence will be considered excused and make up work may be assigned.

Student behavior policy

Students are expected to maintain a level of professional behavior in and out of the classroom. Disrespectful behavior in the classroom will not be tolerated. Disrespectful behavior will be determined at the discretion of faculty. Some examples of this behavior are, but not limited to, talking while others are speaking, arriving late, consistent and repeated checking of your phone/electronic devices, sleeping in class and not being respectful to faculty or to guest speakers. Nonverbal disrespectful behavior includes, but not limited to, eye rolling, or aggressive body posturing. Your grade is based on successful

completion of the competencies and behaviors. Disrespectful and unprofessional behavior in the classroom will not be tolerated and will be reflected in the final course grade. It is the student's responsibility to contact faculty for any clarification on disrespectful and unprofessional behavior

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.

Late Assignments

All assignments are due on the date required by the instructor. Students needing an extension on assignments should discuss with instructor prior to assignment due date. Assignments turned in late may be docked 5 percentage points (on a 100-point scale) for each day past due. (For example, an assignment worth 40 points will be docked 2 points for each day past due; an assignment worth 5 points will be docked 0.25 points for each day past due.)

Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration and helping others commit these acts are examples of academic misconduct which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension.

Code of Ethics, Professional Conduct & Plagiarism:

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

Plagiarism

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

Accommodations for Students with a Disability

Students with Disabilities 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 generate a Faculty Notification Letter utilizing McBurney Connect as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@studentlife.wisc.edu; Phone at 608-263-2741; Text messaging at 608225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson Street #2104, Madison, WI. 53706. I will work either directly with the student or with 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.

Technology in class

A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for *unobtrusive* note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

Incompletes

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

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.

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>	<p>Lecture, reading, and discussion on personal values, professional values, and ethics. (K, V, S, C&A)</p> <p>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)</p> <p>Lecture, reading, and discussion of inter-professional teams and social work's role. (K, S, C & A)</p> <p>Discussion of life-long learning. (K, V)</p> <p>Discussion of leadership in organizations and styles of leadership. (K, S, C & A)</p>	<p>Week 2</p> <p>Week 2</p> <p>Week 3</p> <p>Week 14</p> <p>Week 1</p> <p>Assignment 2, pg. 10</p>
<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 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</p>	<p>Lecture, reading, videos, and discussion related to dimensions of diversity at the organizational level. (K, S, C & A)</p> <p>Assignment: organizational equity assessment with racial or LGBTQ focus (K, V, S, C&A)</p> <p>Lecture, readings, and videos and discussion on engaging diversity at the community</p>	<p>Week 8</p> <p>Assignment 4, pg. 11</p> <p>Weeks 2, 5, 12</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>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>	and systems level. (K, S, C&A)	
<p>2.1.4 Engage In Practice-informed Research and Research-informed Practice</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 logic model development. (K, C&A)</p> <p>Lecture, readings and discussions relating to program evaluation. (K, C&A)</p> <p>Logic Model Assignment (which must draw on multi-disciplinary sources of research and apply it to program planning area of macro-practice) (K, S, C&A)</p>	<p>Week 9</p> <p>Week 10</p> <p>Assignment 5, pg. 12</p>
<p>2.1.6 Engage with Individuals, Families, Groups: Engage with 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>Lectures, readings, videos, small/large group discussions related to organizational approaches to engagement. (K, S, V, C&A)</p> <p>Lectures, readings, videos, small/large group discussions related approaches to community engagement and</p>	<p>Weeks 3, 8, 9</p> <p>Weeks 5, 6</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<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>community organizing. (K, S, V, C&A)</p> <p>Assignment: SWOT Analysis at placement requires engagement at the organizational level. (K, S)</p> <p>Assignment: Meeting Facilitation (K, S, V, C&A)</p>	<p>Assignment 3, pg. 10</p> <p>Assignment 1, pg. 9</p>
<p>2.1.7 Assess Individuals, Families, Groups: Assess Groups, Organizations, and Communities</p> <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>Lecture, reading, videos, group discussions covering assessment at the organization level (K, S, V, C&A)</p> <p>Assignment: Organizational Equity Assessment (K, S, V, C&A)</p> <p>Assignment: Logic Model (K, S)</p> <p>Lecture, reading, videos, group discussions covering assessment at community level (K, S, V, C&A)</p>	<p>Week 8</p> <p>Assignment 4, pg. 11</p> <p>Assignment 5, pg. 12</p> <p>Weeks 5, 14</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.8 Intervene with Individuals, Families, Groups: Intervene 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, videos, and group discussions focused on leadership. (K, V, S, C&A)</p> <p>Lecture, reading, videos, and group discussions focused on legislative advocacy. (K, V, S, C&A)</p> <p>Lecture, reading, videos, and group discussions focused on community organizing. (K, V, S, C&A)</p> <p>Lecture, reading, videos, and group discussions focused on problem solving. (K, V, S, C&A)</p> <p>Lecture, reading, videos, and discussions focused on intervention at the organizational level including supervision. (K, V, C&A)</p> <p>Lecture, reading, videos, and discussions focused on intervention at the organizational level including boards of directors. (K, V, C&A)</p> <p>Lecture, reading, videos, and discussions focused on intervention at the organizational level including budgets and financial management(K, V, C&A)</p> <p>Lecture, reading, videos, and discussions focused on</p>	<p>Weeks 1, 13</p> <p>Week 4</p> <p>Week 6</p> <p>Week 12</p> <p>Week 12</p> <p>Week 3</p> <p>Week 7</p> <p>Week 11</p> <p>Assignment 6, pg. 14</p> <p>Assignment 7, pg. 14</p>

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
	<p>intervention at the organizational level including and resource development (K, V, C&A)</p> <p>Assignment: Financial Statement K, S, C&A)</p> <p>Assignment: Advocacy Strategies (K, S, V, C&A)</p>	
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups: Evaluate 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. (K, C&A)</p> <p>Lecture, readings, videos, and class discussions relating to evaluation of work at the community and systems levels. (K, C&A)</p> <p>Assignment: Logic Model (K,S, C&A)</p>	<p>Weeks 8, 9, 10</p> <p>Weeks 5, 14</p> <p>Assignment 5, pg. 12</p>

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