Instructor: Kate Kipp, MSSW, APSW

Office: B-343 Science (Stevens Point) & 85-C South Hall (Wausau)

Office Hours: Mondays in Wausau: 9:30 AM to 1:30 PM
                        Tuesdays in Stevens Point: 9:30 AM to 1:30 PM
                        Evenings & other days in Zoom by appointment

Course Schedule: Mondays from 6 PM to 8:50 PM
                        8 week course, January 23, 2023- March 17, 2023
                        Main Campus: CBB 269
                        Wausau Campus: North Hall 218

Final Exam: Online in Canvas, open/close dates to be determined.

Course Pre-Requisites: Sociology 261, Sociology 101, and acceptance in the social work program.

Undergraduate & Graduate Required Content:
Please see Canvas for the links to the W. K. Kellogg Foundation resources on program evaluation.

Graduate Student Additional Required Text:
Royse, David, Thyer, Bruce A., and Padgett, Deborah K. (2016) *Program Evaluation: An Introduction to an Evidence-Based Approach*. 6th edition. Chicago: Cengage.

NASW Code of Ethics
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Community (including Student) Rights & Responsibilities Website:
https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description
This course is designed to provide knowledge and develop skills for generalist social work practice with communities and organizations. Principles of generalist social work macro practice in organizations including assessment, intervention, and evaluation; social service administrative concerns including relationships between organizations, and issues within the organization including supervision, consultation, research, ethics, and continuing education.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course
The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

CSWE Competency		Demonstrated behaviors for competent practice include:	Assessment for Competency	
Competency 1	Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; b. demonstrate professional behavior; appearance; and oral, written, and electronic communication; c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.	Week 1 Week 2 Week 11	ESC I ESC II ESC V
Competency 2	Advance human rights and social, racial, economic, and environmental justice.	a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Week 3 Week4 Week 7 Week 8 Week 10	ESC I
Competency 3	Engage anti-racism, diversity, equity, and inclusion in practice (ADEI).	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	Week 2 Week 3 Week 5 Week 6 Week 10 Week 11	ESC 1 ESC 2
Competency 4	Engage in practice-informed research, and research-informed practice.	a. apply research findings to inform and improve practice, policy, and programs; and b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	Week 4 Week 9	ESC I ESC II ESC III ESC IV
Competency 5	Engage in policy practice.	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	Week 10	ESC I
Competency 6	Engage with individuals, families, groups, organizations, and communities.	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Week 1 Week 2 Week 7	
Competency 7	Assess individuals, families, groups, organizations, and communities.	a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	Week 5 Week 6 Week 7 Week 8 Week 9	ESC I ESC II ESC III ESC IV ESC V
Competency 8	Intervene with families, groups, organizations, and communities.	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Week 5 Week 6 Week 7 Week 8 Week 10	ESC II ESC III ESC IV

Competency 9	Evaluate practice with individuals, families, groups, organizations, and communities.	a. select and use culturally responsive methods for evaluation of outcomes; and b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	Week 6 Week 8 Week 9 Week 12 Week 13 Week 14	ESC III ESC IV

III. Course Content

Class Format:
The course format will include lecture, videos, small group work and presentations. This class will also have a "laboratory" learning style. Students will work in small groups to assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and challenge yourself to critically think.

Course Requirements:

Attendance	145 points
Experiencing Social Change Part I	25 points
Experiencing Social Change Part II	20 points
Experiencing Social Change Part III	20 points
Experiencing Social Change Part IV	20 points
Experiencing Social Change Part V	20 points
Experiencing Social Change Presentation	150 points
Final Exam	100 points

Attendance & Participation:
Students are required to attend every class. Attendance is taken at the beginning of class and each class is worth 5 points. The instructor believes "showing up" for our clients is a critical piece of ethical, professional social work, therefore, attending class every week to "show up" for your learning, and your fellow students' learning is just as critical. If students are unable to attend class, students must discuss this with the instructor PRIOR to class.

Student participation will be graded on quality, not just quantity. Different students have different learning styles. Participation is more than asking a question or making a comment before the entire class; participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Course Assignments:
There are four graded assignments (Experiencing Social Change Parts I through IV) and a presentation (Social Change Presentation) to be completed prior to the final exam. Each assignment is a portion of the final presentation, Experiencing Social Change. The purpose of the assignments and final presentation is to think critically, analyze and apply learning and experiences. All written assignments must be submitted via Canvas.

Final Exam
The final exam will be administered in Canvas. Your instructor will provide specifics as the time the exam opens, and closes. The exam will be multiple choice, short answer, and essay.

Grading Scale:

A	=	94-100	significantly above requirements
A-	=	91-93	
B+	=	88-90	
B	=	84-87	above basic requirements
B-	=	81-83	
C+	=	78-80	
C	=	74-77	meets basic requirements
C-	=	71-73	
D+	=	68-70	
D	=	60-67	below requirements
F	=	59 and below	no credit

Confidentiality:
We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom.

Ground Rules for Class Participation:
We will foster a learning atmosphere where each person is valued and is safe to communicate freely. We will communicate in a constructive and thoughtful manner which is free of harassment and threat. We will commit to work through conflicts should any occur, without blame or intimidation. We will set additional rules and expectations as a class.

Guiding Values
In addition to the values of our great university: Community Engagement, Critical Thinking, Diversity & Inclusivity, Lifelong Learning, Professional Preparation, Research & Scholarly/Creative Activity, Student-Centered Environment, and Sustainable Management of Natural Resources,

and our profession: Dignity & Worth of the Person, Service, Competence, Integrity, Social Justice, and Importance of Human Relationships,

our classroom will foster: Growth mindset, Resourcefulness, Ownership, and Curiosity.

IV. Course Policies

Support for Students Requiring ADA Accommodations
UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:
https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx

Attendance Policy
This course is a professional training for which the student has committed to attend. Students are expected to attend all days the class is scheduled to meet. All students will create a name tag to assist the instructor with learning names. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any unexcused absence, a student will not receive attendance points for the missed class.
Students who arrive to class late will receive partial attendance points.

CLASS DURING PERIODS OF INCLEMENT WEATHER OR INSTRUCTOR ILLNESS
Please check your EMAIL by 7:30 AM to learn if our class will be held virtually.

If the class is held virtually, access Zoom through our class on Canvas. The instructor will take attendance and review the PowerPoint and other content for the day. You will be required to attend the entire class period in order to earn all attendance points for the day.

The instructor will review how to use Zoom during the first week of class.

Assignment Policy for Late Papers and Incompletes:
Students are expected to complete course work by the date and time that it is due. The instructor will check the Dropbox to determine that if work was submitted the required due date/time. The instructor will NOT grade late work that is submitted to Canvas unless an alternate due date has been negotiated. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate. **Students who send an email seeking an extension for an assignment due the same day are unlikely to receive an extension.**

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

Plagiarism:
It is a requirement that all work *not* original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Professional Communication
Students will utilize professional writing skills when communicating with the instructor by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review.

Emails received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day. The instructor will not check emails after 4:30 PM on weekdays or during the weekend.

Confidentiality:
We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom. Our classroom is a safe place for learning, inquiring, and expression.

V. Course Outline

Week 1 01/23/2023 Monday night	<u>We will explore:</u> Introduction to the course Review syllabus & review class expectations NASW Code of Ethics Review Generalist Model of Social Change & Roles in Change Process
Week 1 01/23/2023	<u>We will explore:</u> Review Generalist Model for Change Review basic micro communication skills Interview and communicate effectively in macro contexts Conveying warmth, empathy, and genuineness Understanding privilege, bias and power Complete an implicit bias test at the Harvard Implicit Bias research site https://implicit.harvard.edu/implicit/
Week 2 01/30/2023 Monday night	<u>We will explore:</u> Leadership skills to improve service delivery Networking to analyze, formulate, and advocate for policies/practices Conflict management Critical thinking skills for conflict resolution
Week 2 01/30/2023	<u>We will explore:</u> Defining organizations, social services, and social agencies Macro context of organizations Conceptual frameworks and organizational theories to guide practice Organizations from a systems perspective **Experiencing Social Change I is due on 02/13/2020 by 11:59 PM**
Week 3 02/06/2023 Monday night	<u>We will explore:</u> Problem identification in organizational change Reviewing personal and professional reality in the change process Goals & Resources or change Costs and benefits to change- micro, mezzo, and macro

Week 3 02/06/2023	We will explore: Systems to visualize change: Macro client, Change Agent, Target & Action Systems Process for initiating and implementing macro level change Goals, objectives, and action steps PERT Charts
Week 4 02/13/2023 Monday night	We will explore: Conceptual frameworks to understand communities and neighborhoods Systems perspective to view community as ecological & social systems Concepts to assess change in neighborhoods and communities Social stratification, socio-economic systems, and their impact on human rights **Experiencing Social Change Part II due 03/05/2020 at 11:59 PM.**
Week 4 02/13/2023	We will explore: Conceptual frameworks and strategies to empower communities Assessing potential for community change SWOT analysis Logic Model Asset mapping Intervene and evaluate change in a community Review the W.K. Kellogg Foundation's Logic Model guide for additional help: https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide **We will spend class time working on the SWOT & Logic Model (Experiencing Social Change Part III) which is due 03/26/2020 at 3:15 PM.**
Week 5 02/20/2023 Monday night	We will explore: Building a mission-based budget for programs/projects Understanding "grant math" **We will spend class time working on Experiencing Social Change Part V.**
Week 5 02/20/2023	We will explore: Utilize key concepts in macro practice Risk factors for social and economic injustice Advocacy Conceptual models of social action Legislative advocacy Video: America After Charleston (PBS) Kaplan, S. (2015, June 6). For Charleston's Emanuel AME Church, Shooting is Another Painful Chapter in a Long History. *The Washington Post*. Retrieved from https://washingtonpost.com https://www.washingtonpost.com/news/morning-mix/wp/2015/06/18/for-charlestons-emanuel-a-m-e-church-one-of-the-oldest-in-america-shooting-is-another-painful-chapter-in-long-history/?utm_term=.47e04841bf66

Week 6 02/27/2023 Monday night	We will explore: Part I Review key concepts in evaluation Problems and barriers in program evaluation Different models of evaluation Evaluation approaches Stages and steps in evaluation Review the W.K. Kellogg Foundation's Evaluation guide: https://www.wkkf.org/resource-directory/resource/2010/w-k-kellogg-foundation-evaluation-handbook **We will spend class time working on Experiencing Social Change Part IV which is due 04/02/2020 at 3:15 PM.**
Week 6 02/27/2023	Program Evaluation Part II
Week 7 03/06/2023 Monday night	Monday – Project Presentations
Week 7 03/06/2023	NASW Code of Ethics Ethical reasoning and decision-making Ethical dilemmas in macro contexts Read the NASW Code of Ethics http://socialworkers.org/pubs/code/code.asp
Week 8 03/13/2023 Monday night	Monday – Finish presentations Wrap up course content & exam preparation
Final Exam DUE	TBD

VII. Experiencing Social Change: Applying Social Change Learning to the Community

The purpose of this five-part project is for you to *apply the models and concepts from class to design* a change project in the world around you. You will take the time to look and listen for the needs in your community, work or field. You will then apply the tools and techniques learned in the classroom so that you can engage and apply the change process. Upon completion of the four sections of work, you will present your completed learning project to our classroom. The four parts of the Experiencing Social Change project mimic grant application components.

Part I: Project Narrative
Create a change project occurring in your community, work or field. Please create a project which has a goal to improve the lives of vulnerable populations. Examples of such projects would be: developing programming to support juveniles with AODA needs, creating a peer mentoring program for at-risk youth in schools, developing a support group for adult caregivers, a peer mentoring program for veterans with PTSD, recruiting adult foster parents for adults with developmental disabilities, creating a program to support expelled students, creating a personal needs hygiene pantry for those who are homeless. If the proposal is to improve lives, you may use it. We will have time in class on to discuss and define your project.

Once your change project is selected, please write a 4-5 page paper answering the following questions. You may simply paste these questions into a new Word document and answer them.
1. What is the change project/program's name?
2. What is the project/program? How will is operate? What will it do? Who is involved? This should take about one to two-pages to describe the project.
3. What is the purpose (goal) of the project?
4. Identify three pieces of research to support your project. You may use current (within five years) research journals, current (within five years) publications by federal or state governmental agencies/departments or other reputable publications. Write a summary of the resource **and** how it supports your program's mission or program design.

Grading rubric:
1. Description of project/program? 10 points
2. What is the purpose of the project? 5 points
3. Three resources and summary to support project. 10 points.

Part II: Statement of Need & Proposed Approach
Write a 3-4 page paper regarding the change project/program's plan for assessment, planning and implementation. You may simply paste these questions into a new Word document and answer them. Chapter 6 of your textbook provides additional information related to this portion of the project/program. Utilize the process for implementing macro-system change (page 215 of your text), and detail the following steps of the model (as it pertains to your project/program):

1. Identify the nature and scope of the problem or need you propose to address. (How do you know there is a need? How would you assess the community/agency to determine a need?)
2. Identify the assets you will need for your project/program: Time? Skills? Staffing? Financial Resources? Describe the assets you will need and how you will gather the assets for implementation.
3. Describe your implementation plan with a PERT chart. Your PERT chart will have one goal, two objectives, and four tasks for each objective.
4. Identify and describe two possible sources of opposition for your project/program.

Grading rubric
1. Nature/Scope of problem/need: 5 points
2. Assets for project/program: 5 points
3. Implementation plan/PERT chart: 5 points
4. Sources of opposition: 5 points

Part III: SWOT & Logic Model
Using the SWOT analysis and the Logic Model, apply your social change project/program. We will work on the Logic Model & SWOT, in class.

1. Create a SWOT analysis of your project. <u>Each</u> quadrant of the SWOT analysis will have four ideas.
2. Create a Logic Model. Each of the following columns of the model will have at least five ideas: resources, activities, outputs, and short term & long-term outcomes. The impact column will have two ideas.

<u>Grading Rubric</u>
<u>Incomplete or Complete.</u>
Completed work with a score of greater than 15 points will be graded as "complete."
SWOT: 10 points
Logic Model: 10 points

Part IV: Budget Building
Build a proposed budget for your proposed project/program. A budget worksheet will be posted in Canvas.

<u>We will work on this in class.</u>

<u>Grading Rubric</u>
<u>Incomplete or Complete.</u>
Completed work with a score of greater than 15 points will be graded as "complete."
SWOT: 10 points
Logic Model: 10 points

Part V: Program Evaluation
Complete the Goals, Objectives and Performance Measures Grid for your project. You need to have two goals, and two objectives for each goal. The grid will be posted in Canvas.   In a one to two-page paper, describe how <u>one</u> of your performance measures will <u>inform change</u> in your project/program.   <u>We will also work on this in class.</u>

For the paper, take ONE of the measures of impact/outcomes and discuss what the data would mean <u>(so what?)</u> and what you would do with the data <u>(now what?).</u>

If I collect data from my cohort, and the cohort is, over time, showing an increase/decrease/stasis in _____, the data could suggest _____.

If I collect data from my cohorts, and the cohort over time is/is not showing a _____, I would _____.

<u>Grading Rubric:</u>
<u>Incomplete or Complete.</u>
Completed work with a score of greater than 15 points will be graded as "complete."
Goal 1: 7 points
Goal 2: 7 points
Paper on performance measures: 6 points

Presentation of Experiencing Social Change Project:
Length of Presentation: **10 minutes**
Presentation Style: PowerPoint or other media

1. What **is** your project? (Part I of the Experiencing Social Change) Brief synapsis of what the project is.
    a. What is the title?
    b. What is the purpose of the project?
    c. What is the need/problem your project/program will address?

2. Review the implementation of your project/program (Part II of the Experiencing Social Change)
    a. What are the assets? Possible sources of opposition? Timeline for implementation?

3. Review the inputs, projects, outputs and outcomes (Part III of the Experiencing Social Change)
    a. Essentially, present your Logic Model and explain the content in each area of the model Please DO NOT copy your Logic Model into the presentation, it is difficult for the audience to see, read, and follow. Pick out the "highlights" of each section and present it to the audience.

4. Budget Review (Part IV of the Experiencing Social Change)
    a. BRIEFLY review your overall budget.
    b. Identify at least two key portions of your budget.

5. Review the Evaluation of your Project (Part V of the Experiencing Social Change)
    a. How will you evaluate your project? How will you know if it is a success?
    b. Please DO NOT copy the goals/objectives/performance measures into the presentation. Pick out several key objectives and performance measures to support your goal

6. Closing
    a. What is important about your project? What does it do to better lives, communities, and the overall human condition? How do the NASW Code of Ethics and NASW core values support your project?

Grading Rubric
1. Part 1: 15 points
2. Part 2: 15 points
3. Part 3: 15 points
4. Part 4: 15 points
5. Part 5: 15 points
6. Overall ability to communicate verbally: 25 points
7. Visual presentation of project/program: 25 points
8. Ability to engage audience: 25 points

Graduate Students

Graduate students will complete Experiencing Social Change Parts I-V. <u>Graduate students will complete the project in conjunction with their field site (or paid employment if in a human service field). Graduate students will work closely with their instructor to ensure the project is entirely the student's responsibility, and not their field supervisor (or other paid staff at the agency/organization). Graduate students should be sure to listen to the needs of their agency/organization as well as be prepared to discuss their own ideas for program implementation.</u>

<u>At the conclusion of each part of the project</u>, graduate students will facilitate a short classroom presentation (5-10 minutes) on their project's progress. In addition to presenting the work completed, students should also be able to discussion other organizational dynamics impacting the project. Discussions could include:
-Impact of leadership in supporting, challenging the current task.
-Impact of communication skills (verbal, written) and networking on current task.
-Potential ethical dilemmas discovered.
-Strengths, areas of concern for potential implementation.