Department of Social Work
Advanced Practice in Administration and Community Development
SW 8332, Section 1
Spring 2009
Thursdays, 2- 4:50 p.m.
Bohannon 343

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Course Description

This course focuses on application of advanced knowledge and skills essential for understanding macro practice. Analysis of organizations and communities is required. Emphasis will be on analysis of complex social problems and the development of organizational and community solutions. This is an advanced practice course, which builds on previous macro course work.

This course will be designed as a graduate seminar, with students taking responsibility for their own learning. The course will have a strong emphasis on discussion which reflects critical thinking. Course readings, speakers and case studies will be used as the basis of discussion. Course topics will be tailored to the interests of the group.

Course objectives/outcomes

At the end of the course, the student should be able to:

> Use systems theories to improve the operation of human services organizations, collaboratives and communities

> Diagram formal and informal organizational dynamics and politics

> Demonstrate the ability to design a budget

> Analyze a wide variety of leadership theories to assess their own individual leadership styles and attributes

> Demonstrate the ability to work with complex human resource issues, including hiring, terminating, and supervising employees, as well as working with boards and volunteers.

> Participate in the legislative process
Design and apply a strategic planning process in an organization or community

Assess the impact of corporate globalization on specific populations around the world in urban and rural communities

Determine the global impact of governmental policies and decisions.

Use technology to promote social justice in urban and rural setting

Take action to create a more sustainable society

Critically review the impact of privatization of government services

Create a way to reduce barriers affecting women, ethnic and racial minorities, gays and lesbians, and other vulnerable populations in organizations and communities.

Use models of strategic transformational change at the community and organizational level

**Learning Skills:**

Students will gain skills in:

- applying critical thinking skills in each class session
- practicing within the values and ethics of the social work profession with an understanding for the positive value of diversity.
- understanding the strategies of change that advance social and economic justice
- understanding the dynamics of power at the macro level

**Credits:**

This course may be taken for either 2 or 3 credits, however if it is the only advanced practice course that a student is taking then it must be taken for 3 credits. Students taking the course for 2 credits will work out which course requirements they will be responsible for on an individual basis with the instructor.
Description of Assignments

Students are expected to know and follow the Writing Guidelines for the Department of Social Work for all assignments for this course.

Critical commentaries

Students are required to submit commentaries on the required readings for six different weeks over the semester. Commentaries should explore a theme, issue, problem or question that arises from the readings, and reflect critical thinking. They should not be just a summary of the readings but rather should include your critical reaction to the issues covered.

Length of each commentary: roughly 2 pages of normal, double-spaced text. They should be dated and should clearly state which content and readings you are addressing.

Critical reflection assignments will be graded on a 0 to 5 scale.

- A score of 5 is clearly an outstanding piece of writing and reflection, demonstrating new and creative insights on the concepts covered.
- A score of 4 is better than average work. It is well-written and demonstrates concepts learned with applications and examples.
- A score of 3 is average work that reviews the concepts and your interpretations.
- A score of 1-2 is below average work with errors in writing and little content.
- A score of 0 is for journals not completed on time.

Commentaries should be sent to me by email or handed in no later than the beginning of the class session where they will be discussed. Late reflection assignments will not receive credit but must be turned in to meet the course requirement.

Citizens in Action

9 am to 2 pm Unitarian Universalist Congregation of Duluth – 835 West College Street. Attendance at this event is strongly encouraged and will replace a future class session. In order to get full credit for this event a reflection on this event must also be completed, which is due on February 5 class session. For those who can not attend an alternative activity/assignment will be arranged with the instructor.

Seminar Facilitation

Each student is required to facilitate one seminar session on the readings for that week. Come prepared with a plan to lead discussion that is interactive and promotes the analysis of the readings. The seminar discussion should be designed to provide a collaborative, critical examination of the topic.
It is expected that students will come prepared to discuss the readings each week, so summarizing and lecture should not be needed. (Students should not submit a written commentary for the week of their facilitation.)

**Applied research and evaluation assignment:**

For this assignment you will be expected to complete a project of your choosing, which reflects your ability to conduct research and/or community or organizational evaluation. The project focus will be decided by each student, based on their areas of interest.

- For the project students will be expected to:
  1. Identify a problem and provide a needs statement which gives the context (history, background, process used to identify problem)
  2. Meet with the instructor to describe your plan for accessing data
  3. Conduct data collection (secondary data is preferred)
  4. Present a summary of the data
  5. Provide an analysis of data

For this course students may continue to work on a project they have already begun in Advanced Research or use a different organizational or community project. It is also possible to work on an existing community assessment that is already underway, as long as all components of the assignment are reflected. Throughout the course information on the components of evaluations will be reviewed and students will share their progress on their projects.

Additional guidelines will be provided separately.

**Leadership analysis**

Each student will complete a paper that reflects their thoughts on the topic of leadership. Leadership theory and literature must be used as it relates to your ideas. This assignment can be tailored to each student’s interests and can take a variety of forms. Examples are:

- An in-depth comparison of several leadership theories and reflection on your personal leadership style as it relates to these theories.
- A critical reflection of a project you completed in an organization or community where you demonstrated leadership skills. Identify strengths and areas for growth in the leadership skills you used.
• Interview a leader who you are inspired by and relate what you learn to the literature on leadership.

Presentation of leadership project

Each student will come prepared to discuss their findings with their peers at the designated class session. Please bring a one page handout to share that includes useful information or resources on the topic of leadership that others may find helpful in their future practice.

Attendance and Class Participation

Class participation is important because the exchange of ideas is necessary in the quest for knowledge. Active class participation facilitates learning not only for the individual participating but for the other class members as well. In order to obtain full credit for participation students need to attend all classes. Students who miss more than three classes will fail the course.

Developing the ability to participate in a group discussion is essential in the social work field. In class students are expected at all times to demonstrate courteous listening skills. In other words, when someone is speaking, others are quiet and attentive.

Class participation will be graded as follows:

A = Excellent Participation includes frequent and appropriate contributions which:

1. Pose good questions for the group
2. Use relevant reading material to answer particular questions
3. Invite others to contribute information or interpretations to the discussion
4. Build on the comments of others
5. Admit confusions, and ask for clarifications
6. Give interpretations, explanations

B = Regular contributions that are not so integrative or interpretive such as:

1. Offering discrete facts and some new information
2. Single sentences or phrases, rather than more complex formulations
3. Less connection with other participants in discussion

C = Little contribution such as:

1. Speaking only a few times
2. Offering just a little information
3. Offering ideas that are vague or relatively unformulated
4. Stating unsubstantiated opinions or educated guesses

D = Minimal participation such as:

1. Usually saying nothing
2. Speaking without having done the reading
3. Speaking or making noises while another person has the floor

Learning Assignments and Grade for Course

<table>
<thead>
<tr>
<th>Learning Product</th>
<th>Date Due</th>
<th>Points (3 credits)</th>
<th>Points (2 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commentaries</td>
<td>6 times @5pts</td>
<td>30</td>
<td>(5) for 25</td>
</tr>
<tr>
<td>Class Participation</td>
<td>weekly</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Citizens in Action</td>
<td>January 24</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Facilitation of session</td>
<td>once</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Leadership analysis</td>
<td>April 9</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Research/evaluation paper</td>
<td>March 26</td>
<td>25</td>
<td>-</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
<td><strong>67</strong></td>
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* Students taking the course for 2 credits should discuss what activities they will complete with instructor (this is a possible suggestion)

Writing Consultant

The UMD Social Work Department has writing consultants available to help students who want to improve their writing skills in relationship to their course assignments. If you are interested in getting help, discuss this with one of your course instructors. If your instructor feels that you could benefit from professional writing consultation, he or she will refer you to him.

Disabilities

My highest priority is for our classroom and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee to students with disabilities access to class sessions, course materials, and the activities of the class. You are encouraged to contact the Access Center-Disability Services to discuss and arrange reasonable accommodations (Kirby Student Center 256, tel. 726-6130). In addition, please let me know as soon as possible if you have a disability for which accommodations will be requested. Note that you are under no obligation to disclose the nature of your disability to me or other faculty.
Policy on Incompletes

Students wishing to take an incomplete for the course must submit a departmental incomplete form to the instructor for advance approval. Incompletes are discouraged, but if for some reason you are unable to complete the course requirements you must discuss this with the instructor. If you are requesting an incomplete for the course you need to be aware of the following:

• Students who do not fill out and have the instructor sign the “Request for Incomplete Form” will receive a grade that reflects credit or points lost for work not completed.

• All assignments for an incomplete must be completed by the end of the following semester. It is the student’s responsibility to keep track of what assignments have been completed and turned in for review.

• If the incomplete is not made up by that time (the end of the following semester) students will receive the grade they have earned up to that point in the class.

• It is the student’s responsibility to complete the form requesting an incomplete, and it is the student’s responsibility to get the instructor’s signature on the form, and it is the student’s responsibility to give a copy of the signed form to the Student Support Assistant and to the instructor. The student should also keep a copy for his or her own records.

• If students do not fill out an incomplete form, obtain the instructor’s signature and get a copy to Student Support Assistant and the instructor, that student will receive the grade earned thus far in the class.

Feedback

Feedback is provided by both the instructor and other students. The class presentations and exercises encourage students to provide respectful and honest feedback to their classmates. This course encompasses adult learning techniques: the instructor and the students are partners in the teaching/learning process. Emphasis is placed on the students’ being responsible for self-directed learning. Feedback on performance from all partners is valuable. Students with questions about their performance should make an appointment to discuss this with the instructor.
Ground Rules for Class Discussion

Ground rules for class discussions: We can assume that discrimination exists in many forms (e.g., sexism, racism, classism, ageism, homophobia, ableism, etc.). Any understanding of these various “isms” means that we need to recognize that we have been taught misinformation about our own group as well as about members of other groups. By creating a safe and learning environment in the field seminar we can work collectively to share and explore our experiences in a way that does not devalue or disrespect others in the process.

Integrity and Conduct

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at www.d.umn.edu/assl/conduct/integrity. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders.

The instructor will enforce and students are expected to follow the University's Student Conduct Code (http://www.d.umn.edu/assl/conduct/code). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing email, or surfing the Internet on your computer instead of note-taking or other instructor-sanctioned activities.
Course Timeline and Readings - Spring 2008

Jan 22

Review of syllabus, course content and schedule

Jan 24, Special Event Citizens in Action 2009

9 am - 2 pm. Attendance at this event is strongly encouraged. For those who can not attend an alternative activity/assignment must be arranged with the instructor. (See page 3 of syllabus for event details)

Jan 29

~How to evaluate research* using:


~Facilitation techniques


Feb 5

Ethical leadership


Reserve

**Feb 12**

**Supervision**


**Feb 19**

**facilitator**

**Leadership**


**Feb 26**

**facilitator**

**Leadership**


March 5
Grassroots organizing


March 12
Change


SPRING BREAK

March 26
Globalization

Research/evaluation paper due

Video *Life and Debt* (World Bank) DVD 187


April 2  Environment and Sustainability  facilitator


Toxic Racism Video

April 9  facilitator  Leadership analysis due  Social Work and unions

Brief overview of unions


April 16  facilitator


April 23  Catch up on topics uncovered

April 30  Leadership presentations