SCHOOL OF SOCIAL WORK

COURSE NUMBER:	SOWO 799
COURSE TITLE:	Facilitation Skills Within the Organizational and Community Context
SEMESTER/YEAR:	Summer II 2020
TIME & LOCATION:	Wednesdays from 9AM-12PM (virtual)
INSTRUCTOR:	JP Przewoznik, MSW
OFFICE PHONE:	919.962.6470
EMAIL ADDRESS:	jp2019@email.unc.edu
OFFICE HOURS:	Tuesdays 12:30-2:30 drop-in (virtual), or by appt.

Course Description
Building from group relations theory, this course develops facilitation skills (e.g., agenda setting, process checking, participatory planning, navigating conflict) to engage culturally diverse task group members to achieve identified objectives.

Course Objectives
At the end of this course, students will be able to:
1. Engage with definitions and examples of facilitation.
2. Understand the importance of use of self and self-reflection in facilitation skill-building.
2. Demonstrate the ability to understand how one applies anti-oppressive facilitation strategies to community and organizational work.
4. Critically analyze the role of social worker as facilitator.
5. Understanding the range of facilitation methods employed and the strategy utilized.
6. Engage in peer-learning, class exercises, and discussion to increase facilitation literacy.

Required Texts
None

Teaching Methods
The success of this class depends on the development of a challenging yet supportive learning environment, reflecting the values of the social work profession. This is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is

different from your own, taking risks to learn and grow, clearly articulating your point of view, and linking experience to readings and assignments. Teaching methods will include lecture, discussion, multimedia presentations, small group activities, and self-reflection. This is a course that depends on a high level of engagement and critical thinking by students. Lecture will be used to introduce a topic, present key concepts, offer practice examples, and/or review research findings.

Commitment to an Anti-Oppressive Learning Environment
It is my intent to foster a respectful, collaborative, and inclusive learning environment in which we:
• View each other as individuals and not representatives of our identity groups
• Use community members' pronouns and correct names
• Correct our mistakes and apologize when necessary
• Seek to understand each other's differing viewpoints
• Engage in challenging dialogue about our disagreements without personalizing
• Reflect on and address our own biases and how they impact our perspectives
• Periodically evaluate and revise our guidelines for an inclusive learning environment

This list is not exhaustive and will serve as a starting point for our discussion about how we will create an inclusive learning environment this semester.

Office Hours
Office hours for the Summer Session will be virtual. Below please find the Zoom information:

Join Zoom Meeting
https://unc.zoom.us/j/92277013016?pwd=OEVPNDdQbkErUGdiYTIzNFAvazBuQT09

Meeting ID: 922 7701 3016
Password: 722275

Resources and Virtual Class Connection
All course lectures, syllabus, assignment information, and external links to web sites will be available on Sakai, at http://sakai.unc.edu

This course will be held virtually, with both synchronous and asynchronous content. The instructor will review this in-depth during the first class. The Zoom link that can be used for all five classes is below. Please note that a password is required:

Join Zoom Meeting
https://unc.zoom.us/j/95169339345?pwd=U013TnRxNHZXaS9EeFJKdkx2RnI2QT09

Meeting ID: 951 6933 9345
Password: 571732

One tap mobile
+13017158592,,95169339345# US (Germantown)
+13126266799,,95169339345# US (Chicago)

Grading System and Philosophy
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), and Fail (F). The numerical values of these grades are:
H: 94-100; P: 80-93; F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors ("H") — which only a limited number of students attain – signifies that the work is clearly excellent in all respects. Grading guides are included with detailed instructions for each assignment. **Please note that the "L" grading option has been removed for Summer Semester 2020.**

Attendance and participation
Class participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group activities and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. Excellent participation also means that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break or are unprepared.

We will cover a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is also your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates. In order to fully participate in and benefit from each class, students must complete required readings and come to class prepared.

Accessibility and Resource Services
The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at http://accessibility.unc.edu, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed

accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Honor Code
The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (http://instrument.unc.edu/) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

APA and Written Assignments
The School of Social Work faculty uses APA style as the format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, 6th Edition (2009). The following web sites provide general information about documentation using APA: http://library.concordia.ca/help/howto/apa.php .

By not abiding by APA, you will receive deductions on your assignments. Students are strongly encouraged to review the materials on the School of Social Work's website http://ssw.unc.edu/students/writing .

Submitting Assignments
All students are allowed a **one-time**, and no questions asked, **one- week** extension on the first assignment. Otherwise, it is expected that assignments will be completed by the due dates listed in the syllabus. If a situation arises that may prohibit you from completing an assignment on time, you may request an extension. Any request for a time extended deadline for an assignment or exam must be approved in advance of the due date. Approved delays will not affect your assignment grade. **If you have used your one-time extension and submit an assignment late without prior approval, you will receive a score of 0 for that paper. Papers are due at 11:55pm the day of class via Assignments in Sakai.**

Policy on late submissions
An assignment is considered late if it is submitted any later than 11:55PM on the day it is due. **A late assignment will be deducted 10% and will only be accepted if it is submitted within 24 hours of the due date/time. Any late assignments submitted later than 24 hours after the due date will receive a 0.**

Writing Support

Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: https://ssw.unc.edu/students/writing).

A Note on Course Content

All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at safe.unc.edu.

Policy on Discrimination, Harassment, and Violence

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Kayla Zollinger and Holly Lovern, who can both be reached at gvsc@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Assignments

<u>Thoughtful Engagement and Participation</u>
(10 Points)

A critical component of learning and creating a learning environment is thoughtful engagement in class discussion. You will start with a score of 10 points; points will be deducted if you miss class without notice, are repeatedly late or leave early, disappear for long periods on break, or are unprepared or obviously disengaged.

<u>Group Facilitation Reflection</u>
(70 points)
As part of this course you will be divided into groups that you will stay in for the duration of the semester. During each class session, groups will be given 25 minutes together wherein one group member will be responsible for creating a Facilitation Plan and facilitating a recorded discussion about a topic of their choosing. The facilitator will then write a 3-4 page paper about their experience of the facilitation AND observations from watching themselves facilitate that they will submit along with their Facilitation Plan within one week of their facilitation day. In-depth instructions for this assignment can be found on Sakai.

<u>Facilitation Observation</u>
(20 points)
Students will be given a journal prompt toward the end of each class period to respond to using a format of their choosing (ie, notebook, word document, etc.). The journal entries will not be collected. Each student will then view a virtual facilitation of their choosing (support will be given on this) and , in a brief three-page paper students will connect what they observed in the virtual facilitation to reflections from their journal. instructions for this assignment can be found on Sakai.

Course Outline
*Please note that all links to reading and resources can be found on Sakai.

Class #1: 6/24/20

Topics:
- Introductions
- What is facilitation?
- Facilitation vs. training
- Self-awareness

Required Readings and Resources:

Anti-Oppression Resource and Training Alliance (AORTA, 2017). *What is facilitation, anyway*?
Retrieved from
http://aorta.coop/wp-content/uploads/2017/10/Facilitation-in-Motion-Handout_2016.07.pdf

Bolger, Meg (2016). *Skills for Social Justice Educators and Creating Brave Spaces: Reflections from FacilitatingXYZ LIVE with Wilson Okello*. Retrieved from
https://medium.com/@MegB/skills-for-social-justice-educators-and-creating-brave-spaces-reflections-from-facilitatingxyz-dc37c23cb741

Class #2: 7/1/20

Topics: (Other than the fact that it's my birthday!!)
- Anti-oppressive facilitation
- Power and paternalism
- Deep listening
- Self-reflection

Required Readings and Resources:

Adichi, Chimimanda Ngozi(TED Talk, 2009). *The danger of a single story*. Retrieved from
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en

Anti-Oppression Resource and Training Alliance (AORTA, 2017).*Tips for Naming, Intervening, and Addressing Systemic Power. Retrieved from*
http://aorta.coop/portfolio_page/tips-and-tools-for-addressing-systemic-power/

Seeds for Change (ND.) *Active Listening*. Retrieved from
https://www.seedsforchange.org.uk/activelistening

Topics:
- Climate
- Group process and relational dynamics
- Conflict

Required Readings and Resources:

Gillinson, Sarah (2017). *Why relationships are key to good social work*. Retrieved from
https://www.theguardian.com/social-care-network/2017/mar/21/why-relationships-are-key-to-good-social-work

Racial Equity Tools (ND.) Conflict transformation. (NOTE: CHOOSE FROM ONE OF THE 8 ARTICLE LINKS TO READ FOUND ON THIS SITE). *Retrieved from*
https://www.racialequitytools.org/act/strategies/conflict-transformation

Tools for Change (2017). *Getting to the Heart of the Matter: A multidimensional tool for inquiry*. Retrieved from
https://toolsforchange.org/wp-content/uploads/2013/10/Getting-to-the-Heart-of-the-Matter.pdf

Class #4: 7/15/20

Topics:
- Facilitation Techniques and back-pocket strategies

Required Readings and Resources:

RESULTS Educational Fund (2018). Facilitator's Guide to Equitable Spaces. Retrieved from
https://results.org/wp-content/uploads/REF_2018_Facilitators_Guide.pdf

The Center for Community Health and Development at the University of Kansas (ND). Community Toolbox: Chapter 16, Section 2: Developing Facilitation Skills. Retrieved from
https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main

Topics:
- Facilitation techniques and back-pocket strategies (cont'd)
- Wrap-up

Required Readings and Resources:

Facilitating Power (ND.) *Popular Education Practices for Community Organizing*. Retrieved from
https://www.facilitatingpower.com/popular_education_for_community_organizing

HAVE A FANTASTIC REST OF THE SUMMER!