1. Course Description

This course is a foundation offering in the Macro Practice Concentrations Community Organization, Management, and Policy/Evaluation). It covers basic content in these areas of social work method and prepares students to take the more advanced courses in their concentration. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. In addition, it deals with the process of professionalization and introduces students to a range of practice tools. Issues of gender, race, and ethnicity will be emphasized throughout, with special focus on culturally sensitive practice – i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students’ field experience and future methods courses will build upon the knowledge and skills presented in this course.

2. Course Content

Students learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy analysis. They learn the overall sequence of phases and roles and skills attached to them – the beginning phase, the middle phase, and the ending phase. The course will also provide students with the opportunity to integrate learning from relevant HBSE, policy, and research courses, designed to be taken concurrently.

During this course, students focus on (1) understanding the context of macro practice; (2) identifying problems at the community and organizational level; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development.

This course will provide a common framework for learning, which sets the stage for more detailed development of skills sets. Readings will be related to theories, concepts, and practice skills involving assessments and interventions at the mezzo-macro level and in working effectively with communities and organizations. Some class time will be devoted to a discussion of issues raised by students’ experiences in the field, in the context of the theories, concepts, and skills covered by the readings, lectures, and exercises. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizational culture.
3. **Course Objectives:**

On completion of this course, students will be able to:

1. describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work, with special attention to community organization, management, policy, and research.

2. identify community organization, management, and policy-planning strategies for dealing with contemporary social work and social welfare problems;

3. demonstrate beginning level community organization, management, and policy/evaluation skills in identifying the major internal and external environmental factors that affect the selection of those strategies;

4. apply NASW’s *Code of Ethics* to the selection of action strategies, and in particular to those situations which affect women, people of color, and disadvantaged/discriminated against populations;

5. demonstrate the ability to utilize selected assessment tools for designing practice relevant issues (e.g., human resource assessment, flow-charts, force field analysis, nominal group technique, task analysis, community profiling, Eco-Mapping, asset mapping, community needs and strengths assessment, and utilizing frameworks of ethical and policy analysis);

6. specify/identify those situations in which social workers are likely to be central to and have leverage over major social welfare concerns;

7. identify salient connections between Macro Practice and IP Practice.

4. **Course Design**

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises.

5. **Relationship Of This Course To Four Curricular Themes**

- **Multiculturalism and Social Diversity** are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system;

- **Social Justice and Social Change** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered, as well as the five costs of change and ways to address them: inertia costs; rationality costs; self-interest costs; cultural costs; and subordination costs.

- **Behavioral and Social Sciences Research** is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity.
Organizational, political science, and community theories will be important bases for class analyses.

- **Promotion, Prevention, Treatment, and Rehabilitation** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

6. **Relationship of the Course to Social Work Ethics and Values**

The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers’ responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

7. **Required Reading**

The following book is the required text for the course. The book is available for purchase at Ulrich’s Bookstore (across the street from the School of Social Work):


In addition:

We have several required articles and book chapters that can be accessed on-line at [http://sitemaker.umich.edu/SW560.Articles](http://sitemaker.umich.edu/SW560.Articles) Also, this course also has a course tools website: [http://coursertools.ummu.umich.edu/2003/fall/socwk/560/004(007).nsf](http://coursertools.ummu.umich.edu/2003/fall/socwk/560/004(007).nsf). You need to check the website periodically for important links and messages.

8. **Assignments**

There are four (4) major assignments for this course. They are summarized below with their relative weight in parentheses. Details follow the course outline.

- **Assignment 1** – Community Profile Group Project- Final Project
  Due Oct. 21st and Oct. 28th (25% of Final Grade)
- **Assignment 2** – Organizational Analysis – Due Nov. 25th (20% of Final Grade)
- **Assignment 3** – Concept/Pre-Proposal Paper – Due Dec. 2nd (25% of Final Grade)
- **Take Home Examination**–Due Exam Week (Dec. 15th) (20% of Final Grade)
- In class participation, readings discussion, role plays group work, panels, course tools work, etc. (10% of Final Grade)
9. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
</tr>
</tbody>
</table>

10. Please note:

Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request an incomplete with the instructor prior to the final week of classes.

All assignments are to be completed by the date due. Exceptions will need the permission of the instructor in advance of the due date for the assignment. At least one letter grade will be deducted for late submission of assignments.

Students are to use APA citation format (when appropriate) for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers for direct quotes.

Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs, the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

In consideration of your classmates, please turn off all cell phones and pagers while you are in class. If you must carry a pager, please set it to vibrate only.
II. Course Outline and Readings

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2</td>
<td>Introductory Class: The Values, History and Components of Macro Practice</td>
</tr>
<tr>
<td>Reading:</td>
<td>Netting, et al, <em>Social Work Macro Practice</em>, Chapter 1 “An Introduction to Macro Practice” (pp. 3-35) and Chapter 2 “The Historical Roots of Macro Practice” (pp. 36-72)</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>Models of Community Organization Practice &amp; Their Implications</td>
</tr>
<tr>
<td>Reading:</td>
<td>Netting, et al, <em>Social Work Macro Practice</em>, Chapter 3 “Understanding Community and Organizational Problems” (pp. 75-103)</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>Understanding, Assessing and Analyzing Community Needs and Strengths</td>
</tr>
<tr>
<td>Reading:</td>
<td>Netting, et al, <em>Social Work Macro Practice</em>, Chapter 5 “Understanding Communities” (pp. 125-162) and Chapter 6 “Analyzing Communities” (pp. 163-206).</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Social Planning and Program Development at the Community Level</td>
</tr>
<tr>
<td>Reading:</td>
<td>-- Logic Models: Moving from Problem Definition to Problem Solution</td>
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<tr>
<td>-- Promoting Community Participation in the Planning Process</td>
<td></td>
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</tbody>
</table>
October 1

Stages of Planning and Program Development
Proposal Writing
Computer Lab – Census Work

Reading: Netting, et al., *Social Work Macro Practice*, Chapter 4 “Understanding Populations” (pp. 104-122)


Oct. 21 and Oct. 28  Community Profile Presentations and Project Due

Nov. 4  Understanding Organizations  
The Structure of Community-Based Nonprofit Organizations  
-- Nature of Nonprofit Organizations (Mission, Goals, Structure, Systems)  
-- Decisionmaking, Power, Authority, and Politics in Organizations  

Reading:  


*Administration and Society* 31(3), 378-424.  

Nov. 11  Resource Development and Management in Organizations  
Analyzing Human Service Organizations  
-- Strategies for Resource Development  
-- Budgeting  
-- Management Information Systems  

Reading:  

*Nonprofit and Voluntary Sector Quarterly* 28(3). 246-269.  

Nov. 18  Program Planning and Development in Organizations  
-- Linking Programs to Organizational Mission and Goals  
-- Translating Goals into Objectives  
-- Evaluating Program Outcomes: Efficiency, Effectiveness, Effect  

Reading:  

*Social Work* 44(1), 70-80.  


Nov. 25  Human Resources Management: Managing Staff in Organizations  
-- Personnel Policies  
-- Supervisory Roles and Functions  
-- Staff Development  

Organizational Analysis Due
Dec. 2  Advocacy as a Form of Social Action
   -- Models of Advocacy (case, class, self)
   -- Legislative Advocacy: Blending Policy and Practice

Dec. 9  Inter-Organizational Practice
   -- Coalitions, Collaboratives, Networks
   -- Issues of Power
   -- Practice in Multicultural Communities

Reading:


Reading:


Descriptions of Assignments for SW 560

1. Community Profile Assignment

   This is a group assignment in which 3-4 students will identify a community and develop a profile of that community using one or more of several models used for this purpose. The community profiled can be a geographic community (e.g., a neighborhood or a catchment area); a community of identity (e.g., African American youth, the elderly and their caretakers, the hearing impaired, gays and lesbians, victims of domestic violence); or some combination of the two. This multi-part assignment will focus on data collection, analysis, and presentation of findings, as well as the skills involved in working with task-oriented groups. The assignment will be completed in the following stages:

   **Sept. 9:** Students will select their topics and form groups. Within each group, students will assign themselves key roles (facilitator, timekeeper, note taker, scribe, and reporter). Students will (1) Develop ground rules for their group; (2) Select the profile model(s) they will use; (3) Identify and assign work-tasks; and (4) Develop a work plan.

   **Sept. 16-23:** Students will conduct the “research” needed to profile their community. This includes resolving such issues as: (1) What type of data will be collected? (Data that is in the Public Domain) (2) How will these data be collected? (e.g., analysis of written documents, interviews, with other than primary sources) windshield surveys); (3) Who will collect which data? (i.e., task assignments) (4) When will be the data be collected? (timeline).

   **Sept. 30:** Students will integrate the data collected. This will involve (1) Identifying major themes; (2) Synthesizing quantitative and qualitative materials; (3) Determining what findings should be included/excluded; and (4) Resolving conflicts in the data. Students will determine in what format(s) they will present their profiles and begin to develop these presentations. These include (1) Written report; (2) Photovoice project; (3) Geographic Information System (GIS) Presentation; (4) Videotape; (5) Powerpoint (or some combination thereof).

   **Oct. 21 and Oct. 28:** Students will turn in an Executive Summary (2-3 pages) of their profile and make brief presentations in class (schedule to be determined). Students will turn in (1) their final profile and (2) a process evaluation critiquing their task group experience.

In addition, beginning with **Sept. 9th,** students will be expected to turn in minutes of their meetings in a three hole binder. Class time will be set aside for brief group meetings, for updates, and for group problem-solving.
Developing a Community Profile: Alternative Approaches

Model 1: A Community “Guide” (Emphasis on problems)

I. Identification/Demographic Information
   A. Does the community have a name? What is its derivation/significance?
   B. What are the physical/locational boundaries of the community?
   C. What is the population?
   D. What are the geographical characteristics of the community?
   E. What are the main economic bases of the community?
   F. What is the political character of the community? (e.g., voting trends)

II. Resources in the Community
   A. Note any special items of interest in regard to the following:
      1. Education  2. Health care  3. Recreation/Leisure

III. Community Problems
   A. What are the major social problem areas within the community? Describe
   B. What are the major economic problems within the community? Describe
   C. Who defines the problem areas?
   D. What – if any – special problems exist regarding race, ethnicity, gender, age?
   E. What inter-group tensions or conflicts exist within the community?
   F. What are the forces that hold power, leadership, or influence, especially in
      problem situations?

IV. Community Appraisal
   A. What are the dominant social values of the community? (as expressed in its
      interests, traditions, attitudes, etc.)
   B. What is the nature of the community’s sense of identity (positive/negative)?
   C. What are the major strengths/assets and weaknesses of the community?
Model 2: An Outline of a Guide for a Community Profile (Emphasis on systems)

I. Background and Setting of the Community
   A. Local History
   B. Geography – Natural boundaries, location
   C. Transportation – Types, patterns, isolation/integration into surroundings

II. Demography
   A. Total population – trends
   B. Distribution by age, sex, gender, ethnicity, religion, class

III. Communications
   A. Print Media
   B. Electronic Media
   C. Informal Patterns of Communication

IV. Economic Life of the Community
   A. Sources of income/patterns of employment-unemployment/occupational analysis of working population
   B. Consumption patterns
   C. Distribution of public assistance (Social Security, TANF, etc.)
   D. Insurance owners (life, health, house, etc.)
   E. Distribution of wealth in the community (property, other assets) – internally or externally owned

V. Government, Politics, and Law Enforcement
   A. Structure and Functions of local government units
   B. Political organizations (parties, pressure groups, etc.)
   C. Sources/Pattern of expenditure of public funds
   D. Relationship of local government to rest of the community
   E. Crime statistics and nature of law enforcement

VI. Housing
   A. Overall conditions
   B. Distribution of owners/renters – are there absentee landlords?

VII. Education
   A. Level and range of education of community residents
   B. Structure/resources of the educational system (teachers, special services, adult education)
   C. Libraries and other sources of education

VIII. Recreation
   A. Public, private, and semi-public facilities
   B. Informal recreational and leisure activities
   C. Planning and administration of community-wide activities

IX. Religion
   A. Number and type of churches
   B. Clergy
   C. Church-related organizations
   D. Church-related activities
   E. Interfaith relationships
X. Social Services
   A. Public
   B. Non-profit
   C. Private
   D. Self-Help/Mutual Aid

XI. Patterns of Inter-organizational Relationships
   A. Types of associations/networks
   B. Characteristics
   C. Targets/Outcomes of inter-organizational efforts

XII. Health System
   A. Health and mental health-related facilities (hospitals, HMOs, clinics, etc.)
   B. Ownership/auspices of facilities (public, non-profit, private)
   C. Indicators of health (e.g., life expectancy, morbidity patterns, epidemiology)
   D. Distribution of other health-related resources (doctors, dentists, nurses, pharmacies, etc.)
   E. Linkage of health programs to other services (e.g., housing, schools)
   F. Receipt of public benefits (Medicare, Medicaid)
   G. Voluntary Health Agencies (Red Cross, Visiting Nurses, In-Home Hospice, etc.)
   H. Indicators of Environmental Health (water supply, sewage and waste management, housing conditions, pollution, pest control, industrial health)

Sources for demographic data (selected examples):

Public: Census Bureau, Department of Labor, Planning Commissions, etc.
Private: Federations, community networks/coalitions, service providers
Model 3: Focus on Major Issue Areas

I. Social
   A. Demographics
      1. Migration patterns
      2. Age structure
      3. Household composition
      4. Crime and delinquency
      5. Income and wealth distribution
      6. Education and occupation
      7. Physical and mental health
   B. Values, culture, and life styles
   C. Social structure (e.g., social class distribution, urban/rural)

II. Economic
   A. Pattern of economic growth/stagnation
   B. Tax base and revenue sources
   C. Employment/unemployment
   D. Inflation, prices, and personal income
   E. Work force composition
   F. Labor force growth or contraction
   G. Corporate economics (e.g., interest rates, profits of local companies)
   H. Natural resources (e.g., water, land)

III. Political
   A. Public opinions and major policy issues/controversies
      1. What people value
      2. Support for government, government services
   B. Political structure (centralized vs. decentralized)
   C. Locus of political power (public/private; which institutions/people)
   D. Patterns of government spending
   E. Government regulations
   F. Legislative behavior
   G. Rates of political participation (e.g., voting)

IV. Technological
   A. Impact of scientific and technological developments on community
   B. Changes in work environment (e.g., due to computerization)
      1. Job security
      2. Labor/management relations
      3. New industries/relocation or closure of older industries
      4. Jobs vs. skills
   C. Patterns of education/work/retirement
   D. Patterns of work/leisure
   E. Patterns of processing communications and information
2. Organizational Analysis Assignment (Due: Nov. 25th)

In this assignment, you need to select an organization to analyze. For those of you who are in a field placement, you may select your field site for this project. For those of you who are not in field placement or have not worked/volunteered recently in a human service organization, you may complete this assignment, using web-based information on a human service organization. If you use a web-based information approach, the organization you select needs to have available on the web-site the most recent annual report, a description of the services provided, a strategic plan, and the mission statement as a minimum requirement. You may need to contact by e-mail the organization for additional information.

1. Use the Appendix: Framework for Analyzing a Human Service Organization located on pp. 298-301 in Netting et al. (2004) for this assignment. You will not be able to answer each question under the two primary task areas but you need capture enough information to complete an analysis of the task environment and the organization internally. This framework should help you in gathering the critical information that you need to conduct a SWOT analysis.

2. Conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) Organizational Analysis based on the information you gathered from the organization. In the SWOT Analysis address/discuss at a minimum:

- 3-4 greatest strengths of the agency/organization
- 3-4 most concerning weaknesses.
- Potential threats to the agency and how the threats may be exacerbated by the agency's weaknesses.
- Potential opportunities for the agency.
- Strategies the agency may want to consider (based upon its strengths) to counter these potential threats.

The organizational analysis should be approximately 6-8 pages (single spaced). Include in the Appendix any supporting documentation such as, organizational charts, program descriptions and mission statement. If the organization that you are analyzing does not have some of the information for this assignment, discuss this in your SWOT Analysis.
3. Concept/Pre-Proposal Paper (Due: Dec. 2nd)

In this assignment, you are developing a concept or pre-proposal paper for program innovation/development to be submitted to a foundation or funding organization. Identify a target population for the project. The paper may not exceed 5 pages. The concept/pre-proposal paper needs to contain the following:

1. A brief description of the problem you propose to address and why it is important (include relevant literature/research/policies, document need for addressing the problem now)

2. State the project’s goals and major objectives (link the goals and the objectives to your description of the project)

3. Discuss principal components of the project and expected measurable outcomes (include enough information for the potential funder to understand how their money will be used to address problem area and goals identified)

4. Estimate project cost (how much money will you need to carry out the project...develop a budget)

5. Provide a timeline (This should give the funding source an idea of the project steps and activities)

Include a transmittal letter with the proposal. The transmittal letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund. Check out foundations on the web that might be relevant for your proposal to determine which foundation you might send this transmittal letter.

4. Take Home Exam.
   The exam will be distributed one week prior to its due date, which is 12/15/03.

6. Course tools work.
   Each student will be required to submit, via course tools, a summation of any seven (7) articles in the coursepack along with a discussion of how the content of those articles supports or refutes your social work experience either in the field or in completing assignments either for this course or another current course.
Evaluating Your Task Group Team Experience for the Community Profile Project

Name: __________________________

1. Rate your group on the following items on the following scale:

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Challenge</td>
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</tbody>
</table>

___ a. We established clear goals that members believed in.
___ b. We used problem-solving skills to address group issues.
___ c. Our group members were committed to the work of the group.
___ d. A climate of collaboration existed in the group work.
___ e. Group members followed through on agreed upon tasks.
___ f. There was a commitment to quality work in our team.

2. Evaluate your own contribution to the group process and product. Please indicate for the following items what you felt you contributed to the process, the roles you took on and/or your contribution to the product.

a.) Selection of Community Profile Focus

b.) Establishing the Work Timeline and Tasks

c.) Contributing to the Ideas and Formulation of Products

d.) Addressing Group/Team Conflict and Successes

e.) Carrying out tasks for community profile and preparing for the presentation

3. Rate yourself on your overall level of work on this team project:

   A   B   C   D   F

4. Rate your team members on their overall level of work on this team project:

   A   B   C   D   F

Team member name: _______________________ Rating: _______________
Provide input on the rating by addressing the team member’s contributions to the following items:

a.) Selection of Community Profile Focus

b.) Establishing the Work Timeline and Tasks

c.) Contributing to the Ideas and Formulation of Products

d.) Addressing Group/Team Conflict and Successes

e.) Carrying out tasks for community profile and preparing for the presentation

Team member name: ___________________________ Rating: __________________

Provide input on the rating by addressing the team member’s contributions to the following items:

a.) Selection of Community Profile Focus

b.) Establishing the Work Timeline and Tasks

c.) Contributing to the Ideas and Formulation of Products

d.) Addressing Group/Team Conflict and Successes

e.) Carrying out tasks for community profile and preparing for the presentation

Team member name: ___________________________ Rating: __________________

Provide input on the rating by addressing the team member’s contributions to the following items:

a.) Selection of Community Profile Focus

b.) Establishing the Work Timeline and Tasks

c.) Contributing to the Ideas and Formulation of Products

d.) Addressing Group/Team Conflict and Successes

e.) Carrying out tasks for community profile and preparing for the presentation
Checklist to Evaluate an Oral Technical Presentation

Note: All presenters have their own style. The goal is to improve each person’s ability to communicate using his or her own style, not to get everyone to use a similar style.

The Opening

Yes
Immediately captured the interest of the audience and convinced them to pay attention .................................................. 1 2 3 4 5
Made the necessary introductions of self and others ........................................................................................................ 1 2 3 4 5
Indicated what would be covered and how it would be covered .......................................................................................... 1 2 3 4 5
Clarified the audience’s role (e.g., what is expected of them, when questions should be asked) ........................................ 1 2 3 4 5
The room arrangement, podium, AV equipment (if present) helped involve the audience .................................................... 1 2 3 4 5

Organization
Communicated an obvious organizing scheme making comprehension and retention easy .............................................................. 1 2 3 4 5
Is clearly organized and the progression of ideas is easy to follow .......................................................................................... 1 2 3 4 5
Main ideas were clearly distinguished, e.g., into comprehensible parts or sections ............................................................... 1 2 3 4 5
Each section was introduced and concluded well ...................................................................................................................... 1 2 3 4 5
Transitions were used from one section to the next .................................................................................................................. 1 2 3 4 5

Content
Appropriate content (not too much or too little covered) ........................................................................................................... 1 2 3 4 5
Supporting facts and data were adequate ................................................................................................................................. 1 2 3 4 5
Information was geared toward the needs and concerns of the audience .................................................................................. 1 2 3 4 5
Basic content (who, what, when, where, why and how) were covered .................................................................................... 1 2 3 4 5

Delivery Style
Presentation was not predominately the reading of a pre-written speech ................................................................................... 1 2 3 4 5
Presenter(s) was(were) well prepared ...................................................................................................................................... 1 2 3 4 5
Used a natural and relaxed speaking style appropriate to the audience ..................................................................................... 1 2 3 4 5
Did not speak too fast or too slow ............................................................................................................................................ 1 2 3 4 5
Used appropriate eye contact ....................................................................................................................................................... 1 2 3 4 5
Used appropriate body language, e.g., gestures and movements .................................................................................................... 1 2 3 4 5
Was easy to hear and understand .................................................................................................................................................. 1 2 3 4 5
Affect was appropriate, e.g., enthusiasm, confident, concerned, indignant, etc ........................................................................ 1 2 3 4 5
Uses obvious repetition, parallel, rhythm & pace, varied volumes, and pauses to break monotony ......................................... 1 2 3 4 5
Uses a variety of styles, e.g., logical (arguments), intellectual (facts), emotional (stories), humor ........................................... 1 2 3 4 5

Audiovisuals
Audiovisuals were titled, clear, easy to understand and not overly simple/complex ................................................................. 1 2 3 4 5
Audiovisuals were used appropriately (as handouts, overheads, appropriate number) .......................................................... 1 2 3 4 5
Presenter was familiar with the audiovisuals ........................................................................................................................... 1 2 3 4 5

The Closing
The conclusion summarized the presentation ................................................................................................................................. 1 2 3 4 5
Major points/results and their importance were emphasized ...................................................................................................... 1 2 3 4 5
The next steps were spelled out (if appropriate) and persuasively endorsed ........................................................................ 1 2 3 4 5

Audience Participation (optional)
Presenter(s) listened to questions (possibly planted by speaker to break the ice) and answered appropriately ................ 1 2 3 4 5

List several things about the presentation you liked:

List several things about the presentation that could be improved:

Write additional comments on back: