SKILLS LAB: MASTERING EFFECTIVE MEETING MANAGEMENT AND GROUP FACILITATION
S81-5147.01

CREDIT HOURS: 1  
GRADE: L/G  
INSTRUCTOR: Barbara Levin, MSW  
OFFICE: Brown 314  
ROOM: Goldfarb 135  
OFFICE HOURS: By appointment  
TIME: Wednesday 9-12 noon  
2/21, 2/28, 3/7, 3/21, 3/28  
PHONE: 314-935-6661 (Levin office)  
314-503-5956 (Levin cell)  
E-MAIL: blevin@wustl.edu

I. COURSE DOMAIN AND BOUNDARIES

For organizations and communities, meetings large and small are a way of life. Making these meetings as productive, effective and efficient as possible increases productivity, improves decision-making, and enhances community development. This course provides the basic theories and techniques for meeting planning, implementation, and facilitation practice. The skills and practice methods are applicable in multiple settings and relevant to management and organizing arenas used in stakeholder input, community organizing, strategic planning, project evaluation, staff retreats and policy development.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |
**Academic Integrity**: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

*Student Handbook 2017-2018*

**Accommodations**: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency**: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom**: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

**Religious Holidays**: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon sexual assault**: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and
accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/Mental Health

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. TEXT/REQUIRED READINGS

Required Texts: On Reserve or accessible online
There are many, many books, articles and websites on all of the subjects in the syllabus. The library has a few of the resources and some are cheap to find. I strongly recommend that you begin to build your professional library by testing out the sources and see which ones are valuable and meet your learning needs. A few that I believe are among the most useful and refer to all the time:


**OTHER READINGS ON THE SYLLABUS:**
Other readings on the syllabus are available from the Brown Library reserves or on Blackboard.

**VI. ORGANIZATION OF COURSE**

The course meets for three hours per week for five weeks. It will consist primarily of short lectures, presentations, interactive activities, and demonstrations involving all students. There is one assignment requiring attendance at an external meeting of the student’s choice after discussion with the instructor. This observation is the basis of the final project deliverable. Students are encouraged to bring innovative and creative resources to share with the class.

**VII. ROLE OF FACULTY AND STUDENTS**

The instructor will prepare and deliver course materials and foster an environment in which all demonstrate respect, share and explore values, knowledge, experiences and diverse perspectives. The instructor is available to students before and after class or by appointment.

The instructor expects students to attend all classes and actively participate; complete assignments on time; come to class on time, fully prepared, having read all assignments; seek any necessary clarification regarding course expectations and assignments from the instructor; provide the instructor with feedback; and take an active role in promoting a positive course experience.

This is a short course; missing one class is 20% of the course therefore students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. The definition of an emergency is in the event of a death in the immediate family or severe illness or injury.

**VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

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<thead>
<tr>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
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<tbody>
<tr>
<td><strong>Graded Assignments</strong></td>
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<tr>
<td>Meeting Observation Analysis</td>
<td>C1, C2, C3, C4, C7, C9</td>
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<tr>
<td>Meeting Technique Demonstration</td>
<td>C1, C2, C3, C4, C6, C8</td>
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<tr>
<td>Meeting Agenda</td>
<td>C2, C3, C4, C6, C8, C9</td>
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<tr>
<td><strong>Course Activities</strong></td>
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<tr>
<td>Class Participation</td>
<td>C1, C2, C3, C5, C6, C8</td>
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IX. ASSIGNMENTS AND GRADING CRITERIA

**Individual Contribution: Ongoing**
This subject requires a great deal of interaction and engagement. Students need to expect to participate fully and support each other developing new skills. Students will demonstrate an understanding of issues and create additional learning opportunities for other students. Contribution means more than “speaking in class.” It refers to a real contribution, with thoughtful and insightful comments and actions that demonstrate engagement and involvement as a responsible team and class member. The instructor expects students to prepare and ask questions of and/or offer observations to guest presenters. Absences from class result in a 5-point deduction per class.

**Meeting Technique Demonstration:**
During each class session, up to 4 students will take the class through a warm-up (1 at the beginning of class and one after break), an energy booster, and an ending exercise; 10 minutes each. The demonstration requires the inclusion of all class members and the completion of a template. The templates are part of the Meeting Manager’s Toolbox that each student receives at the end of the semester. The template is on blackboard. At the first class, students will randomly pick their “time.” The resulting toolbox, compiled by the instructor and sent as a PDF, creates a unique class product.

**Meeting Agenda: Due March 21 at 9 am**
Student will develop a detailed agenda for a meeting using the template provided on blackboard. This can be for a group that exists or for a group that you create for the assignment.

**Meeting Observation: Due on April 6 at 9 am**
Each student will attend and observe a meeting or a facilitated event (such as a community meeting.) The instructor must approve the event in advance. The final deliverable, outline on blackboard, is a process recording and analysis of the event. A late paper receives a 10-point deduction per day.

**GRADING CRITERIA**

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<tr>
<td>Class Participation</td>
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<tr>
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<td>Meeting Observation</td>
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<td><strong>Total</strong></td>
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**Letter Grading Scale**

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<td>Below 65</td>
<td>85-81</td>
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<tr>
<td>B+</td>
<td>69-65</td>
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X. COURSE OUTLINE

Week 1       Group Process
February 21

Required Readings:

Week 2       Facilitation and Focus Groups
February 28

Required Readings


Week 3       Meeting Management
March 7

Required Readings


Planning and Facilitating Effective Meetings-NOAA PDF on Blackboard

Week 4       Community Engagement
March 21     Guest presenter

Required Readings
http://tamarackcci.ca/files/cc2ed_what_people_are_saying_0.pdf


Week 5       Technology, Virtual Meetings and the Future
March 28

Required Readings