SW 560: INTRODUCTION TO COMMUNITY ORGANIZATION, MANAGEMENT, POLICY AND PRACTICE

Fall Term 2009
Tuesdays 2:00-5:00pm
ROOM: 1301 S. University

INSTRUCTOR

Roxanna Duntley-Matos MA, LMSW, Ph.C    matos@umich.edu
Office Hours: Tuesdays 5:00-6:00/by appt.    Expresso Royale Café, S. University

Course Description
This course is a generalist social work foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy and 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 variety of practice tools. Culturally sensitive practice with a focus on community organizing, management, policy proposals and research practices will be emphasized with relation to class, gender, ethnicity, sexual orientation, age, color, family structure, national origin and spirituality. Macro practice broadly refers to interventions—in the form of programs and policies—that seek to improve people’s lives at a macro level; in communities and organizations, or through local, state, or federal public policy change. Social Work has a tradition of macro practice dating back to its founding mothers in the settlement house movement and the broader progressive era, who engaged in these areas, laying the foundation for the critical roles of social workers in the 21st century.

Course Content
Students will learn beginning skill sets in the areas of community organization, management, and policy analysis. They will learn to understand a variety of roles and skills which we represent as social workers—i.e. community organizer, manager, or policy analyst/advocate. Students will have a safe and stimulating environment for class discussion related to their own experiences in the field as related to concepts, theories and skills covered in class.

The course will focus on:
1. Understanding the context of macro practice;

2. Identifying problems at the community and organizational level

3. Organizing and building community relationships within communities and organizations

4. Organization-based and community-based policy making, planning, and program development

* Learning Objectives for each topic and competency skills will be posted on C-Tools in order to reduce the length of the syllabus. Please be sure to use these as a reference as you compose your responses for the different assignments, whether they are for C-Tools or to be handed in as a hard copy. My evaluation of your work will be guided by these objectives and competency skills.

**Course Objectives**

On completion of this course, students using a generalist social work practice framework will be able to demonstrate beginning level competencies in the following ways:

1. CONTEXT OF MACRO PRACTICE: 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. MACRO PRACTICE STRATEGIES: Identify community organization, management, policy-planning strategies, and empirically supported practices for dealing with contemporary social work and social welfare problems;

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

4. ETHICS FOR MACRO PRACTICE: Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular to those situations which affect women, people of color, and disadvantaged/discriminated against populations;

5. MACRO Practice TOOLS: Demonstrate the availability 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, asset mapping, community needs and strengths assessment, Census data analysis, and utilizing frameworks of ethical and policy analysis).

6. SOCIAL WORKER MACRO PRACTICE ROLES: Specify/identify those situations in which social workers are likely to be central to and have leverage over major social welfare concerns;

7. PRACTICE INTEGRATION & BREADTH: Identify salient connections between Macro Practice/IP Practice and National/International practices.

**Relationship of the Course To Social Work Ethics and Values**
This course will focus on social worker’s responsibility as professionals to promote general welfare by 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. In other words, it will address ethics and values related to working with and in organizations, communities, societies as well as conducting policy research at these levels of intervention.

Support for Students with Disabilities:
The University of Michigan is committed to helping all students reach their maximal potential and succeed academically. If you are a student with a U of M documented disability and require support to adapt your learning environment to your needs, please meet with the instructor and provide the appropriate documentation in order for the necessary adaptations can be made.

Course Requirements

1. Class Participation: 20%:
This class will include a mix of lecture, discussion, presentations and films. It is essential that students prepare ahead of time by completing the assigned reading. *Students will be asked randomly to summarize the main points of selected readings and to provide discussion questions.* A good grade depends on active and critical participation. Relating the readings to your own experience in macro practice is highly recommended. **In-class participation will count for 5% of your grade.**

Successful Community Change Agents: As part of your participation grade, you will be asked to present on two community-based change agents who have made a valuable contribution in one of the areas discussed in class. One agent should be nationally renown and the other not as well known. You will be asked to research the community change agents of your choice and make a short presentation in class. It is important that you explain why you believe this agent has been successful. **Presentations should be 10 minutes long** and should give a background on each individual and discuss what he/she might think about the material discussed in class. In addition, the student will be expected to place the agent in his/her appropriate historical context and discuss how the ideas and strategies used might be seen different today and why. Some possible renown agents include Jane Addams, Malcolm X, W.E.B. Dubois, César Chávez, Robert Kennedy, Celestina Zalduondo, Dorothy Van Soest, and faculty of this Department. Some less known change agents may exist in your own community or in areas where you have done community service. **Your reports will count for 7% of your grade. A sign up sheet will be offered during the first session of class.**

Reading Discussion Requirements and the Role of the Public Intellectual and Advocate
The role of the public intellectual, although not new, is gaining increasing exposure and support in the social sciences and practice professions. This is a role inherently related to that of social work advocacy. For this reason, being able to present to a diverse audience in a way that enables general comprehension is an important skill in macro practice. In order to improve our ability for public speaking and advocacy, a group of students will be chosen per week to discuss the readings for the following week and lead the discussion. A sign up sheet will be offered during the first session. It is through inquiry as well as discussions that we are able to relate our lived experience to our developing understanding of the new material. Your group discussion will count for 5% of our grade.

**Office Hours:** All students are expected to meet with me two times during the term during office hours to discuss their progress and concerns. Additional meetings may be scheduled if necessary. A sign up sheet will be made available during the first session to schedule the beginning and midterm 10 minute meetings. Your attendance to office hours will count for 3% of your grade. A sign up sheet will be offered during the first session.

2. Advocacy Project: 20%
This project includes a five page paper and a 750 word letter to the editor. Students will choose a policy issue that is politically relevant (or should be so) today. In the paper they will justify why they have chosen this issue based on two criteria: 1) empirical policy analysis: does the data suggest that this issue merit a policy change? and 2) political policy analysis: what does the political climate suggest about the viability of this issue? Then student must write an OpEd letter to the editor that puts their insights from the paper into action in a piece of media advocacy. Students will be encouraged to submit their letter for publication. A detailed assignment description will be provided during session three and the advocacy paper is due beginning session six. All papers must be handed in hard copy, 12 font, double space, one inch margins.

3. Community Profile: 30%
The community profile has three components. Students work in teams of four to five to 1) identify a community of interest and research that community; 2) identify an issue of importance to that community and research that issue and 3) identify a few policy proposals related to that issue. Student groups will submit their findings in an easily accessible finished written product and present their findings in a 20-minute presentation to the class. Students are strongly encouraged to present their findings to interested community stakeholders as well. Class presentations should be both oral and visual, utilizing both quantitative and qualitative data on the issue. Students will also submit a personal reflection on the process after the presentation. A detailed assignment description will be provided during session four.

4. Mini-Grant Proposal: 30%
You will write a mini-grant proposal for either your field placement agency or an agency from the community that you studied for the community profile. This proposal should be approximately 11 pages, consisting of a cover letter, proposal narrative, budget, and budget narrative. *A detailed assignment description will be provided during session eight.*

**SW 560 ASSIGNMENT CALENDAR**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Session #</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Ongoing Assignments</strong></td>
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<tr>
<td><strong>1.</strong> There is a weekly reaction assignment to be posted on C-Tools the Sunday Morning Prior to Class</td>
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<td><strong>2.</strong> Community-Based Agent Presentations: A two student presentation will take place weekly</td>
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<td><strong>3.</strong> Weekly Reading Group Presentations</td>
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<td><strong>Assignment 1</strong>: Part 1 Op-Ed Selection Paper:</td>
<td>3</td>
<td>September 22</td>
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<tr>
<td>Part 2: Op-Ed Paper</td>
<td>6</td>
<td>October 6</td>
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<td><strong>Assignment 2</strong>: Mini-Grant Proposal</td>
<td>10</td>
<td>November 10</td>
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<td><strong>Assignment 3</strong>: a. Community Pre-Profile:</td>
<td>6</td>
<td>October 13</td>
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<td>b. Community Profile Presentation</td>
<td>12</td>
<td>November 24</td>
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<tr>
<td>c. Individual Post Profile Reflection</td>
<td>14</td>
<td>December 8</td>
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**Recommended Texts**


These texts are available for purchase at Ulrich’s Bookstore, 549 E University Ave
Ann Arbor, MI 48104-2586 (734) 662-3201.

All other readings will be available online in the electronic reserve, most easily accessed through the class C-Tools website (which we will discuss in class).

**The Classroom Environment**

All class members are expected to bring questions to class, no matter how “obvious” or “complicated” they may think they are. The questions must be handed in to the instructor in written form with an answer at the end of class. They can be in one of two forms: a question per reading or two questions relating, and including, all readings for that session.

Having said this, it is also important to note the mutual respect in the exchange of ideas is of the utmost importance in order to maintain an open and stimulating learning environment. All responses should focus on positive as well as constructive critiques in order to fully give credit to the merits of opposing views. Positioning yourself humbly yet critically in the place of the discussant will lead to a better understanding of their point of view. This is also an important skill that will aid you in your work as a community organizer or macro practice social worker. The consideration of the profession’s normative values in relation to the relevant empirical data is also a critical ingredient in this exercise.

If you require any special accommodations due to a disability, please notify me the first week of class so I can provide you with the support you require in order to be successful and to fully engage with the material.

**Critiquing the Readings:**

Please give the authors of this course the same consideration and respect that you would any of your classmates when evaluating their ideas and practice.

**Grading Scale:**

At the end of the term, the numerical grades earned for each written assignment and class participation will be translated into letter grades according to the following formula.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>94-97</td>
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<td>A-</td>
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<td>B+</td>
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**Instructor’s Expectations for All Assignments**

*Submission Instructions*

Please submit the group project in class – Parts 1 & 2, Assignment 3. **All other written assignments are due at the beginning of class in hard copy.** (To encourage ecological
concern, I will accept two-sided printing if the text is clearly readable on both side)..
Students should also submit an electronic file copy of the assignment via the C-Tools site on the respective due date or earlier.

Extensions
Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

Late Assignments
Work that is late (i.e., an extension was not negotiated in advance) will have 5% (from 100%) deducted each day the assignment is past the due date, including weekends.

Incomplete Grades
Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

General Evaluation Guidelines
Written assignments will be evaluated on both content and style. You should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). In particular, you are strongly urged to proofread your papers, and not just rely on spell-checking.

Assignments are to be typed, double-spaced with one-inch margins, using Times New Roman 12 pt font. The only exception is the community profile, which should be single-spaced and with ample white space, as described earlier.

References and Referencing Style
When using others’ work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association (5th ed.). The library also offers an online resource for your use (see http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf). The website citation machine (http://citationmachine.net/) also is an aid in creating citation.

Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. It is highly recommended that you use formatting that is helpful to the reader (e.g., headings and sub-headings) to organize your work.

The assigned readings for this course are listed in APA format.
Intellectual Honesty and Plagiarism
It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. For your convenience, standards relevant to this course are presented below. These are taken from http://www.ssw.umich.edu/studentGuide/2007/

4.0311: Cheating
Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:

1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially;
2. Lying about circumstances presented as an excuse from examinations or other academic work;
3. Submitting the work one has done for one class or project to another class or project without obtaining the informed permission of the second instructor;
4. Misappropriating another student's work;
5. Allowing another person to do all or part of one's work and to submit the work under one's own name;
6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids, and/or information from another person on an examination or paper;
7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency, or some other benefit from the University;
8. Misrepresenting any information required by or offered to the Admissions Office;
9. Altering a graded work after it has been returned and then submitting the work for re-grading

4.0312: Plagiarism
1. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism, include, but are not limited to
   a. Using or otherwise taking credit for someone else's work or ideas.
   b. Using the language of another without full and proper quotation or source citation.
   c. Implicitly presenting the appropriated words or ideas of another as one's own.
   d. Using Internet source material, in whole or in part, without careful and specific reference to the source.
   e. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
   f. Self-plagiarism, that is, reusing one's own work without acknowledgement that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your
responsibility to familiarize yourself with the information presented at the following website: http://www.lib.umich.edu/handouts/plagiar.pdf

4.0316: Unacceptable Collaboration
Collaboration is unacceptable when a student works with others on a project, then submits a work to be graded with the explicit or implicit representation that the work is the student's own independent work. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

Class Sessions, Learning Objectives, & Readings

Session 1: Introduction to the Course
September 8

What Is Macro Practice and How Is It Relevant to Me?: Introduction to Macro Practice
Discuss Case Studies
Review the Syllabus
Discuss Class Expectations: C-Tools Instructions, Recommend Sweetland Writing Center
Getting to Know Each Other
The Asian Game of Go as an Illustration: Humility, respect, community strategy, self and other understanding, growth
*Group and Partner Assignments: Enter your name on the group and partner sign up sheets.

In Class Activities:
1. Form into groups and discuss your background in social work, community advocacy and organization. Discuss successes and obstacles.
2. Play Go and Stay Connected to your Friends and Community! If you enjoyed this game and would like to learn more visit the Ann Arbor Go Club at Expresso Royale on State Street: Sundays from 1:00-4:00. They also meet on Thursdays at a different time. Ask for Eric Jankowski

* Readings for Session Two:
http://web4.uwindsor.ca/units/socialwork/critical.nsf/982f0e5f06b5c9a285256d6e006cff78/4d5d29b0bfbfcd0e85256ea800661715!OpenDocument

   - Ch. 1: pp. 1-15: What is Community Organizing, Anyway?
   - Ch. 2: pp. 23-61: Step by Step- Building a Community Organization


**C-Tools Assignment Due the Sunday Morning before Class:** Demonstrate a critical understanding.
1. Compose a discussion question and response relating the readings about the nature and process of community organization to be posted on C-Tools.
2. Compose a discussion question and response related to the continuum between clinical and macro practice. Please bring a copy to discuss in class (computer image is acceptable) and provide a discussion question as well.
3. Compose a discussion question and response regarding social work as understood by Jane Addams, Mary Richmond W.E.B Dubois.

**Session 2: Meaning and Context of Macro Practice**
September 15
This session will provide further introduction to the course with an emphasis on the core concepts of macro practice such as community organizing, policy analysis/advocacy, and management of human service organizations. We will explore the significance of these areas to social work’s mission and our work with individuals, families, and groups.

**Assignment Due in Class:** Reading Exercise in Brown:
1. C-Tools Reading Discussion Responses
2. Community-based agent for assigned students only
4. Finding Your Core Beliefs – page 45

**In Class Activities:**
1. C-Tools: Group Discussion about assigned readings.
   - Group presentation before class on two C-Tools questions.
2. Community-based agent presentation
3. Basing yourselves on the NAWS Code of Ethics and the critical discussion of the codes in the Briskman article, form into groups and write one micro and one macro code. Be ready to discuss it with the rest of the class.
   *In Class Film: Women of Hull House*
* Required Readings for Session 3:
   colonias: A case study in the development and use of promotoras. *Journal of 
   Community Practice, 12*(1/2), 23-35.
   Approach to Educational Reform in Puerto Rico. *Colonial Dilemma: Critical 
   Groups 23*(2) 19-35.
4. German Development Services: DED in the Palestinian Territories: Resource and 
   Tools: Community Organizer Toolkits 
   [http://palestine.ded.de/cipp/ded/custom/pub/content,lang,2/oid,5661/ticket,g_u_e_s_t/~ 
   /Tools_for_Community_Organizing_Planning_and_Participation.html](http://palestine.ded.de/cipp/ded/custom/pub/content,lang,2/oid,5661/ticket,g_u_e_s_t/~ 
   /Tools_for_Community_Organizing_Planning_and_Participation.html)
   Creating Groups that Can Solve Problems and Change the World*. Arlington, MA: 
   Long Haul Press 
   a. Ch. 8 pp. 225-234: Mobilizing Resources: Meetings
   Teams. Pp 59- 70. In Michael J. Austin, M. & Karen M. Hopkins (Eds.). *Supervision as 
   Collaboration in the Human Services: Building a Learning Culture* (Sage Publications: 
   Thousand Oaks, CA)

C-Tools Assignment Due the Sunday Morning before Class: Demonstrate a critical 
understanding
1. Compose a discussion question and response relating readings about the various 
   examples of community practice assigned to be posted on C-Tools.
2. Compose a discussion question and response about the relationship between the 
mobilization of resources and meetings. You may also relate relevant concepts to the other 
readings. Please bring a copy to discuss in class (computer image is acceptable) and 
provide a discussion question as well.

**Session 3: Models of Community Practice/Understanding Community**
September 22
In this class we will begin a three-session examination of community organizing work. We 
will begin by talking about approaches and models for community work and their critiques. 
We will also continue to explore core concepts and key issues for community practice.

**Assignment Due:**
1. C-Tools Reading Discussion Responses
2. Community-based agent for assigned students only

**In Class Activity:**
1. C-Tools: Group Discussion about assigned readings.
   Group presentation before class on two C-Tools questions.
2. Community-based agent presentation
3. Formation of small groups. In your small group discussions, you should begin to identify a “community” of interest. The phases of team development and the various roles associated with effective task groups will be discussed. Various tools related to goal setting and work planning will be presented to help you

*Required Readings for Session 4:
   - Ch. 10: pp. 265-299: Organizing: Pathway to Change
   - Ch. 11: pp. 302-327: Taking Action, Solving Problems, Getting Results
   - Ch. 12: pp. 335-340: Building Community

In Class Activities
5. Teams complete Assignment #3.
6. Film: “The Forgotten Americans” (The Colonias in the USA)
7. Sample of Press Release published by a previous student

C-Tools assignment due the Sunday morning before class: Demonstrate a critical understanding
Compose a discussion question and response relating “selecting an issue, organizing for change, taking action and building community” to Stolberg’s article. Please bring a copy to discuss in class (computer image is acceptable) and provide a discussion question as well.

Session 4: Policy Analysis, Advocacy and Social Action
September 29

Over the next two classes, we will focus on policy and advocacy as tools for social work practice. In today’s class, we will focus on understanding advocacy as a tool and the issues and dilemmas that emerge when doing so. We will focus on core concepts, levels of advocacy work, and frameworks for social advocacy

Assignment Due:
1. C-Tools Responses
2. Community-based agent for assigned students only
3. Assignment I, Part 1 Pre-profile Reflection Due
4. Reading Exercise in Brown: Information as a Source of Power- page 314
5. Reading Exercise in Brown: Personal Reflection of Service and Organizing—page 296
**In Class Activity:**
1. C-Tools: Group Discussion about assigned readings. Group presentation before class on two C-Tools questions.
2. Community-based agent presentation
3. Film Medical Policy in the 21st Century
4. Film: Using the Media
5. Write a press release for issues – bring personal laptop to class if you have one.

* Required Readings for Session 5:

Additional Optional Readings

C-Tools assignment due the Sunday morning before class: Demonstrate a critical understanding
1. Compose a discussion question and response relating the assigned readings about community building and social policy.
2. Compose a discussion question and response about the ethics of advocacy and community building. You may also relate relevant concepts to the other readings. Please bring a copy to discuss in class (computer image is acceptable) and provide a discussion question as well.
Session 5: Advocacy Strategies and Action for Social Change

October 6

In this class we will examine specific skills and strategies for doing advocacy work. This class will be very “tools” oriented. We will give special attention to using the media and internet in advocacy work, and on using op-eds and on giving public testimony for advocacy. We will gain an understanding of the difference between formal and informal advocacy.

Assignment Due:

a. Assignment 5 - C-Tool Forum reading posting: To examine various advocacy strategies, focusing on op-eds and prepared testimonies.

b. Assignment 1: Part 2: Op-Ed Due

2. Community-based agent for assigned students only

In Class Activity:

1. C-Tools: Group Discussion about assigned readings.
   Group presentation before class on two C-Tools questions.
2. Community-based agent presentation
2. Film: “Stand Up! Speak Out! or
3. Guest Speaker:
4. Advocacy, Op-ed, and Prepared Testimony samples (see CTOOLS for handouts)

* Required Readings for Session 6:

   i. Ch. 5 pp. 125-142: Developing Power: Why Recruit?
   ii. Ch. 6 pp. 146-185: How to Recruit: The Nuts and Bolts
   iii. Ch. 7 pp. 187-221: The Way to Develop Power Is to Develop Leaders


Optional Additional Readings


**C-Tools Assignment Due the Sunday before Class:** Demonstrate a critical understanding
1. Compose a discussion question and response relating the assigned readings about the relationship between community organizing and assessment.

### Session 6: Community Organization and Assessment

October 13
In this class we will focus on a key element of community practice–assessing and understanding a community. We will examine different tools to assess communities such as SWOT, windshield surveys, and focus specifically on Kretzman and McKnight’s strengths-based, community assets model. The second half of class will be a training session on using data for community practice. The location will be announced the week before.

**Assignment Due:**
Reading Exercise in Brown:
1. C-Tools postings
2. **Assignment 3: Part 1—Community Pre-Profile Due**
3. Community-based change agent
4. Dividing Tasks – page 178

**In Class Activity:**
1. Community-based agent presentation
2. **SPECIAL Library Lecture on Finding Data on Communities (American Fact Finder, U.S. Census, etc.)** for part of session. Time TBA
3. SWOT Analysis demonstration
Interviewing Technique – One on One, 80/20 Rule – conference room

* **Required Readings for Session 7:**

   Ch. 1, pp. 1-12: An Orientation to Proposal Writing.
   Ch. 2, pp. 13-18: Using Technology in Proposal Development
Ch. 3. pp. 19-24: Understanding the Agency, the Community, and the Funder
Ch. 4. pp. 25-38: Problem- or Needs-Based Program Development
Ch. 5: pp. 39-46: Writing the Needs or Problem Statement

Helpful Aids for Writing a Proposal

  http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html
  http://foundationcenter.org/getstarted/tutorials/prop_budgt/index.html
- Examples of proposals, http://npguides.org/index.html,
  http://foundationcenter.org/getstarted/faqs/html/propsample.html & Inquiry Letter,
  http://npguides.org/guide/inquiry_letter.htm, &

C-Tools Assignment Due the Sunday before Class: Demonstrate a critical understanding
1. Compose a discussion question and response relating the assigned readings about proposal writing and your own project

Session 7: Program Development, Planning and Grant Writing
October 20

This class will focus on program development and planning as an important macro practice element. Specifically, we will focus on how to generate ideas, conceptualize programs, and write effective grant proposals. We will spend time on the skill of grant writing.

Assignment Due:
1. Assignment 5- C-Tools Reading Question and Discussion posting
2. Community-based agent for assigned students only

In Class Activity:
1. C-Tools: Group Discussion about assigned readings.
   Group presentation before class on two C-Tools questions.
2. Community-based agent presentation
3 Mid-term evaluation for your feedback about the class.
4 Review Grant Proposal
5 Need Statement Development

**Note: Please begin to read the materials for next class early!**

* Required Readings for Session 8:

**C-Tools assignment due the Sunday before class:** Demonstrate a critical understanding
1. Compose a question and reflection relating the assigned readings about Latinos and the elderly.

**Session 8: Observation Day for Assignment III**

October 27
We will not meet today as a class. You should plan to use this time to observe a community with your team and prepare a summary of what you observed and learned. If you are conducting interviews, it is appropriate to do so during this class period.

**Required Readings for Session Nine:** Reading Exercise:
1. Evidence Based Practice: C-tools Handouts
   - Ch. 6: pp. 47-65: Writing Goals, Objectives, and the Implementation Plan
   - Ch. 7: pp. 65-75: Writing the Evaluation Plan
4. Evidence Based Practice – Definitions and Exercise – see C-Tools Resources.
Complete exercise for classroom discussion

**C-Tools assignment due Sunday morning before class:** Demonstrate a critical understanding
1. Reflect on your observation experience and relate it to pertinent theories and strategies you have learned in the course as well as to the assigned reading for session nine on proposal writing.

**Session 9: Program Implementation, Outcomes and Research**

November 3
This class will focus on the tools and skills needed for program monitoring and evaluation. Specifically we will look at outcomes and logic models, and measuring progress. We will spend much of the class focused on evaluation strategies, and also consider ways to continuously improve programs.

**Assignment Due:**
1. C-Tools postings
2. Community-based agent for assigned students only

**In Class Activity:**
1. C-Tools: Group Discussion about community observation and assigned reading.
2. Community-based agent presentation
3. Goals and Objective Creation
4. Gantts Chart
5. Logic Model
*Required Readings for Session 10*
2. National Public Television: December 18, 2008:  Bean Project Helps Poor Women Video:
   http://www.pbs.org/newshour/extra/video/blog/2008/12/bean_project_helps_poor_women.html

C-Tools assignment due Sunday morning before class: Demonstrate a critical understanding
1. Compose a question and answer related to poverty and social action and relate it to the SSW code of ethics, taking into consideration the critiques you discussed during the first weeks of class.

**Session 10: Non-Profit Fund Development—Individual Donors**

November 10

Assignment Due:
1. **Assignment II: Mini-grant Due**
2. C-tools reactions due
3. Change agent presentation for assigned students only

In Class Activity:
1. C-Tools: Group Discussion about community observation and assigned reading.
   1. Film: Terry Axelrod- “Raising More Money”
   2. Film: Because They are Worth It

* Required Readings for Session 11:
   c. **Film:** Flag Wars (2003). Reserved at Library. This film is a poignant account of the politics and pain of gentrification. Working-class black residents in Columbus, Ohio fight to hold on to their homes. Realtors and gay home-buyers see fixer-uppers. The clashes expose prejudice and self-interest on both sides, as well as the common dream to have a home to call your own.

**C-Tools assignment due Sunday morning before class:** Demonstrate a critical understanding
1. Compose a question and answer related to poverty and social action and relate it to the SSW code of ethics, taking into consideration the critiques you discussed during the first weeks of class.

**Session 11: International Social Work and Cultural Issues in Effective Non Profit Management and Social Services**

November 17

**Assignment Due:**
1. Assignment 5: C-Tool Reading Reflection Posting
2. Community-based agent for assigned students only

**In Class Activity:**
1. C-Tools: Group Discussion about community observation and assigned reading.
2. Community-based presentation
3. Guest Speaker:
4. Reading Review- Cooperative Learning Structures
5. Presentation Skills Prepping – C-tool presentation guide

**Required Readings for Session 12**
None assigned, but there may be previously discussed readings that the presenting group will ask you to review prior to their presentation.

**C-Tools assignment due Sunday morning before class:** Demonstrate a critical understanding.

**Group Postings:** Post specific areas of concern or interest that you would like the class to consider in order to prepare for your community profile presentation. Refer the class to any readings you would like them to review in order to engage in a critical discussion of your work.

**Class Postings:** Students who are not presenting during this session should post a short comment related to the post by the presenting group.

**Session 12: Community Profile –Public Speaking**

November 24

**Assignment Due:**
1. C-Tools Posts related to presenting groups suggestions
2. Community-based agent for assigned students only
3. Assignment 3: Part 2 Community Profile and Presentations – 4 copies

**In Class Activity:**
1. Community Profile Presentation and engagement from class based on their C-Tools posts.
2. Community-based agent presentation
3. Community-based agent presentation

*Required Readings for Session 13*
None assigned, but there may be previously discussed readings that the presenting group will ask you to review prior to their presentation.

**C-tools assignment due Sunday morning before class:** Demonstrate a critical understanding.

**Group Postings:** Post specific areas of concern or interest that you would like the class to consider in order to prepare for your community profile presentation. Refer the class to any readings you would like them to review in order to engage in a critical discussion of your work.

**Class Postings:** Students who are not presenting during this session should post a short comment related to the post by the presenting group.

**Session 13: Community Profile—Public Speaking**
December 1

**Assignment Due:**
1. C-Tools Posts related to presenting groups suggestions
2. Community-based agent for assigned students only
3. Assignment 3: Part 2 Community Profile and Presentations – 4 copies

In Class Activity:
1. Community Profile Presentation and engagement from class based on their C-Tools posts.
2. Community-based agent presentation

*Required Readings for Session 14*
1. **General Overview:**

2. **Leadership—Hot off the press!**

3. The Organizational Life Cycle (to be distributed during class).

   http://www.managementhelp.org/org_eval/uw_plng.htm
Edited by Carter McNamara, MBA, PhD

**C-Tools Assignment Due Sunday Morning before Class:** Demonstrate a critical understanding of both topics.  
**Question # 1:** Compose a question and answer related to strategies for excellence in community organizing.  
**Question # 2:** Compose a question and answer related to effective structural analysis and considerations for management.

### Session 14: Managing and Strengthening Effective Community-Based Organizations

December 8  
What are effective organizations? What are key skills for managing them, and what are strategies for strengthening them? This class will focus on community-based organizations and organizational management, specifically looking at these questions. We will examine various approaches to assessing effectiveness and look at specific skills and tools, such as organizational assessment.

**Assignment Due:**  
1. C-Tools Postings  
2. Community-based agent for assigned students only  
3. Assignment 3: Part 3- Individual Reflection Paper

**In Class Activity:**  
1. C-Tools Group Discussions  
2. Community-based agent presentation  
3. Guest Speaker:  
4. Course Evaluation  
5. Course Wrap Up – What Is Your Take Aways

### Session 15: No Class: Final Exams

December 15