COURSE TITLE: Introduction to Community Organization, Management, and Policy Practice*

COURSE NUMBER: 560

TIME & PLACE Fall Term, 2009:
Tuesday: Section 006, Class #23985, 2pm-5pm,

CREDIT HOURS: 3

PREREQUISITES: None
Foundation macro methods; required for all MSW students

INSTRUCTOR: Faye Askew-King, LMSW, ACSW

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phone: (734) 484-5499

OFFICE HOUR: **By appointment

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TABLE OF CONTENTS

1. COURSE DESCRIPTION ..............................................................................................................................2

2. COURSE CONTENT .................................................................................................................................3

3. COURSE OBJECTIVES ............................................................................................................................3

* This syllabus reflects the collaborative efforts of past SW560 instructors Katie Richards-Schuster, Diane Kaplan Vinokur, Laura Wernick, and Michael Woodford.

1 Please e-mail me three different times when you are available to meet so that we can find a mutually convenient time. Before or after class are generally good times for me. I check email once a day.
1. COURSE DESCRIPTION

This course is a generalist social work 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 diverse dimensions [e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation] 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 to understand a variety of roles and skills attached to them - i.e., community organizer, manager, or policy analyst/advocate. 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 demonstrate beginning level competencies in the following:

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 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 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, asset mapping, community needs and strengths assessment, US Census data analysis, ethical decision-making models, and frameworks for 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/Inter-Personal Practice and National/International practices.

4. COURSE DESIGN

While using the lecture/discussion mode as the primary pedagogical strategy, class sessions will also include in-class presentations, skill-building activities and exercises, videos, and outside speakers.

5. RELATIONSHIP OF THIS COURSE TO THE SSW’S FOUR CURRICULAR THEMES

1. *Multiculturalism and Social Diversity* are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from the client system, the worker (i.e., the community organizer, manager, and policy analyst/advocate), as well as the organizational, community, and policy contexts.

2. *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.

3. *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 theories, political science theories, and theories of community will be important bases for class analyses.

4. *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 prevention and 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**

This course will address ethical and value issues related to working with and in organizations, communities, societies, as well as in conducting policy-focused research in these domains. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all community members, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. Our course will also focus on social workers’ 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.

7. **INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY AND SOCIAL JUSTICE (PODS)**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students [in] developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks, as well as strengthening critical consciousness, self knowledge, and self awareness to facilitate PODS learning.
Empowerment in the classroom occurs by each classroom actor

- Respecting one another
- Validating one another’s experiences and insights
- Drawing on her/his own strengths and those of others
- Responsibly sharing her/his power
- Working collaboratively
- Taking responsibility for her/his own learning
- Thinking independently and critically


8. LEARNING PHILOSOPHY AND ENVIRONMENT

Teaching and learning in this course will be guided by the principles of adult learning and empowerment. These frameworks approach all participants in an educational endeavor as active, self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. So, you are encouraged to share your insights with the class throughout the semester. At the same time, we should all try to maintain a reflexive stance, carefully considering our thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, we can all benefit if we think of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others.

*In sum, we are all potential teachers and learners.* Therefore, it is hoped that collaborative learning will occur between students, as well as between students and instructor. Indeed, the third class assignment, the community profile, is designed to provide an additional opportunity to reflect on collaborative effort done by student teams.

CREATING A POSITIVE LEARNING ENVIRONMENT

The conduct of a student enrolled in courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

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2 Adult learning approaches typically include an appreciation that 1) adults are autonomous, goal- and relevancy-oriented, practical, and self-directed, (2) adults have past life experience and knowledge that can connect to current learning; and (3) adults must be treated with respect. (See Malcolm Knowles’ classic, *The Adult Learner: A Neglected Species* (Third Edition). Houston, TX: Gulf Publishing Company, 1984).
It is important for all those involved in this class to foster an environment in which all participants are comfortable enough to willingly express their opinions and perspectives during class discussion, including critical analyses. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination, nor can it be confined by political correctness. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this culture by extending to your colleagues the same respect and sensitivity you desire for yourself.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and trying to respect others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto, 2006).

**Individual Learning Objectives**

Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each of you likely has your own interests regarding macro practice, which you could develop in this foundation course and in subsequent advanced macro practice courses. Given this background, you are encouraged to create at least one individualized learning objective for our course. If you are currently in a field placement, you may wish to consider developing an objective related to your field-based learning goals.

For instance, if you are interested in identifying the needs of a particular population, you may want to develop a specific learning objective related to conducting community needs assessments. The possibilities are endless—just be sure you select an objective that you can achieve.

**Work in Small Groups**

Assignment #3 entails group work. For this assignment, your group’s membership will be self-selected; however, you are strongly encouraged to work with others in the class whom you do not know yet. Depending on class size, the groups will range from three to five students per group. Groups will begin to be formed after Assignment #1 is submitted.

Additionally, in order to facilitate discussion of the course readings, small groups will be assigned to “take the lead” on further exploring the readings. These students lead a class
discussion based on putting forward at least two questions that arose to them from reading the article. This approach will start in Session 3, and it is discussed further under Assignment #4.

Finally, throughout the term, small groups will be created for various in-class learning activities. In these groups, you will work with colleagues to complete assigned tasks related to course content.

9. COURSE MATERIALS

Our course will use two textbooks, in addition to a series of other required readings. These additional required readings will be available on-line through the Social Work Library’s reserves section in MIRLYN.

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<thead>
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<th>Required texts:</th>
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These books are available for purchase at Ulrich’s (across the street from SSWB, accessible to those with limited mobility), and Michigan Union Bookstore (accessible, handicap permit parking very near by).

10. ASSIGNMENTS

There are four assignments for this course. All assignments must be completed and turned in by the beginning of class on the day they are due.

<table>
<thead>
<tr>
<th>#Assignment / Value for Final Grade</th>
<th>Course Area</th>
<th>Due Date Fall, 2009</th>
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<tbody>
<tr>
<td>#1 20%</td>
<td>Advocacy Project (Op-ed or Testimony with Reflection Paper)</td>
<td>Social Policy Analysis/ Social Advocacy</td>
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<td>Part 1: Issue Selection Paper (5%)</td>
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<td>September 22</td>
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<tr>
<td>Part 2: Advocacy Project (with Reflective Paper 15%)</td>
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<td>October 6</td>
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<tr>
<td>#2</td>
<td>Mini-Grant Proposal</td>
<td>Human Services Management</td>
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<tr>
<td>#3</td>
<td>Community Profile</td>
<td>Community Organizing &amp; Social Planning</td>
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<tr>
<td>#4</td>
<td>Class Participation</td>
<td>All</td>
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- Please submit all assignments in hard copy and firmly clipped or stapled at the beginning of class.

- Also, submit an electronic file copy via the Course C-tools site. For multi-component assignments, please put all parts into one electronic document.

**An Opportunity to Consider . . .**

If you are participating in the School’s Portfolio Initiative, the products created for Assignments I, II, and III could make great artifacts. For assignment III, you may need to include a statement about how you contributed to the profile and the team experience.
ASSIGNMENT 1: ADVOCACY (INDIVIDUAL PROJECT)

Advocacy practice occurs when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. While there are many ways to do this, for this assignment you are asked to either develop an op-ed piece for a newspaper or a prepared testimony that you could potentially deliver in front of a public group (e.g., city council, school board, or county mental health board).

The purpose of the assignment is to introduce you to the process of social policy advocacy. While you are not required to publicly present or publish your project, you are strongly encouraged to pursue it. Previous SW560 students have successfully done so and added their voices to the public debate!

The general steps to complete for this assignment are:

- **Step 1: Select an Issue**
- **Step 2: Research the Issue**
- **Step 3: Write an Op-Ed or Prepared Testimony**
- **Step 4: Reflect on the Process**

**Step 1: Select an Issue**

Select an issue or cause that is connected to a particular marginalized group or a social justice issue that is important to you. It is also appropriate to select an issue related to a policy you have studied in your social welfare policy course.

If you are currently in placement, you may want to focus on an issue affecting your agency’s service users, for example, or a gap in a public service. However, if you are planning to undertake an agency related project, please discuss this with me in terms of agency support and approval. It will also be helpful to consult your field instructor.

Critically reflect and respond to the following questions. 1.) Name and define your issue/topic. 2.) Tell why you selected the issue/topic? 3. How this issue/topic relates to PODS (page 5)? 3.) From the viewpoint of a micro practitioner, how might or would this issue affect individual lives or you personally? 4.) How as a macro practitioner, might or would

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Page 10
this issue affect an entire community or an agency? 5.) How might you use your power and privilege to affect change toward this issue?

Assignment 1: Part 1 - Work to Submit to the Instructor – Dues Tuesday, September 22

Issue Selection Paper

- 3 page paper as described in Step 1 above

**Step 2: Research the Issue**

You are expected to research the issue in order to provide background information and to begin to develop a well-informed position on it. However, this does not mean write a research paper. You may analyze and use such sources as relevant policies that are currently in effect, policy discussion papers, media reports, and other related sources. Depending on the issue, it might be necessary to interview someone knowledgeable about it, such as the director of a community agency advocating with/on behalf of the affected community. You will be asked to provide a bibliography of the sources reviewed and any interviews held during your research process. If you use websites, make sure they are appropriately cited and referenced.

**Step 3: Write an Op-ed or Prepare a Testimony**

Based upon your research, either prepare an op-ed piece for a newspaper, or prepare testimony to give at a board meeting, committee or public hearing, or a similar venue, where decision-makers will be in attendance. We will be discussing each of these approaches during our class session on advocacy strategies. If you develop an op-ed piece, identify newspapers where you want to submit your piece. If you create a testimony, identify the body to which you would present it.

In developing your op-ed or testimony, keep your focus on the outcome or result you want. This is central to advocacy. As we will discuss in class, you also need to identify the broad stakeholders and their general interest in the issue, particularly those who have power over the solution. Given the issue and the desired outcome, you need to consider how best to realize the change you want in terms of the key stakeholders. This stakeholder analysis you perform will help to shape your op-ed or testimony and make sure you are appropriately addressing a relevant audience.

**Step 4: Search for Local Media Outlets**

What local neighborhood media outlets did you find? Are there community or local business association newspaper available in your area? If you are in an ethnic community, are there any non-English language newsletters/newspaper? Who is your local state representative? Could you find any on line issue groups?

Submit your Op Ed or testimonial to one of these identified sources.
Step 5: Reflect on the Process

In the effort to become a reflective practitioner, you are expected to write a two-page, double-spaced reflection paper as part of this assignment that specifically addresses the following points:

1. Summarize how you developed your project, including who the key stakeholders are and their stance to your desired outcome. Outline the objectives of your strategy.

2. In terms of the strategy you created, what did you learn about advocacy?

3. What do you see as the strengths of your project? What are the areas for improvement? What might you do differently next time? (Here you are not limited to considering only the product that was developed; rather, also reflect on the process you used to develop your op-ed or prepared testimony.)

4. Detail how you searched for a media outlet to publish your opinion. What were the publishers’ or community groups’ policy on article submission.

5. Using your power and privilege as a social worker, how might you integrate advocacy into your future social work practice? Be specific.

Assignment 1: Part 2 - Work to Submit to the Instructor – Due – Tuesday, October 6

Op-ed piece or testimony

- Bibliography (articles, documents, websites, and interviews)
- Reflection paper included

Assignment 2: MINI-GRAnt PROPOSAL (INDIVIDUAL PROJECT)

This assignment involves the development of a mini-grant proposal to support program innovation/development. This assignment’s central goal is for you to learn skills associated with proposal development. In achieving this goal, you will conceptualize and draft a mini-proposal, addressing all of the elements associated with such a professional document. The document is to be prepared as though you were submitting it to a potentially interested foundation or other funder. You should look for such a funder through such sources as the Foundation Directory database, or www.guidestar.org. The assignment may not exceed 11 pages, consisting of the following

- Cover letter (1 page, single spaced)
- Proposal (8 pages, double spaced), including the timeline,
• Budget (1 page; form to be provided) and budget narrative (1 page, single-spaced).

You should plan to write this grant as though you were a director or development officer of a community-based agency. You should plan to give your agency a name and provide a brief background on your agency. If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that was connected to your advocacy issue, but it is not required. You may use a real agency or create your own.

**Step 1: Choose Agency & Prepare Background Information**

Decide on your agency and prepare a short background statement (i.e., issues addressed, population served, orientation of agency, scope of agency). This does not need to be extensive but will help you with the development of your proposal. If you are using an actual agency, you may find it helpful to examine the agency’s website for a mission statement and agency description.

**Step 2: Brainstorm Project Ideas**

Based on the agency, brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular population served at your agency or (if using a real agency) by building on a current program; you could also brainstorm a project that fills a current gap in services. For those in field placements, you may want to address a program needed within your agency. In brainstorming, you should consider the scope of the project. You may consider a project that would be one to two years in length and have a budget of $25,000-$100,000 per year.

**Step 3: Select an Evidence-Based Programs**

The US government’s Substance Abuse and Mental Health Services Administration (SAMHSA) website. ([http://nrepp.samhsa.gov/](http://nrepp.samhsa.gov/)) provides useful detailed information regarding effective evidence-based programs for a variety of topics and clinical issues. Once you have found a program based on your need and interest area, answer the following questions:

- What are the program characteristics?
- How was the program developed?
- How was the program shown to be effective?
- How does the program fit within the three elements of evidence-based practice in social work?

**Step 3: Prepare Mini-Proposal**

Prepare a mini-proposal that includes the following elements, using points 2 to 10 as headings. Follow the order as specified below.

1. **Cover Letter:** Include a cover letter (also

The first time one writes goals and objectives, and then outlines how the objectives will be evaluated, can be a challenge. Feel free to submit a one-page draft of these aspects of the proposal for feedback. Remember to allow sufficient time for feedback.
called transmittal letter) with the proposal. This single-spaced letter should highlight the main points of the proposal and indicate to the potential funding source why this project is important for them to fund. Brief reference to the amount requested and what it will enable the agency to achieve should be included. This letter is in addition to the mini-proposal.

2. **Agency**: A brief description of the agency, namely its mission, target population(s), and primary services. Can also include any key collaborators related to the proposed services and a sense of the agency’s strengths in relation to the proposal.

3. **Background/Needs Statement**: A brief description of the problem you propose to address and why it is important (include relevant literature/statistics/research/policies, document need for the intervention/project proposed).

4. **Goals and Objectives**: State the project’s goals and objectives (link the goals and the objectives to your description of the project in the next section).

5. **Project Description**: Discuss principal components of the project and its anticipated measurable outcomes (include enough information for the potential funding agency to understand how its money will be used to address the identified need and intended goals).

6. **Evidence Based Model Selection**: Describe the program’s characteristics. How does the model meet the needs of your clientele? How is the program model effective? What are the model’s results? Explain how the model fits with the three elements of evidence based practice in social work?

7. **Evaluation**: Describe how you will evaluate the project’s success (this is linked to the objectives). You should also refer to particular tools you might use in the evaluation.

8. **Timeline**: Provide a specific timeline giving the funding source an idea of the project steps and activities (use a Gantt chart). You can reference the timeline in your narrative and attach separately, if desired.

9. **Budget**: Estimate the project costs (how much money will be needed to implement the project). You should also include budget lines (i.e., the specific budget items for the project such as staffing, supplies). A budget form will be provided.

10. **Budget Narrative**: Provide a one page, single-spaced narrative of the budget. Explain each budget line, clearly articulating how the item relates to the project. For positions, give an overview of the key duties, required qualifications (if any), hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget. (Note: The Woodford Foundation does not pay indirect costs.)

11. **Conclusion**: A final, persuasive, summary paragraph to “sell” the project.

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**Assignment 2: Submit to the Instructor – Due November 3**
ASSIGNMENT 3: COMMUNITY PROFILE (TEAM PROJECT)

Imagine that you have moved to a new community and want to work there as a social worker. How would you go about understanding key dimensions and characteristics of the community, and their importance for the populations and social problems about which you are concerned? This assignment will provide you with some key skills to access such needed information, to engage in reflective practice, to gain experience in communicating it in a professional manner to a relevant audience in both written and verbal formats, and in the process, to work effectively as a member of a work group.

The assignment has four main purposes:

1. To learn the skills necessary for profiling and analyzing a community, including recognition of its strengths;
2. To gain experience engaging in reflective practice at the community level;
3. To learn and practice skills important to working in a team; and,
4. To learn how to present your analysis in a professional manner.

More specifically, you will work collaboratively with several other classmates in self-selected groups (the size of which will be determined in Session Six), to develop a profile of a selected community within Michigan. This profile will give both an overview of the community and a particular focus on a population enduring a particular social problem of your interest to bring public attention to this situation. Your profile will include both qualitative and quantitative data.

The profile you develop will be presented to the class in the form of a briefing report, supplemented with a presentation. Both of these products are to be delivered as though you were presenting them to a relevant public task force, agency board of directors, a group of concerned citizens, or a similar audience. For the purpose of your presentation, assume that the class is the group of concerned citizens and elected officials.

The assignment is broken into three elements (listed according to due dates). Each is explained further below.

1. Pre-profile Selection & Reflection (prepared as a group)
   
   Due: Tuesday, October 13
2. Community Profile, includes summary of qualitative data (observations and/or interviews and interview guides); team minutes; and process evaluation (prepared as a group)

   **Due:** Tuesday, December 1

Community Profile Presentations

   **Due:** Tuesday, December 1 or 8

3. Post-profile Reflection Paper (prepared as an individual)

   **Due:** Thursday, December 11

A simple flowchart that outlines this assignment follows on the next page.

The flowchart should serve as a guiding framework for the assignment.

Working collaboratively with other class colleagues in self-selected groups (size to be determined in Session 5; estimated 3-5 members per group), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of qualitative and quantitative data. The profile will consist of a small booklet, which, for the purposes of this assignment, you are developing for distribution to a group of concerned citizens and elected officials. You will also develop a presentation to be delivered in class.

**Step 1: Develop Teams**

You will form self-selected teams by session 6, assign roles (i.e., facilitator, reporter, recorder, time keeper, and process evaluator; roles are to rotate so that each team member will experience each role), identify ground rules, and develop an evaluation process for your team in terms of strengths and areas for improvement. It is recommended to include an informal evaluation process in each meeting and it required to evaluate your group process at the end of the project. Sample evaluation tools for that purpose will be available on our course C-tools site.

All effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore you are expected to keep minutes of your meetings. Templates for minutes will be available on our course C-tools site. Minutes should be at least one page in length for each meeting.

To ensure your project is a success, it may be helpful to develop a work plan to help guide your overall project and assign tasks. Tools to help create your work plan will be presented in class and will be available on our course C-tools site.

In the beginning of the term, class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed. Ideally, groups will be in place by the end of session six.
Illustrative Flowchart of the Community Profile Assignment’s Process

1. DEVELOP TEAM
   After thinking about your own interests, join a team and together discuss populations & Michigan communities of interest

2. SELECT & DEFINE COMMUNITY
   Submit Group Decision & reflection

3. VISIT & OBSERVE
   Visit the Community & complete Windshield Survey as a team

4. COLLECT QUANTITATIVE DATA:
   Library Session on Census & other Databases.

5. COLLECT QUALITATIVE DATA & ARTIFACTS
   - Interview several relevant members of community professionals regarding community or social problem (do in person or by phone).
   - Collect signs or symbols of the community

6. WRITE PROFILE OF COMMUNITY

7. REVIEW & PRACTICE PRESENTATION & FINALIZE REPORT

8. CONDUCT PRESENTATION & SUBMIT PROFILE

START

OBTAIN PRELIMINARY DATA AND INFORMATION

2a. Consult me as needed

A

A

End

KEY:
- Process     Data          Document
- Connector   Display       Collate
Step 2: Select Community & Complete Pre-profile Reflection

You may choose any local, Michigan community. It is important to select one about which you are interested in learning more. You may be interested in selecting a community based on one team member’s field placement, a particular interest within your team for a specific issue/population/neighborhood area, a team member’s personal history, your team’s access to a particular community, or any other criteria you choose.

I encourage you to select a community that you can easily observe and assess. In making your selection, you should consider elements such as geographic proximity and access to the community.

Examples of communities that have been assessed in past SW 560 classes include:

- Homeless individuals in Ann Arbor;
- Older adults in Detroit;
- The African American aging community in Ypsilanti; Grove Park Homes, Ypsilanti;
- The unemployed adults in Flint
- The low-income Hikone community neighborhood in Ann Arbor;
- The low-income community of Willow Run;
- Ex-offenders in Washtenaw County within a particular geographic community.
- The Unknown Arab-American Community of Dearborn
- Youth Gangs in Mexicotown (SW Detroit)

Notice that target populations are located in a geographically based community or neighborhood.

DEFINING A COMMUNITY: Each team will select a community to assess – that means, looking at both its needs and assets. The community that you choose should be considered underserved or disenfranchised.

A community you choose can be defined by:

(a) its *geographic* borders (village (e.g., Manchester, MI), city (e.g., Ypsilanti), county (Roscommon County, MI), census tract neighborhood, (e.g., Detroit’s Mexicotown); or

(b) a particular population group (also called a target population), such as “abused children”, “non-English speaking migrant households”, or “illiterate elders”, or an identity group (e.g., sexual orientation, ethnicity, religion) that is underserved or disenfranchised.
If you select a population-based community, you should still plan to observe and assess them within a **limited** geographic area. The same applies to the selection of a target population.

**Underserved or disenfranchised communities**

As a future MSW, you are especially concerned about communities facing a social problem. To analyze whether there is a social problem, here are some relevant dimensions, from the work of Merlin Taber⁴ that are appropriate for a busy human service manager to use when considering how best to serve a community.

I. Problem[s] for Society

   (a) A resource cost for society

   (b) A threat to the health and safety of members of society

   (c) A threat to societal values such as social integration

II. Problem[s] for individuals

   (a) A deprivation of a minimum standard of health and decency

   (b) A threat of abuse or exploitation

   (c) A barrier to full social participation

The community should be analyzed both as individuals enduring an individual problem, and as a group that brings a societal cost (that is, society directly or indirectly pays some cost (financial, political, etc.) for their problem. For example, society pays a price when illiterate, socially isolated individuals do not participate in their communities, since it diminishes the area’s ability to have a vibrant democracy. Similarly, society pays a price when people with preventable chronic diseases need extensive public health resources, whereas those funds could be spent on prevention or other emerging health needs instead.

You will also be seeking basic knowledge about...

III. Factors contributing to the problem’s existence or prevalence:

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### Assessing A Community that is not Geographically Based or Visible

For this assignment, it is important to develop a profile for a community that interests you. A community can be based on geography, identity, or social work issues. As described above, an expectation of this assignment is to complete an observation of the community by visiting the community and walking or driving through and recording your observations. This aspect of the assignment assumes that your community is located in a particular area. However, for some identity- or issue-based communities, community members do not necessarily live in one locale or are visible. For example, members of the LGBTQ community here in Ann Arbor live throughout the city. The same applies to single mothers, people who are differently abled, victims of violence, and so on.

For those who select an identity- or issue-based community for which there may not be a geographical area to observe or where the population may not be overtly visible, the following assignment expectations apply:

- You are still expected to locate, evaluate, and report relevant quantitative data for the community. This is to include comparison with other areas. For example, if interested in victims of violence, select a geographical context for the group, such as Washtenaw County. Look for statistics about victims of violence in Washtenaw County. Then look for national and Michigan statistics on victims of violence and compare with those of Washtenaw County. Also, you may wish to identify statistics from another county and compare with Washtenaw County statistics. Remember, be purposeful in reporting statistics – focus on those most meaningful and important.

- For some communities of identity, it will be useful to consider broadly the extent by which the community is visible or invisible in the broader geographical community. For instance, while you may not recognize LGBTQ people, you may see signs of their presence and aura of welcome, such as rainbow stickers on shop doors. For children with disabilities, do you see ads in the local paper for parental support groups?
Look for indicators of visibility for your community.

- The majority of the qualitative data will be gathered from key informant interviews, between four and six. *Remember, these are not to be held with members of vulnerable communities, but with community leaders and service providers.* Submit the guiding questions and a summary of each interview with your profile and the other required materials. It is highly advisable to review the questions outlined below concerning the observation and adapt relevant items for the key informant interviews.

- In some cases, an organization(s) may exist that serves the community. Visit the agency and explore the agency’s operations in terms of the services provided (and not provided) and the involvement of clients in organizational decisions. Consider also issues related to the inclusion of diverse clients; for example: Is the space accessible to people who use wheelchairs or have other challenges? Is the agency welcoming of diverse ethnic groups through the visual images located throughout the agency? – What do you see and not see? Factors related to financial barriers to access are also important. You are not to observe the agency in terms of client-staff interactions. Agency reports and key informant interviews will be helpful in this regard.

Assignment 3: Part 1 - Work to Submit to the Instructor – October 20

**Reflection Paper:** After you have selected your community, in the spirit of reflective practice, as a group, write a two-page, double-spaced paper addressing the following points:

- what community and why,
- what are some of the things you might examine (both quantitatively and qualitatively),
- what do you expect to find and why, and
- What comparisons do you expect to make and why.

Also, feel free to list any questions or issues that you would like to consult me about.

Please ensure each team member’s name is listed on the top of the page in the header. Point form or short paragraphs are fine. The use of headings is encouraged. This is not a research paper, thus references to the literature are not necessary at this time; but it is important to integrate ideas from the course, including why the community is underserved or disenfranchised.
**Step 3: Developing the Community Profile**

Once you determine your focus, you will research the selected community using both qualitative and quantitative data.

**Qualitative Data:** Your small group will conduct an observational study of a neighborhood/community. If you select a particular target population, then the location you observe would be one where members of that group would be found (see the previous textbox for what to do and assignment expectations when that is not the case).

The observation can be supplemented with key informant interviews and possibly document analysis, which should enable you to get important insights about the community. Interviews could be held with one or two community leaders and/or local service providers; interviews are not to be held with members of vulnerable populations. Please consult with me in selecting key informants. Newspaper stories, agency reports, community needs assessments and other related documents can also be valuable sources of information. In some cases, books about the history of the community may be available, which can provide rich information about the community's roots.

As a team you will find a mutually convenient time to observe the community. We will not have class on **November 17, 2008**, and I encourage you to use that class time to conduct your observation and collect any other qualitative data.

**Observation:** When your group begins to observe the neighborhood, you might walk through the area, stand on a corner, or drive by slowly using a windshield survey. Use all of your senses to begin to understand the neighborhood. You could take photographs of the area, but any people captured in them are not to be identifiable. To avoid this risk, it is best to take photographs that do not capture people. Record your observations as soon as possible; a tape recorder is useful for this purpose. It might be helpful to consider the following dimensions of the neighborhood.

- What is the name of the community/neighborhood? Where is it located? What are the main geographic boundaries and natural barriers? If a neighborhood, is it geographically isolated or cut off from surrounding neighborhoods? If a population, where do the majority of the people live in the community?

- Is there evidence of what people in the community do for a living? What kinds of commercial enterprises do you see? Do you see evidence of unemployment? What type of transportation is available?

- What kinds of people do you observe (e.g., social class, race, ethnicity, age)? How do people react to you? Are there distinct sub-communities within the larger community? What do people do who live here?
• Are there many religious buildings? What types of parks, recreational areas or cultural resources are present? What are the housing conditions like? Where are the schools, the primary stores, bars, and community centers? Are they accessible?

• What is the condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure?

• What kinds of schools are located in the community? What is their condition? Is there a local library?

• What kinds of voluntary agencies and public service agencies are located in/available to the community?

Other community dimensions you may consider will be discussed in class and through the readings.

Key Informant Interviews: Your group will likely find it helpful to talk with community leaders and/or service providers in the area. For example, you could do a brief telephone interview with an elected official, the head of a community agency, or a social worker practicing in the area. You might want to ask informants about what they see as the community’s strengths and needs. You should prepare an interview guide before contacting key informants. The guide should list the key questions you want to explore with informants. Remember it is a guide, thus if the need arises, it is appropriate to diverge from your pre-determined questions. The majority of the questions should be open-ended. Include a copy of the guide with the materials you submit with your profile.

Please ensure you clearly state that you are completing the interview as part of a course assignment and that no information will be released beyond the classroom. In reporting information gleaned from key informants, ask them if they would like their identity to be kept confidential when you present your profile. If they do, anonymize the data (e.g., “a long-term social worker with a community agency noted that ……” versus “Jean Zometa, a social worker in the local community center, reported….”).

Documents: Depending on your selected community, you likely will find relevant documents, which might include agency or government reports, newspaper stories, or even historical documents. Try doing an internet search and see what you will find. Also, when you interview community leaders or service providers, ask them for copies of any relevant documents.

In Michigan, each county is mandated by the State to have a multi-stakeholder human services planning collaborative. In some cases, such as Washtenaw County, the collaborative group may have broadened its mandate beyond human services. Once you have selected your community of interest, go to the particular county government’s site to see if the county collaborative has any published reports, such as needs assessments. You might find some useful information about your community of interest there.
**Analysis:** Your group should process your observations, key informant data, and information from documents and prepare a one- to two-page summary (single spaced; point form or brief paragraphs) about what you learned regarding the neighborhood/community from these sources. Here you are looking for common themes and other important points; an idea does not have to be repeatedly recorded in order for it to be important. As part of the summary, identify what your group considered strengths or assets in the neighborhood as well as its needs, problems, or shortcomings. This information is useful in preparing your profile.

**Quantitative Data:** Your small group will use the *American Community Survey* produced by the U.S. Census Bureau to identify relevant quantitative indicators in relation to the neighborhood/community you observed. Your group will use quick tables, data profiles, multi-year profiles, and narrative profiles provided in the *American Community Survey* to describe the selected neighborhood/community. Your group will also develop your own custom tables. You will focus on general characteristics, social characteristics, and economic characteristics.

**Comparison to other Communities:** Additionally, to help the reader/audience understand your community you should include comparisons to other communities. For example, if you are examining the aging population in Ann Arbor, your team may also want to compare this population with the aging population in Detroit to assess how they are similar or different. Here you are comparing and contrasting each community along key characteristics (this involves deciding what indicators are most meaningful). Finally, it is also helpful to provide some comparison of your population to the broader population at the state and/or national levels.

Note: Some counties may have relevant datasets available online. For instance, here in Washtenaw County, the Department of Public Health makes the Health Improvement Plan data public. Search the respective county’s website – you never know what you might find until you look!

**Using Quantitative Datasets**

On November 10, library professionals will lead the class through a workshop on how to use relevant datasets and find other relevant reports. We will meet in a computer lab to be announced. Other resources:
http://www.lib.umich.edu/socwork/rescue/communityprofile.html

**Step 4: Prepare Community Profile**

You will prepare a small booklet (no more than 6 pages, including cover page) that analyzes and synthesizes the information you gathered qualitatively and quantitatively.
The booklet profile should resemble a professional publication that an agency or group of concerned citizens would produce to educate citizens and elected officials. Use charts, graphs, other visuals, and text effectively to convey your points. The key messages you're your charts, graphs, and other visuals should be explained in brief narrative form. Keep the lay-out visually appealing with ample white space and a reasonable, easily readable font size and style. Try not to use too much text – you do not want to overwhelm the reader. Such documents are commonly single spaced and written with clarity and simplicity in mind.

In class, you will share your key findings with your colleagues as though they were a group of concerned citizens and elected officials. The presentation can be in Power Point or some other visual display. You have 15 minutes for this presentation, including a brief question and answer period. The presentation should not simply repeat what is in your booklet, but it should highlight the most important findings and the need to build on community strengths and address community needs.

**Please bring four copies of your community profile booklet to circulate among the class.**

**Assignment 3: Part 2 - Work to Submit to the Instructor as a Team – December 1**

Put into a binder:

- Community profile booklet
- Minutes from your group meetings
- Copy of your team process evaluation tool and a summary of the results (analysis at the group level and not at the individual member level)
- Summary of your qualitative data
- Copy of your interview guide (if conducted)
- Copy of your Power Point slides (or other visual aids)
- Thank you letters to community stakeholder participants

**Step 5: Individual Reflection on the Profile and Presentation**

In the spirit of being a reflective practitioner at the community level, each person is to submit a three-page, double-spaced reflection paper. Here you are expected to:

- Outline the key assumptions you held about the community prior to the project (likely as an outsider to the community of interest) and discuss how your assumptions may have been challenged and/or changed as a result of your project.
• Reflect on the strengths and limitations of how your team gathered information about the community, and how you see this fitting with your evolving professional identity and practice style.

• Consider the importance to understanding community in your future practice.

• Reflect upon your group process – what you learned about effective teamwork and your individual specific strengths and areas for improvement.

Throughout these reflections, purposefully consider issues related to your social location/identity and how it relates to the community you profiled and your fellow team members. That is, reflect on issues of power and privilege in relation to the community you examined and your group experience. You should integrate and/or reflect on the readings as they relate to your own thoughts.

**Assignment 3: Part 3 - Work to Submit to the Instructor – Thursday, December 10**

Reflection paper as described above.

**ASSIGNMENT 4: CLASSROOM PARTICIPATION**

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, your attendance and participation are expected. If you are unable to attend a session, please let me know so you can get any handouts.

Each of you will be expected to “take the lead” on an assigned reading during a class session (beginning session 3). Part of macro practice includes the skills of group facilitation. In small teams that are randomly assigned, you will be expected to help open and assist with facilitating a discussion of the readings assigned for a particular week. This will include a very brief summary of the readings, developing opening questions and/or creating a brief activity, to help the class discuss the readings. You have 15 – 20 minutes. The goal of this exercise is to facilitate learning that encourages critical and engaging dialogue among your colleagues. You are not expected to teach the session, but rather to be responsible for helping to lead and facilitate the discussion. This will also give you an opportunity to practice presentation skills.

Your participation grade will be based on your:

1. Attendance;

2. Active participation in class and small group discussions;
3. “Taking the Lead” on class discussion on assigned day;
4. Ability to discuss ideas with colleagues in a respectful manner;
5. Ability to engage in reflective learning; and,
6. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.

At the end of the semester, you will have an opportunity to provide input into your participation grade based on the evaluative criteria outlined above.

**Religious Observances**

Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

**Contagious Disease**

If you have come down with a contagious disease that is easily spread in a classroom (e.g., flu), please do NOT come to class. Stay home and get well, and help prevent the rest of us from getting it. Your class participation will not be penalized for missing class for this reason.

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**Reading Tips**

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings.

- What are the central points of the reading? What is your assessment of these in terms of macro practice?
- What points, if any, do you like, agree with, or find helpful in terms of understanding issues related to macro practice? Why?
- What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to macro practice? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?
- What are the connections with and/or implications for diversity and socially justice practice?

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**10. GRADING AND EXPECTATIONS FOR ASSIGNMENTS**
Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. 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. Remember that letter grades are reported on your transcript.

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
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<td>D+</td>
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Grading Criteria
"A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal (from: http://ssw.umich.edu/studentGuide/2007/page.html?id=3.02).

Evaluation Philosophy
Our school is dedicated to promoting “a better society through individual and social change” (SSW-UM vision statement). Our MSW program is a primary way that we work to realize this vision. Thus, in order to prepare you to contribute to realizing this vision, graduate education is meant to be both rewarding and challenging.

To develop your competencies as a social worker, feedback is vital. Therefore, I will provide significant comments highlighting both strengths and areas for improvement (we all have them!). I invite you to reflect on my feedback and, if you wish, to meet with me to discuss any of my remarks.

Working together I want you to learn as much as possible and to be successful in the course. This requires that you accept responsibility for your learning and performance and that I support you in your development. As a student, you hold certain expectations for your performance and grades. Remember, this is graduate school, thus grading standards are likely higher than those you previously encountered. If you wish to perform at the “A” level, you will have to work at that level. “A” level grades will not be given without merit.

If a student performs poorly on an assignment (i.e., B- or lower), the student will be invited to meet with me to discuss the assignment and to rewrite it or part thereof. This is to allow students who did not perform at the expected graduate level an opportunity to gain the required competency. The re-write will only permit the student to earn a grade of B which is the minimum expected grade for graduate work.

Submission Instructions
All assignments, with the exception of the individual reflection paper associated with the community profile project, are to be submitted in class at the beginning of the class session.
The individual reflection paper is to be submitted via our C-tools site (assignment box).

**Extensions**
Requests for extensions will be considered for a valid reason. 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 be deducted 5% from 100% each day the assignment is past the due date, including weekends.

**Incomplete Grades**
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. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process. The other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing).

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/citationguide/AP5thed/pdf](http://www.lib.mich.edu/ug/research/citationguide/AP5thed/pdf)).

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 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](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.

11. HELPFUL RESOURCES

Writing Skills:
If you require assistance with writing skills, you are encouraged to contact the Gayle Morris Sweetland Writing Center (see http://www.lsa.umich.edu/swc/: 1139 Angell Hall, 764-0429, swcinfo@umich.edu). The center offers writing courses and support for graduate students. The Center’s website provides various helpful writing guides, including one focusing on APA referencing standards.

Students with Disabilities:
If you have a disability and require an accommodation, please contact me as soon as possible. Various aspects of this course can be modified. The sooner I am made aware of your need for accommodation, the earlier we can work together to make any necessary adjustments in consultation with various offices in the University, such as the Office for Services to Students with Disabilities (see http://www.umich.edu/~sswd/) and the Adaptive Technology Computing Site (see http://www.umich.edu/~sites/info/atcs/)

Please see the MSW Student Handbook for information about our policy regarding students with disabilities (see http://www.ssw.umich.edu/studentGuide/2007/page.html?id=0.33).

Other Resources:
For a listing of various referral and support services available in the University community, please see [http://www.ssw.umich.edu/studentGuide/2007/page.html?id=2.01](http://www.ssw.umich.edu/studentGuide/2007/page.html?id=2.01). For other services or assistance, please contact the Office of Student Services, School of Social Work.

**12. CLASS SESSIONS, LEARNING OBJECTIVES, & READINGS**

### Session 1: September 8

**Introduction to SW560: Creating a positive teaching/learning environment. What is Macro practice – meaning & context?**

**Learning Objectives**

- To understand the requirements of the course outline, including the course objectives, content, readings, and assignments.
- To become familiar with what is meant by macro practice, its history, and its importance to social work.
- To begin to establish a positive learning-teaching environment and a productive classroom space.
- To begin to get to know one another.

**Readings (in class)**

- Course syllabus

**Recommended Readings**


### Session 2: September 15

**Macro Social Work Practice: The Context of Macro Practice**

**Learning Objectives**

- To begin to understand the core concepts of macro practice, and the task environment and larger context in which it is performed.
• To begin to understand the various areas of macro practice: community organizing, policy analysis/advocacy, and management of human service organizations.
• To begin to understand the significance of these areas to social work’s mission and our work with individuals, families, and groups.
• To identify several major contemporary issues and trends that reinforce the need for macro interventions, including issues and trends seen in clinical practice (e.g., managed care).
• To begin to learn basic presentation skills, group facilitation skills, and teamwork as part of macro practice

Required Readings

   • Ch. 1 – An introduction to macro practice in social work (pp. 1-35)
   • Ch. 2 - The historical roots of macro practice (pp. 36-72)
2. Overlooked Contributions:

Recommended Readings

   • Ch. 1: pp. 1-15: What is Community Organizing, Anyway?

Session 3: September 22

Pre-Profile Reflection Due at Beginning of Class
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.

**Learning Objectives**

- To understand the general process of policy analysis and advocacy, from issue identification to implementation/evaluation.
- To explore the levels at which policy and advocacy can occur.
- To be able to participate in an informed discussion on advocacy, choosing an issue.
- To examine various ethical standards and dilemmas for policy and advocacy practice.

**Required Readings**

   - Ch. 10: pp. 265-299: Organizing: Pathway to Change *

**Tools (to read)**


**Recommended Readings**


GUEST PRESENTATION: Chuck Kieffer, Executive Director, Washtenaw Housing Alliance

### Session 4: September 29

**Advocacy Practice: Strategies & Social Action for Social Change**

**Learning Objectives**

- To compare various advocacy strategies to bring about social change, focusing on using the media, writing op-eds, preparing testimonies and using the internet.

**Required Readings**


   - Ch. 11 - pp. 302-327: Taking Action, Solving Problems, Getting Results


6. **Some Different Types of Advocacy Actions**

**Recommended Readings**

7. **New Possibilities on the Web**.


**Tools**


| Session 5: October 6  
| Program Management Practice: Program Development, Planning, & Grant Writing |

**Advocacy Assignment Due at Beginning of Class**

This class will focus on program development and planning as required macro practice knowledge and skills. Specifically, we will focus on how to generate ideas, conceptualize programs, and write effective grant proposals. Thus, we will spend considerable time on the skills of grant writing.

**Learning Objectives**

- To explore the process of developing social programs.
- To examine the common elements of a grant application,
- To examine the qualities of successful grants.

**Required Readings**

   
   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

**Tools**


**Recommended Readings:**


**Session 6: October 13**

**Program Management Practice: Program Implementation, Outcomes, Evaluation, and Continuous Improvement**

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 some class time on evaluation strategies, and also consider ways to continuously improve programs.

Part of this class will focus on task group goals, strategies and tactics as key skills of macro practice. We will also begin considering small work groups in preparation for the community profile assignment.

**Learning Objectives**

- To demonstrate knowledge of the process of enacting, monitoring, and evaluating social programs, and some relevant approaches, tools, and skills.
- To demonstrate knowledge of the program logic model and its application to social programs.
- To understand and apply approaches and tools for continuous quality improvement, (e.g., flowcharts, Gantt charts)
- To understand Evidence-Based Practice and Intervention Models
**Required Readings**

   - Ch. 6: pp. 47-63: Writing Goals, Objectives, and the Implementation Plan *
   - Ch. 7: pp. 65-75: Writing the Evaluation Plan *


   - Ch. 8: pp. 225-242: Mobilizing Resources: Meetings.

**Tools**


**Recommended Readings**


GUEST PRESENTATION: Mary Jo Callan, Office of Community Development

**Session 7: October 20**  
**FALL BREAK !!!**

**Session 8: October 27**  
**Agency Management Practice: Managing Community Based Human Service Organizations**

What characterizes effective human service organizations? What are key skills for managing them? What are notable strategies for strengthening them? We specifically look at these questions in the context of community-based human service organizations. We will use
management frameworks to assess their internal and external effectiveness, and look at specific skills and tools, such as the organizational life cycle.

**Learning Objectives**

- To understand the essence of organizational effectiveness.
- To examine various organizational assessment frameworks and their application.
- To understand the complexity of human service organizations and the dynamic environments in which they exist.
- To be conversant with human service organizations from the perspectives of multiple stakeholders.
- To explore critical and ethical issues around culturally competent practice in US and abroad
- To understand the significance of leadership in organizations and their communities, including the qualities of exemplary leadership.
- To become familiar with strategic planning in a human service context

**Required Readings**

1. **General Overview:**

2. **Combating Racism in Organizations.**


**Tools**

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


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**Session 9: November 3**

**Understanding Models of Community & Practice & Community Organization Practice**
In this class we will begin a three-session examination of community organizing work. We will first talk about approaches and models for community work and their critiques. We will also continue to explore core concepts and key issues for community practice.

**Learning Objectives**

- To understand various approaches to defining community and their implications for community organization practice.
- To articulate the general process or stages of community organization, from engagement to termination.
- To review and critique various models of community organization and the position of the “community organizer” in each.
- To be conversant in the dynamics of working with various types of communities, the adoption of insider or outsider roles, and implementing reflective practice.

**Required Readings**

   - Ch. 1: pp. 3-22: What is community organizing, anyway? *
   - Ch. 2: pp. 23-69: Building a community organization
   - Ch. 3: pp. 70-85: Developing a mission, goals, and objectives*
   - Ch. 4: pp. 86-121: How to build your organization to last *


**GUEST PRESENTATION: Sian Owens Cruise**

**Session 10: November 10**
**Community Assessment; Community Organization Development**

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 Kretzmann and McKnight’s ABCD (asset-
based community development) model. The second half of class will be a training session on using quantitative data for community practice.

**Learning Objective**

- To perform fundamental components of a community assessment

**Required Readings**


   - Ch. 5: pp. 125-145: Developing power: why recruit
   - Ch. 6: pp. 146-186: How to recruit: the nuts and bolts

**Tools**


6. **ABCD Approach**: [http://www.northwestern.edu/ipr/abcd/abcdfaculty.html](http://www.northwestern.edu/ipr/abcd/abcdfaculty.html); additional resources about assets-based community development.

**Session 11: November 17**

**Community Observation**

We will not meet today as a class since you are expected 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 also appropriate to do so during this class period.

*Note: Please begin to read the materials for next class early!*
Session 12: November 24
Mobilizing & Organizing a Community

Today’s class will focus on skills and strategies for working in and with community. We will explore the history of working in community and focus on various approaches to community work. We will also discuss power, privilege, ethics, and dilemmas in organizing work.

Learning Objectives

• To explore how to engage community members in the change process.

Required Readings


Recommended Reading


Session 13: December 1
Mobilizing Resources – Non-Profit Fund Development

Learning Objectives

• To understand the multiple streams of non-profit revenue
• To learn the key components of individual donation strategies.
• To understand the value to social entrepreneurship and social enterprises
• To empower clients with opportunities of giving back
Required Readings


Session 14: December 8
Community Profile Presentations

- Course Wrap-Up
- Course Evaluation
- Post-Assessment

Readings

To be announced depending on class input

Reflection Paper Due

Thursday, December 11
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Skills</th>
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| 1     | Sept. 8                                                              | - review syllabus  
- define social problems  
- ethical standards and macro practice |
|       | Beginning to Create a Positive Teaching-Learning Environment      |                                                                                  |
|       | • What is macro practice                                           |                                                                                  |
|       | • History                                                            |                                                                                  |
|       | • Getting to know one another                                      |                                                                                  |
|       | • Social work code of ethics: 1 - 3                                 |                                                                                  |
|       | **Movie** – Hull House                                              |                                                                                  |
| 2     | Sept. 15                                                             | - environmental scan  
- task environment  
- SWOT analysis & strategic planning  
- communication & presentation skills  
- sample Op-Eds/Testimony |
|       | Understanding the Meaning & Context of Macro Practice               |                                                                                  |
|       | • Task Environment                                                   |                                                                                  |
| 3     | Sept. 22                                                             | - skill to influence  
- bases of power & decision-makers  
- examine ethical standards  
- Pre-profile Reflection paper due |
|       | **Social Policy Practice**                                          |                                                                                  |
|       | • Policy Analysis Practice                                          |                                                                                  |
|       | • Ethics of Policy Practice                                         |                                                                                  |
|       | • Implementation & Evaluation                                       |                                                                                  |
|       | Chuck Kieffer – guest speaker                                       |                                                                                  |
|       | **Movie** – Using the Media or Another World is Possible            |                                                                                  |
| 4     | Sept. 29                                                             | - media  
- internet  
- op eds & testimonies |
|       | **Policy Advocacy Practice**                                        |                                                                                  |
|       | • Advocacy & Social Action                                          |                                                                                  |
|       | • Advocacy Strategies                                               |                                                                                  |
|       | **Movie** – Stand Up Speak Out                                      |                                                                                  |
| 5     | Oct. 6                                                               | - developing social programs  
- successful proposal writing  
- common elements of grant applications |
|       | **Program Management Practice**                                     |                                                                                  |
|       | • Program Development,                                              |                                                                                  |
|       | • Planning and Grant Writing                                        |                                                                                  |
|       | • Ethics and MHS Practice                                           |                                                                                  |
|       | **Barbara** guest speaker                                           |                                                                                  |

Syllabus SW560 [Fall 2009 – Section 006, Faye Askew-King]
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| 6   | Oct. 13| Program Management Practice                                          | - program evaluation  
- continuous quality improvement  
- evaluation and monitoring tools |
|     |        | ▪ Program Implementation                                              |                                                                       |
|     |        | ▪ Outcomes, Participatory Evaluation and Research                      |                                                                       |
|     |        | ▪ Continuous Improvement                                              |                                                                       |
|     |        | Mary Jo Callan – guest speaker                                        |                                                                       |
|     | Oct. 20| Fall Study Break                                                      |                                                                       |
| 7   | Oct. 27| Agency Management Practice                                            | - organizational assessment  
- organizational leadership  
- teams  
- HR & staff  
- Budgeting  
- Life Cycles of organizations |
|     |        | ▪ Managing and Strengthening Effective Community Based Human Service Organizations |                                                                       |
| 8   | Nov. 3 | Community Practice                                                    | - defining community  
- ethics & community practice  
- working in task groups  
- reflective practice |
|     |        | ▪ Models of Community Practice                                         |                                                                       |
|     |        | ▪ Understanding Community Organization                                |                                                                       |
|     |        | Movie – Forgotten Americans                                           |                                                                       |
|     |        | Sian Owens Cruise – guest speaker                                     |                                                                       |
| 9   | Nov. 10| Community Assessment                                                  | - Library Session – American Fact Finder  
- windshield survey  
- assets based assessment |
|     |        | ▪ Community Surveys                                                   |                                                                       |
|     |        | ▪ Ethics & CO Practice                                                |                                                                       |
|     |        | Sian Owens Cruise – guest speaker                                     |                                                                       |
| 10  | Nov. 17| Community Observation                                                 | - collect data from community  
**No class – in field** |
<p>| 11  | Nov. 24| Organizing and Mobilizing Communities                                 | - engagement |
|     |        | ▪ Coalition Building and Strengthening Macro-Practice                 |                                                                       |
|     |        | ▪ Ethical Issues in Macro Practice                                    |                                                                       |
|     |        | <strong>Movie</strong>: Running Good Meetings or How It's                          |                                                                       |</p>
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| Dec. 1 | **Mobilizing Resources**  
For last session – What else do we want to learn?  
**Movie:** Because They’re Worth It  
**Community Profiles due/**  
**Presentations Begin**  
- fund development  
- social entrepreneurship |
| Dec. 8 | **Topic Decided by Class**  
- Course Wrap Up  
- Course Evaluation  
**Community Profile Presentations Continue** |
| Dec. 10| **THURSDAY**  
**CO Reflection Paper due**  
(electronically) |
| Dec. 15| **NO CLASS**  
**Final exams** |

* subject to change