1. Course Description:

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

2. Course Content:

This course will cover practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with the primary and secondary mediating structures in communities, such as schools, neighborhood associations, self help organizations, community centers, and faith based organizations. Emphasis will be placed on ways in which different levels of practice, including interpersonal, organizational, community, and policy practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and national or international organizations.
Specific practice methods will include feminist, multicultural, structural, and community social work models of practice. These models will include techniques for group work of various kinds, crisis intervention, advocacy, and service coordination; consultation with community members, groups, and organizations; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards; organizing and facilitating mutual aid and self-help groups; and collaborating with communities to develop local programs and services. Undergirding all of these methods will be a focus on methods for encouraging community participation and empowerment and in reducing barriers to these activities for members of different subgroups and who are disempowered and marginalized by mechanisms of oppression. Topical issues will include: enhancing individual, family, and community safety and security; the mediation of community conflicts; the social integration of newcomers and returnees to communities; promoting positive intergroup relations; and the promotion and protection of human rights and environmental justice. Students will engage in activities that allow them to examine and expand their understanding of their own group memberships and identities and how they are relevant in different practice situations.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of how community and social systems can play a role in Improving the well-being of individuals, families, organizations, and communities and in Promoting greater social justice.
   
   a) To demonstrate several methods that engage, strengthen and build well being and social justice, particularly at the community level.
   
   b) To promote capacity building and preventive approaches via strengthening the student’s knowledge, skills and resources so that they may assist individuals, groups, and communities to develop more socially just practice.
   
   c) To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities.

2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels.
   
   a) Demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another.
   
   b) Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels.
3. Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affect the needs and assets to be mobilized in practice.

   a) To be able to locate oneself as a practitioner incorporating multiple social positions, statuses, and cultures, and to understand the implications of these for worldview, values and biases.

4. Demonstrate skills for engaging community systems and encouraging the participation of community members with attention to their diversity and for reducing barriers to that participation.

   a) To demonstrate skills in negotiating differences and conflicts at system interfaces.

   b) To work across social system boundaries and apply multiple strategies for building linkages across boundaries.

5. Identify how social work ethics and values can guide practice with community and social systems.

   4. Course Design:

   In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Guest speakers may be utilized to provide examples of current and past practice. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

   5. Relationship of the Course to Four Curricular Themes:

   • Multiculturalism and Diversity will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: “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, as well community of residence.”

   • Social Justice and Social Change will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

   • Promotion, Prevention, Treatment, and Rehabilitation will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention
of mental illness, the treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

- Behavioral and Social Science Research will form the basis of this course and will guide practice in working with community and social systems. For example, community and social systems practice is supported by research that suggests that well-being is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

6. Relationship of this Course to Social Work Ethics and Values:

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

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 developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

The Above Course Statement Approved: Governing Faculty Meeting Nov. 8, 2006.

8. Learning Philosophy and Environment

The teaching and learning in this course will be guided by the principles of adult learning and empowerment. Since each individual, students and instructor, bring a variety of experiences, strengths, knowledge and understanding of macro practice, the class as a whole can benefit in ways that the theory and textbooks cannot provide. Our multiple social and historical contexts and interaction with the community and social systems that we are studying makes us all potential teachers and learners and allows theory to merge better with practice.
All participants are viewed as active, self-directed learners. A core concept 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 while maintaining a reflexive stance, carefully considering our thoughts and those of others.

**Creating a Safe and Positive Learning Environment:** Critical analysis, discussion and sharing of ideas are integral components of graduate education, empowerment, and adult education. As adult learners, all participants are encouraged to express their opinions and perspectives while feeling safe. We hope to create a place where you will feel comfortable to share your views and queries in order to promote learning for all.

If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. We are all reminded of our professional responsibility to treat one another with respect. Please contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire. Please help me create this kind of environment by raising concerns and making suggestions about how to improve class climate, and helping me with class facilitation.

Questioning one another, in a collegial, civil, and professional manner, is a part of a positive and productive learning process. This involves listening to, recognizing, and respecting 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). As course instructor, I will strive to develop and facilitate a respectful course environment that will achieve the above objectives and goals but will need your help.

**Knowing yourself:** A major strength of a practitioner is to know oneself well and to be able to adapt theory, tactics, and skills to fit one’s strengths and what is needed in a particular practice situation. We must also find ways to compensate for areas in which we are less strong, either by working with others who have those strengths, or finding other resources. Thus, we will work in class and through assignments to identify who and where each of us is in each area. We will also be scrutinizing ourselves, our assumptions, and the readings for ways in which particular assumptions, goals, strategies, etc. may or may not be sensitive to power, ethnicity, gender and other aspects of the people and communities of concern.

9. **Classroom Foci**

This is a practice methods course and thus focuses on the development of skills for practice. The course will be highly participatory, and we will practice relevant skills (e.g., planning, assessment, analysis, group facilitation) within the classroom and through linking with your field components. Thus attendance and class participation are important to this course.

In the early stages of the course, we will review current learning relative to this course; identify what each of us brings to the classroom; and develop a synergistic classroom climate. I also
want us to link our learning in this course with what you are learning in your other methods courses. Within this, I hope that each of you will explore your own interests and background and identify key learning and change goals. We will collaborate on planning, analyzing, implementing and evaluating integrated practice (both horizontal and vertical) within community and social systems. We will confront questions of power, conflict, and working across and building on differences, and explore strategies to addressing these. Empowering approaches and alliance building will be especially emphasized. The following are some of the learning methods that will be used:

**Case Studies:** One component of the class will be focused on working with case studies in the classroom and developing a case study within the context of one’s own practice in order to practice integrating across levels, types of methods, and community and practice components.

**Small Group Work:** Some assignments and course work will require working in groups. Group membership may be self-selected or assigned by the instructor. If self-selected, you are strongly encouraged to work with others in the class whom you do not know. Depending on class size, the groups will range from two to three students per group.

**Course Readings and Discussion Board:** To facilitate discussion of the course readings, small groups will be randomly assigned to prepare and submit a discussion board reflection on the reading or lead class discussion on the readings. Group assignments for course readings will start during session two.

Each student is asked to read thoroughly, reflect upon and assimilate all of the required readings assigned prior to each session. As you read the materials, ask yourself the following questions: Do I understand the theories and concepts? If not, what don’t I understand? Do I understand enough to apply it in practice and teach it to others? Read critically, considering the evidence, theories you are familiar with, and relevance for social justice and practice. What are the author’s backgrounds and biases, and the historical and location context for the work?

**Student initiated class discussion and lectures:** I will use assigned readings to provide a framework for each session. I need you to take responsibility for letting me know what assistance you may want, questions or issues that especially interest you, or what you would like to discuss, challenge, etc. in class, from the readings, your placements, current events, or elsewhere. In class, we will spend time doing things together—to practice skills, consult with each other about projects, etc. I may also add some things not in the readings or to help you apply the readings, or work to help you integrate disparate materials.

10. Any Special Circumstances (that might affect the class and/or your participation)
If there are any special circumstances that I and/or the class should know to allow you to participate fully, please consult with me about them so that we can make appropriate adaptations. These can include religious observations, learning style and/or disability issues, family crises, or other special needs or obligations. Many aspects of the course can be modified, with some notice. We can also take advantage of resources elsewhere—the Office of Services for Students with Disabilities, the Adaptive Technology Computing Site, and the Sweetland Writing Center (1139 Angell Hall, 764-0429). I will (to the extent permitted by law) treat any related information as private and confidential.

11. Academic Honesty and Scholarly Conventions

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. See http://www.ssw.umich.edu/studentGuide/2007/. Sections that are especially relevant to this course are 4.0311: Cheating; 4.0312: Plagiarism; and 4.0316: Unacceptable Collaboration. This and other appropriate University publications describe policies and penalties related to academic dishonesty, such as plagiarism. Plagiarism is the submission of work done by another with the intent that it be viewed and evaluated as one’s own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

I ask you to cite explicitly all sources for information you use in papers, resource materials, and presentations for a number of reasons. The first is to give appropriate credit to their sources and not to plagiarize. I also want to be sure that you can use the terminology from various sources and theories, and also that you follow appropriate conventions for acknowledging the work of others, including materials drawn from the internet.

1) for sources that you cite that are outside of the text and assigned readings, please use APA format and a full citation. Publication Manual of the American Psychological Association (from School’s website, http://www.lib.umich.edu/socwork/apastyle.html) can provide writing and citation guidelines.

2) when citing material that has been assigned within the course, your citations can be abbreviated (author, chapter or page number, if relevant).

In addition to guarding against plagiarism, your making deliberate citations helps you to make connections between the readings and practice and your assignments, to go back and forth between conceptualizing and acting, and to help you to learn to cite all your sources professionally. Also, different authors use similar terms in different ways, and different terms in similar ways, so I am more able to evaluate your understanding and application of material.
without regular and clear citing of sources. This is a requirement for ALL assignments, even those that contain self-reflections.

**Electronic Devices**

In consideration of your classmates and your own learning, please turn off all cell phones during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If so, please set it to vibrate only. Some of you may want to take notes on laptops during class, but it is my expectation that you will not spend time surfing the internet or otherwise not engaged in the classroom and class activities due to the use of the laptop.

12. **Course Materials**

Our course will use a textbook, in addition to other readings and media. I will post most readings on C-Tools. The text will be on reserve at the undergraduate library but I encourage each student to purchase a copy. Required Films are on reserve the Ask With Library’s reserves located also in the undergraduate library. You can purchase the required text at Common Ground Books. They are located in KerryTown. Their address is 317 Braun Court, Ann Arbor, MI 48104.

<table>
<thead>
<tr>
<th>Required texts:</th>
</tr>
</thead>
</table>

We will also use material from the following:


**Optional: Resource books**


13. Instructor’s Expectations for Assignments

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 in Times new Roman 12 point font and single spaced with one-inch margins.

Evaluation Criteria for assignments:

1) Use of course concepts and readings (appropriately cited)—a reasonable breadth, accuracy, and critical use of citations will be important. Using concepts from readings and class activities through the whole course will be necessary to earn an A.
2) Degree of integration across course topics and practice methods
3) Sophistication of analysis and intervention planning and implementation steps
4) Attention to social justice (including privilege and oppression) and diversity
5) Analysis of ways to address and use power, conflict, interface issues
6) Demonstration of practice knowledge and skills (in class, in field/assignments)
7) How well you met other goals of your own
8) Specific elements for individual assignments

The following offices are helpful for students desiring to improve their professional writing:

- Sweetland Writing Center swcinfo@umich.edu
- Refer to the SSW Office of Student Services

Submission Instructions

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: Drop box 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

SW697 005 W11 – Chris Plummer
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.

**References and Referencing Style**

When using others’ work, it is mandatory to cite the original source. You are required to use the style guide of the American Psychological Association (APA)(5th ed.). The library also offers an online resource for your use (see http://www.lib.mich.edu/ug/research/citation-guide/APA5thed/pdf).

### 14. Grading

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

- A+ 98-100
- A  94-97
- A- 91-93
- B+ 87-90
- B  84-86
- B- 81-83
- C+ 77-80
- C  74-76
- C- 70-73
- D  <69 (no credit)

### 15. Assignments

A. **Class Participation/Required Readings** – 10% - Ongoing – Students will be graded on attending every class, being punctual, doing the required out of class readings, film watching, podcasts, etc., participating in class discussions and exercises. In addition, each week, a student group will facilitate the reading discussion through adult learning activities and small group discussions. Participation and class attendance are professional responsibilities and essential to the effectiveness of the course by maximizing individual and group learning. It is important to be prepared to discuss assigned readings and to share experiential knowledge. If you are unable to attend a session, please let me know so you can get any handouts.

In addition, each of you will be expected to “take the lead” on an assigned reading and competency skills during a class session (beginning session 5). 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 using cooperative learning structures. This may include a very brief summary of the readings (e.g., one or two sentences), developing opening questions, and/or creating a brief activity to help us discuss the readings/competency skills. You are not expected to teach the session, but lead and facilitate the opening of the discussion.

B. Assignment 1: MLK Social Position Reflective Paper (due Jan. 24 – 15%)

Attend at least one of the school activities celebrating the birthday of Dr. Martin Luther King Jr. and write a brief (1,000 word) reflection describing the event and how it contributes to your understanding of community participation and community well-being. Identify the various strategies of community participation utilized and their intended outcomes. Discuss the visual and non-visual signs that the utilized a coalition of people/organizations. How did the event use a strength-based approach and a model of empowerment? How did the event further social justice? How did your social position (PODS) impact your understanding of the event? As appropriate, tie the paper to the current events.

C. Assignment 2: Second Critical and generative analyses. (due Jan 31- 5%.)

Using no more than a 5-page paper, please incorporate/apply:

- class concepts and readings up through the day it is due, using particular language and concepts, and citing their sources.
- your assumptions/principles for practice, knowledge, skills, relevant experiences for CSS practice.
- your group social locations and status positionalities and progress on exploring the implications of social justice, privilege and oppression on your worldview, your critical consciousness, and implications for CSS practice
- your knowledge and skills in negotiating conflict, interfaces, levels of practice, steps and skills over time in practice, and other components covered in CSS (be specific about what you now know, examples?);
- goals for future development—this term, in the future—and implications for this course.

Goals include identifying strengths, questions, areas that need development and attention. You will be asked to reflect on this again and prepare a practice philosophy statement at the end.

D. Assignment 3: Rich Map/Concept Diagram (Due in two parts- See dates below- 20%)

The assignment will follow the authors (Monk and Howard,) model explained in publication Interactions, March/April, 1998. The purpose is to assist the student in analyzing a system process and representing that system in a visual pleasing and cultural competent manner.
Part 1: Topic Selection- (due Feb. 14 – 10%) In addition to the actual map, the assignment will include a 4-5 page paper, single spaced answering the following questions.

1. Explanation of who are the key stakeholders and how were they selected. Is your stakeholder an individual/s, group/s, organization/s or community? A combination?
2. What are the strengths, needs and resources of the stakeholders?
3. When were the stakeholders interviewed?
4. What type of participatory design was included? Brainstorming. Storyboarding. Paper Based Photo-typing.
5. How is system illustrated through a Rich Map comparable to an Interpersonal Ego-Map used in therapy for individuals?
6. What ethical implications are involved? Please refer to specific NASW code of ethic sections.
7. What did student learn from this assignment regarding process social work ethnic and value in the community setting?
8. What social justice issue and PODS issues do stakeholders face?

Part 2: The Rich Map – (due Feb 21 – 10%) A brief explanation of the map can be summarized as “The rich picture depicts the primary stakeholders, their interrelationships, and their concerns. It is intended to be a broad, high-grained view of the problem situation. There is no single best way of producing a rich picture; the same analyst will use different styles under different circumstances” (Monk/Howard, 1998). The assignment should include all of the following elements from Monk and Howard’s guide.

1. Structure/ Boundaries refer to aspects of the work context that are slow to change. These might be things such as the organizational hierarchy of a firm, geographic localities, physical equipment, and so on. Most important, it includes all the people who will use or could conceivably be affected by the introduction of the new system.
2. Process refers to the transformations that occur in the process of the work. These transformations might be part of a flow of goods, documents, or data.
3. Concerns/Issues are the most useful component for the purposes of this paper. It captures the idea of a particular individual’s motivation for using the system. These different motivations give rise to the different perspectives each person has.
4. Use the language of the people depicted in the Map
5. Incorporates stakeholders in the map design process.

E. Assignment 3: Case Study (Due in two parts. Final due April 4 - 40% overall). Developed in two steps (see below). Working with the instructor, select some aspect of your case that will complement and augment learning in the classroom, with specific practice elements/tasks/tools/steps demonstrated. You must use at least one appropriate “tool” in each paper that will be shared with your classmates. Thus you will learn to use one or more tools for practice, and will get copies of other tools from your classmates.

Guidelines and Steps for Case Study Assignment

SW697 005 W11 – Chris Plummer
This case can be an individual, family, group, community, organization/management, program, or policy-related project. For many of you, it will be something you are working on in your practicum organization, but it can be something you are working on elsewhere, or worked on in the past. The assignment will be completed in two parts, each in an 8 to 10 page paper.

Goals: 1) To apply (and demonstrate ability to understand and use) course readings and concepts within a concrete example.
2) To operationalize horizontal (cross systems) and vertical (cross methods) integration; also promotion of positive goals and prevention, in addition to addressing problems and illustrating the application of CSS-relevant knowledge, principles and skills.
3) To incorporate elements of place, empowerment, and social justice/diversity

Paper One (Due March 7): Background and context for the case, assessment and preliminary planning
- Brief description of the components of the case—stakeholders, where it is, what it does, with whom does it work, your role(s)
- Brief description of the case, and why you are interested in it/assigned to it
- Key issues and elements of the case (including relevant literature/evidence)
- Who are key players in the case (including yourself).
- Preliminary assessment of facilitators and inhibitors for change
- Use relevant assessment tools that you learned from 521 or 560 (or from elsewhere—instructor can help here)
- More in-depth analysis of system components (e.g., size, boundaries, assets, struggles)
- How relevant people and components perceive the situation. History of work on/ways have handled the goal/issue.
- Major strengths/assets/resources. Problems, barriers that need attention.
- Social justice issues/goals, how gender, race, ethnicity, sexual orientation, religion, economic class, disability, age, and other identities and group statuses impact
- Ethics and value issues relevant
- What different community components, and types and levels of practice methods are potentially relevant
- Tentative goals, objectives. Questions still need to answer/explore.

Paper Two (Due April 4): Develop, analyze, evaluate (or plans for these) intervention steps, progress and problems
- Who/what systems are involved? How did planning occur?
- What change/intervention methods are being used? Will be used?
- What steps and progress has been made? Effectiveness, challenges, facilitators and barriers, problems? What practice methods, skills, knowledge are being employed (or will be)?
• Use some relevant planning, analysis, scheduling, or monitoring “tool” somewhere in the paper
• What interfaces and conflicts did you encounter? How were this anticipated and addressed?
• How will you evaluate and monitor progress and struggles and guard against unintended consequences
• What have you learned re: CSS from this case?

Potential tools: e.g., SWOT, logic model, concept map, stakeholder map, sign graph, causal diagram, force field analysis, gantt charts, flow diagram. Pro/Con list, various activities and diagrams contained in the supplemental books for the course, or the text. More details follow.

Some “Tools”—A procedure, guide, format for assisting a practitioner to address a practice issue, step of question systematically. To apply practice skills in a systematic way

--Analyze --Organize --Depict, clarify --Sequence --Monitor

Can be mixed and matched—some embedded in others. Some can go in more than one category

1. Assessment models, procedures [needs, structures, history, measures/data available, feasibility options] Methods—lit reviews, compilation of existing data, participant observation, interviews, surveys, satisfaction measures, other evaluation, mapping, etc

2. Ways for organizing information—(and identify what information is needed)

   SWOT [Strengths, weaknesses (current, internal); Opportunities, threats (future, external)]
   Force Field, various problem-solving models. Prevention frameworks

3. Planning—analysis, formulating goals, developing strategies, implementing plans
   Assessment procedures, Force field analyses, sequencing strategies, check lists

4. Problem-solving—different models and formats—multiple assessment steps—gathering information, assessing and analyzing that information, sorting/clustering, identifying priorities, identifying major goal, possible objectives. Assessing pros and cons of different approaches, selecting one or more, develop strategies and tactics—both linear and iterative

5. Scheduling and Tracking—Gantt charts, Pert charts, calendars/schedules; Calendar of tasks and sequences Relationships among tasks and sequences

6. Depicting/analyzing procedures (sequences, timing, decision-points) Flow charts, program diagrams, logic models (some include program theory/rationale)

7. Showing relationships among components, transactions Mapping of various types—organizational charts (hierarchical, programmatic, functional) Community maps (literal, symbolic) Structural diagrams
8. Indicating influence and/or communication structures and processes  Influence and communication nodes, flows—map perceptions, actual

9. Conducting analyses—of issues, resistances to change, levers for change, feasibility of strategies and tactics e.g.m Force Field Analysis, advocacy homework

10. Monitoring and evaluation—group assessment scales (participation, direction, norms), Satisfaction measures. Identify and track benchmarks. Formal evaluation protocols Gather data about everything you do, keep detailed notes, minutes Participatory (engage people widely in identifying questions, gathering information, assessing meaning of information) Iterative (recurring, praxis, using information to continue to inform planning and practice)

F. Assignment 4: Final analyses and philosophy statement (Due April 18 - 10%)

This will include a brief revisiting of issues discussed in the early analytic papers, plus a review of take-aways from the course and how you expect to keep developing your knowledge and skills, plus a one page philosophy statement of yourself as a CSS practitioner. We will work on activities to assist you with the philosophy statement over the term, look at others’ philosophy statements, and give and receive feedback on early drafts.

   a) First is to draft your philosophy statement as a CSS practitioner, and more broadly in social work and whatever your other fields are.

   b) Second, to answer a few reflective questions about your “take-aways” from the course

   a) Philosophy Statement

       • Should be one page single-spaced (although you may want to attach other “notes towards a philosophy statement, as long as they aren’t too long)
       • Use any style you want, but it should be accessible to the reader, and a succinct introduction to who you are (no course citations in this document)

What is a philosophy of social work?

For the purpose of this assignment, we will view this statement as representing your personal values, acquired skills, and professional goals. It demonstrates the important ideas, theories, beliefs, and assumptions that underlie your professional behaviors, it identifies the skill and competencies you have acquired thus far, and it lays out what additional skills you would like to attain in order to achieve your desired career goals.

Most statements begin by articulating the values that underlie our work: “social justice”, “respect for humanity”, “dedication to positive social change”, “personal empowerment”, etc. Although there is no set formula for creating a statement, most authors begin with identifying these core
values and then move on to brief explanations/theories and examples of how those values inform their practices, long-term vision and goals, as well as their commitment to on-going professional development. Some include basic principles or themes that underlie their practice.

Often students include one or more quotes that reflect those who inspire you, or values you live by/that guide your practice. It can be useful if you can generate a metaphor that represents some primary way that you conceptualize yourself. Usually a philosophy statement includes a little past, present, and future—what led you to where you are, started you on this path, what you are concentrating on/skills accomplishments/principles from your education, and where you are heading.

*Getting Started:* Please address the following questions in developing your philosophy statement:

1. What brought you to the field of social work? Why did you choose this profession?
2. What have you learned at the SSW that has excited, empowered, and/or moved you in some way? Have there been any particular topics, incidents, assignments, and field experiences etc., that have had an impact on you? If so, what was the experience and why did it affect you? What did you learn about yourself from the experience?
3. What specific theories inform your practice?
4. What specific skills would you like to acquire in the immediate future?
5. Conclude with a few ‘next steps’ for your professional development/or your aspirations for your career.
6. Is there a metaphor that reflects your general approach to your work?

**b). General analytic reflections** on your learning and take-aways from the course, and how you will continue to learn about and apply these things in the future. (no more than three or four pages double-spaced)

- Revisit briefly key topics covered in your first critical analyses paper, and how these have evolved (continuing to cite a range of course readings, in-class resources and concepts). See course description for suggested topics for this paper.
  - Visions for social justice (goals and processes) and relevant knowledge and skills
  - Assumptions, principles, skills, knowledge for CSS practice
  - How this class has contributed (or not) to your goals for future development and progress towards these.
- Describe briefly one or two accomplishments/learnings from this course and any regrets
- How will you continue learning in the future (drawing on class principles, Finn and Jacobson and others, applying them to yourself).
- Anything else important for you to convey about your experience, development, etc in relation to the course…
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Purposes</th>
<th>Percentage</th>
<th>Due date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Class participation.</td>
<td>Reflective, collaborative learning. Contribute to classroom climate.</td>
<td>10% Total</td>
<td>On-going</td>
</tr>
</tbody>
</table>
| B. Critical, generative analyses (in three parts) | • Extract/share learning from MLK event  
• Identify goals, positionalities, strengths, principles, (locate self in relation to course).  
• Reflect on accomplishments, draft philosophy statement | 15%  
5%  
10% | Jan 24  
Jan 31  
April 18 |
| Rich Map: Situational Concept Diagram | Identify critical and secondary community structures for social justice | 20% total  
10% first  
10% second | Part 1- Feb 14  
Part 2 –Feb 21 |
| D. Case study | Integrate practice principles, knowledge and skills (includes analyses, actions over time), Demonstrate ability to apply course concepts, readings, and activities in practice situation | 40% total  
20% first  
20% second | Proposal due Feb 7  
First paper, Mar. 7  
2nd, Apr 4 |

**Session Outline (Syllabus), readings, activities for Winter 2011**

1. **January 10, 2011.**

   **Learning/Course Objectives:** To review the course outline and introduce ourselves to each other. To review the course outline and begin to understand what is meant by macro practice and its significance to social work. To begin to establish a positive learning-teaching environment.

   **In Class Activity:** Syllabus review; introductions to CTools; Learning Expectations and Class Guidelines

   **Out of Class Learning: Readings, Film and Internet Podcasts:** None

2. **January 17, 2011. Social justice, social work/CSS, and alternative settings.**

   **Learning/Course Objectives:** To explore social justice, and social work practice in alternative settings. To review social position and its effect on community practice and work across social system boundaries.

   **In Class Activity:** Small group discussion and lectures.
Out of Class Learning: Readings, Film and Internet Podcasts: Attend an MLK event for assignment #1. Read the following:


Additional resources on social justice


Assignment #1: MLK summaries due. Post on C-Tools in designated folder.

Learning/Course Objectives: To identify primary and secondary community structures. To negotiate differences and conflicts. To explore themes of group membership, participation and leadership.

In Class Activity: Small Group Discussion: Conflict Style Questionnaire and lectures. Skill Module on group membership, participation and leadership. Online community tool resources:

Out of Class Learning: Readings (to be done in assigned groups), Film and Internet Podcasts: Read the following:


Assignment #2 part 2: Positionalities, strengths and principles paper due.

**Learning/Course Objective:** To review methods of community engagements. To increase knowledge of primary and secondary community structures. To increase knowledge of and applying theories of change

**In Class Activity:** Work on skill modules. Small group discussion, practice facilitation skills and lectures.

**Required Out of Class Learning:** Readings (to be done in assigned groups), Film, and Internet Podcasts:


- Film: Di Ana’s Hair Ego: AIDS info up front.
- Marc Schlossberg and Elliot Shuford, (2005), Delineating “Public” and “Participation” in PPGIS. URISA Journal, 16(2) 15-26.


Assignment: Case Study proposals due

Learning/Course Objective: To apply analytical techniques to assess strengths, needs and capacities. To work across social system boundaries. To work on skill modules.

In Class Activity: Work on competency skill practice with Flow Diagrams, Concept Mapping, and Rich Picture

Required Out of Class Learning: Readings, Film, and Internet Podcasts:

- Delgado, chapter 5-7, Nontraditional settings: Conceptual, dimensional, and services, 69-92
- Fisher et al, chapter 3, critical issues, 37-54

5. **February 14, 2011. Engaging in CSS Practice. Working with organizations and inter-organizational collaborations.**

**Assignment: Rich Map part #1 due**

**Learning/Course Objective:** To work across social system boundaries and apply multiple strategies of building linkages. To work on skill modules.

**In Class Activity:** Guest Speakers. Work on competency skill practice: SWOT Analysis and Community Organization Score Card

**Required Out of Class Learning: Readings, Film, and Internet Podcasts (to be done in assigned groups):**

- Delgado: Ch. 13: “Reflections on collaborative practice” (212-221).
- Fisher et al, Chapter 4, Building strategies, 57-75
- Susan Jo Roberts, Cecelia Gatson Grindel, Carol A. Patsdaughter (2006) , “Mental Health Problems and Use of Services of Lesbians: Results of the Boston Lesbian Health Project II” Journal of Gay and Lesbian Social Services, Volume 17, Number 4./5, pp. 1-16(16)

**Assignment:** Rich Map part #2 due

**Learning/Course Objective:** To review different methods of engagement, strengthen and build well being and social justice in communities with focus on the religious sector. To work on skill modules. To select and use capacity building tools.

**In Class Activity:** Guest Speakers. Student Presentation of Rich Map

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**

- Delgado, chapter 9, Framework for practice, 123-140. chapters 8 (identification and assessment, 143-154) and 9 Mapping (155-158)
- Fisher et al, Chapter 5, influencing policy, 79-89

**February 28, 2011.** Spring break


**Assignment:** Case Project Part I is due: Analysis/Assessment/Planning

**Learning/Course Objective:** To understand how structures impact community systems and stakeholders. To explore and assess community participation.

Required Out of Class Learning: Readings, Film, and Internet Podcasts:

- Finn and Jacobson text: Just understanding: Teaching/learning. 265-311.
- Delgado, M, chapter 10, engagement, 159-174, and 11 delivery of services, 175-201
- Fisher et al, chapter 6, intervening directly, 95-106.


Learning/Course Objective: To review capacity building and preventive approaches. To discuss and practice analytical techniques to assess strengths, needs and capacities of community stakeholders. To share cases and select tools more tools.

In Class Activity: Film: The Water Front. Skill module activity: Sharing of cases, consultation across cases, and more selection of “tools.”

Required Out of Class Learning: Readings, Film, and Internet Podcasts:

- Finn and Jacobson text: Chapter 8: Action and Accompaniment, 313-376.
Mary E. Rogge, MSW, PhD, Kimberly Davis, PE, Deborah Maddox, Milton Jackson
Leveraging Environmental, Social, and Economic Justice at Chattanooga Creek: A Case Study


Learning/Course Objective: To review preventative approaches to strengthen communities. To review social work ethics and values to guide CSS practice

In Class Activity: Continued work on cases. NASW Code of Ethics. Logic Model. Financial Literacy

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


- Thinking organizational

- Approaches at the individual level


- Fisher et al, Chapter 7, addressing consequences, 125-139, and 8, working on the social fabric, 141-153.


**Learning/Course Objective:** To work across system boundaries and apply multiple strategies to build linkages. To negotiate differences and conflict. To practice competency skills.

**In Class Activity:** Continued work on cases. Reflective exercise. Practice professional public speaking. Film- Black Hair: The Korean Takeover of the Black Haircare Industry (2005) - Documentary filmmaker Aron Ranen investigates the black beauty supply industry and why it is mostly owned by Koreans. DVD also includes a 15-minute update filmed a year later. Documentary, 34 min., DVD, dir: Aron Ranen.

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**
- Film: Flag Wars (2003). 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.

11. April 4, 2011. Work on reflecting, extracting skills, learnings and philosophies of practice. Identifying goals for future development

**Assignment:** Case Project part 2 due: Action(s), evaluation, monitoring for unintended consequences, next steps.

**Learning/Course Objective:** To evaluate, reflect on and celebrate our efforts.

**In Class Activity:** Student Presentation. Identify and showcase skills and knowledge, “tools” used. Evaluation exercise.

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**
- Delgado, Chapter 12: Evaluation, 202-211.
- Delgado, chapter 13, reflections on collaborative practice, 212-220
- Fisher et al, chapter 9, Evaluation. 157-165

Learning/Course Objective: To evaluate, reflect on and celebrate our efforts.

In Class Activity: Student Presentation. Identify and showcase skills and knowledge, “tools” used. Identify and showcase skills and knowledge, “tools” used. Extract specific practice knowledge and skills, within and across projects. Give and receive feedback on philosophy statements.

Required Out of Class Learning: Readings, Film, and Internet Podcasts:
We’ll continue discussing and applying readings and there may be a few more.


Assignment: Analytic reflection and final philosophy statement due

• Identify applications and next steps.
• Organize “tool kits” and takeaways
• Revisit social justice goals and processes, skills and knowledge, and components and competencies for CSS practice.

14. April 26, 2011. – Exam Week No Class