Course Description
This course is a foundation offering in the macro practice concentrations of community organization, management, and policy/evaluation. It covers basic content in these areas of social work method and prepares students for more advanced courses in their concentration. This course 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 you 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, that is, multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals, and culturally sensitive research practices. Your field experience and future methods courses will build upon the knowledge and skills presented in this course.

Course Content
Students learn beginning macro practice competencies in the areas of community organization, management, and policy analysis/advocacy. You learn to understand a variety of roles (i.e., community organizer, human services manager, and policy advocate) and the skills attached to them. Our course will also provide you with the opportunity to integrate learning from relevant HBSE, policy, and research courses designed to be taken concurrently or in the previous semester.

During this course, we will focus on:
1. understanding the context of macro practice;
2. identifying problems at the community and organizational levels and developing interventions;
3. organizing and building relationships within communities and organizations; and
4. organization-based and community-based planning, program development, and policy-making.

This course will provide a common framework for learning, which sets the stage for more detailed development of skill sets. Readings will be related to theories, concepts, and
practice skills involving assessment and intervention at the mezzo-macro level and in working effectively with organizations and communities. Some class time will be devoted to a discussion of issues raised by your experiences in the field and other human services settings, which will be explored in the context of the theories, concepts, and skills covered by the readings, lectures, and learning activities. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizations and communities.

**Course Objectives:**
On completion of this course, you will be able to:

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

2. Identify community organization, management, and policy-planning strategies, as well as empirically supported practices for dealing with contemporary social work and social welfare problems;

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

4. 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 other disadvantaged/discriminated against populations;

5. Demonstrate the ability to utilize selected assessment tools for addressing practice issues (e.g., 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, policy analysis frameworks);

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

7. Identify salient connections between macro practice/interpersonal practice and national/international practices.

**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, speakers, and videos.

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

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

- **Promotion, Prevention, Treatment, and Rehabilitation** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of 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).

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

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**
Our 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, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks as well as strengthen critical consciousness, self knowledge, and self awareness to facilitate PODS

**Accommodations**
If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

**Course Materials**

Required Text:

Recommended Text:
In addition, our class will have a CTools website where other required articles and reading materials as well as lecture notes/slides will be posted. Login to the CTools portal at: https://ctools.umich.edu to find the course materials.

Assignments & Grading
There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
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<tbody>
<tr>
<td>• Advocacy Assignment</td>
<td>10/11</td>
<td>25%</td>
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<tr>
<td>• Community Project</td>
<td>9/27 &amp; 11/15</td>
<td>30%</td>
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<tr>
<td>• Concept/Pre- Proposal Paper</td>
<td>12/13</td>
<td>30%</td>
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<tr>
<td>• Attendance &amp; Participation (including reflection papers and skill building presentation)</td>
<td>Ongoing</td>
<td>15%</td>
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Grading
Grades are earned by successfully completing the work on the assignments. 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  B+  87-89  C+  77-79  D  <69 (no credit)
A   94-97   B   84-86  C   74-76  
A-  90–93  B-  80-83  C-  70-73

PLEASE NOTE:

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

• All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor in advance of the due date for the assignment. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including week-ends.

• Students are to use APA “citation format” for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: (http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf )

• No other aspects of the APA style guide will be used. Instead, students are expected to prepare all assignments as “professional reports,” i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, italics, bold, etc.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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| Session 1. 9/6 | **Introduction: The History and Components of Macro Practice**  
-- The values, history and components of macro practice  
-- The challenges of macro practice in a multicultural society  
ABC Video: Working Poor |

**Readings** (Please read before class):  

| Session 2. 9/13 | **Advocacy as a Form of Social Action**  
-- Models of advocacy  
-- Policy advocacy  
**Reflection Essay One due**  
Video: Stand Up, Speak Out |

**Readings:**  

| Session 3. 9/20 | **Models of Community Organization Practice and Their Implications**  
**Understanding Communities: Their Problems & Their Populations**  
-- Defining the community  
-- Constructing a community profile: Frameworks for community analysis  
-- Different conceptualizations of community and their implications  
-- Typologies of community organization  
-- Empowerment theory and community organization practice  
-- Multiculturalism and community organization practice  
**Readings:**  
Netting, Kettner, McMurty, & Thomas (2012), *Social Work Macro Practice*, Chapter 3 “Understanding Community and Organizational Problems,” (pp. 72-102).  
Netting, Kettner, McMurty, & Thomas (2012), *Social Work Macro Practice*, Chapter 4 “Understanding Populations,” (pp. 103-129). |
Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 5 “Understanding Communities,” (pp. 130-166).


Session 4.  
9/27  
Assessing Community Needs and Strengths  
--Conducting a community needs assessment  
--Asset mapping: Identifying community strengths  
-- Coalitions, collaboratives, networks  

Library Session  
Pre-profile Reflection Due  

Readings:  
Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 6 “Assessing Communities,” (pp. 167-207).


Session 5.  
10/4  
Organizing and Mobilizing Communities  
-- Roles of the organizer  
-- Group skills in community work  
-- Selecting appropriate strategies and tactics  
-- Social capital and community mobilization  

Video: Holding Ground  

Readings:  
Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 9 “Building Support for the Proposed Change,” (pp.303-132).


Session 6. 10/11  
Understanding Community-Based Organizations  
-- The structure, mission & goals of nonprofit community-based organizations  
-- Management theories  
-- Decisionmaking, power, authority, and politics of nonprofit organizations  

Advocacy Assignment Due  

Readings:  

Brody, R. *Effectively managing human service organizations* “Leading the Organization”(Chapter 1, pp. 3-19).  


10/18  Fall Break  

Session 7. 10/25  
Human Resources Management: Managing Staff in Organizations  
Inter-Organizational Practice  
Visioning and Strategic Planning in Community-Based Organizations  
--Personnel Policies/Supervisory Roles and Functions  
--Staff Development  
--Assessing Organizations  
-- Issues of power  
-- Inter-organizational practice in multicultural communities  

Video: Running Good Meetings  

Readings:  


Brody, R. *Effectively managing human service organizations* “Strategic Planning” (Chapter 2, pp. 20-38).  

Session 8. 11/1  
Ethical and Legal Issues in Macro Practice  
--The meaning of ethics and ethical analysis in macro practice  
-- Ethical issues in macro practice  
-- Legal foundations of community-based nonprofit organizations
Readings:


Session 9
Community Observation Day
11/8

Session 10.
Community Presentation
11/15
Community Profile Due

Session 11.
Program Development, Implementation, Monitoring, and Evaluation
11/22
-- Linking programs to organizational mission and goals: Models & stages
-- Translating goals into objectives: Promoting community participation
-- Evaluating program outcomes
-- Managing information

Readings:


Session 12.
Resource Development & Management in Community-Based Organizations
11/29

-- Proposal writing
-- Strategies for resource development
-- Managing budgets
Readings:


**Session 13. Social Policy and Community Practice**
12/6
-- Policy development & implementation at the community level
-- Analyzing the community impact of social policies

Video: CFED SEED video

Readings:


**Session 14. The Future of Macro Practice**
12/13
-- Course Summary and Issues for the Future

Concept/Pre-Proposal Assignment Due
Reflective Essay 2 due via email by midnight

Readings:
Descriptions of Assignments for SW 560

1. Skill Building Session (Team Project)

In self-selected groups, you will develop and deliver a 20 minute skill building presentation to your colleagues and systematically obtain their feedback and evaluate the session’s effectiveness. Specifically, you are expected to

- in consultation with the instructor and classmates, select a macro skill
- develop presentation objectives
- create and implement a presentation to achieve your objectives
- draft and implement a feedback/evaluation tool, and
- provide an evaluation report.

Remember, you only have 20 minutes. Be realistic in your objectives and activities.

Step 1: Develop Team and Identify Topics of Interest
Each team should identify two skills of interest and identify your first choice as option #1. I will review these choices, select which ones to cover in class, and generate a schedule. The goal is to cover every practice area and spread presentations throughout the semester.

Step 2: Research the Skill
Consult various sources to develop an understanding of the skill. Keep a list of sources you use and acknowledge them in the session. Based on your appraisal of these sources, move to step 3.

Step 3: Develop presentation plan
Based on what you have read and understand about the skill, decide what objectives you have for the presentation. Then, decide how to use the allotted time to achieve your objectives. What messages do you want to deliver? How will you engage participants? How will you use your time in the presentation (e.g. introductions—2 minutes).

Step 4: Development Evaluation plan/tool
How will you know if you helped enhance participants’ skills and knowledge? How could your presentation have been improved? Develop a short tool to evaluate your presentation and obtain participant feedback.

Step 5: Evaluation report
Generate a 1-2 page summary written as though you were submitting to an organization that hired you to create and lead the presentation. The summary should include an overview of the presentation, a summary of evaluation results, and your recommendations for future presentations on the topic (2 pages maximum double-spaced). This is due the Monday following your presentation.

Work to submit to the instructor the day of your presentation
Please give these materials to me before the presentation
- Presentation Plan
- Copy of feedback/evaluation tool
- Copy of learning aids (Power point, handouts, etc.)

NOTE: Feel free to email me handouts the day before class (or Tuesday before 9am) and I will make copies for class.
Work to submit to the instructor the Monday after your presentation (by email)
  • Evaluation report

2. Advocacy Assignment (Individual Project)

There are two options for the Advocacy Practice Assignment: Speak Out or Coalition Assignment

Option A: Advocacy Practice Assignment: Speak Out

In our Hoefer reading, advocacy practice is defined as 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.” Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

Step 1: Select an issue
Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. It can be an issue related to a policy you have studied in your social welfare policy course. Or, if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

Step 2: Research the issues
Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

Step 3: Write your statement
Select the proper forum for your advocacy effort. This could include a letter to the editor, a Youtube video, or a speak out script from a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of government, or the board of directors of a human service organization. Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.
Step 4: Reflect on the process
In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular issue you did and the rationale for how you framed it.
- In terms of your project, what do you see as its strengths and the areas for improvement? While it is appropriate to focus on the product developed, emphasis should be given to the process you used to develop your op-ed or prepared testimony.
- Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Option B: Coalition Assignment

Step 1: Identify a local organization
Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue that you have interest in.

Step 2: Gather information on the organization
Attend a meeting of this group, interview someone in a leadership role and review written materials that the organization, coalition or collaboration has available and use newspapers as resources to understand the current context.

Step 3: Write a Statement
Prepare a written 3 to 5 page (double-spaced) overview to analyze the group’s effort and your opinion of its effectiveness. In this overview, define the issue, describe the organization, coalition or collaboration and who is involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group’s effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process
You are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process.
- In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
- Reflect on the potential impact of this organization’s advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?
Work to submit to instructor-Submit as one document via C-Tools Assignment Box on October 11th.
- Op-Ed piece, written testimony (Option 1), 3-5 page Written Summary statement (Option 2)
- Bibliography and list of interviews conducted
- Reflection paper

3. Community Profile (Team Project)

Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational 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 public officials. You will develop a 15 minute presentation to be delivered in class. You will assume that the class is a group of concerned citizens and officials interested in understanding your chosen community.

The assignment has several purposes:
- To learn the skills necessary for understanding and analyzing a community;
- To gain experience in reflective practice at the community level;
- To learn and practice skills important to working in a team; and
- To learn how to present your analysis in a professional manner.

There are two important dates regarding this assignment:
- Pre-profile reflection (prepared as a group) Due via e-mail by September 27th.
- Community profile, including a summary of observational data, team minutes, and group evaluation (prepared individually). Due in class November 15th.

Step 1: Develop Teams
You will be given time to form self-selected teams in the second class session. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles can rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g. at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.

Effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore, your groups are expected to keep minutes of your meetings. Minutes should be at least one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

Step 2: Select community and complete pre-profile reflection
Each team will select a community to assess—this includes both needs and assets (also commonly called strengths). The community you choose can be geographic or population based. The selected community should be one that is considered underserved or
disenfranchised. If you select a population-based community, you should plan to observe and assess them within a geographic context. Please consider selecting a community that is easy to observe and assess. You should consider elements such as geographic proximity, access to the community and available information about the community.

Examples of communities that have been assessed in past 560 classes include homelessness in Washtenaw County, aging in Wayne County, Brightmoor community in Detroit, mentally ill adults in Detroit, City of Howell in Livingston County, children with learning disabilities in the Ann Arbor community, and the Enterprise Community in Lake County.

Work to submit to instructor—Due in class September 27th.
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 through observation and quantitatively)
- What do you expect to find and why
- What comparisons do you expect to make and why

Also feel free to list any questions or concerns you would like to consult with me about.

Please ensure that each team member’s name is listed on the top of the page. Bullet points or short paragraphs are fine. The use of headings is encouraged. References are not necessary, but you are expected to integrate ideas from the course.

Step 3: Develop the community profile
Once you determine your focus, you will research the community using both observation and quantitative data.

Observation. Your small group will conduct an observational study of your selected community. If you chose a target population, visit a location where the population is likely to be found. Your group observation can be supplemented with key informant interviews or document analysis, which although not required, might provide important insights. Interviews can be held with community or organizational leaders, but not members of vulnerable populations. Please consult with me in selecting key informants. As a team, you will find a mutually convenient time to observe the community. However, we are not having class on November 8th, so I encourage you to use that day to conduct your observation and schedule any other conversations.

Your group will also learn about the community by looking up official statistical data collected about that community. In contrast, the observational data will provide a different perspective on your particular neighborhood. When your group begins to observe the neighborhood, you might walk; stand on a corner or drive by slowly through the neighborhood using a windshield survey. Use all your senses to begin to understand the neighborhood. You are permitted to take photographs, but make sure any people captured are not identifiable. It is best to take photographs that do not contain people. Record your observations as soon as possible—perhaps even using a tape recorder. In your observations, note the following dimensions:
1. What is the name of the community/neighborhood? What are the main geographic boundaries and natural barriers? Is the neighborhood geographically isolated or cut off from surrounding neighborhoods?

2. Is there evidence of what people do for a living? What kinds of commercial enterprises do you see? Do you see evidence of unemployment? What type of transportation is available?

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

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

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

6. What kinds of voluntary agencies/social services are located in the community?

Be mindful of strengths and assets in the neighborhood as well as its needs, problems, or shortcomings.

Quantitative data. Your small group will use the American Community Survey produced by the U.S. Census Bureau to identify relevant quantitative indicators of your selected community. Your group will use quick tables, data profiles, multiyear profiles and narrative profiles provided in the American Community Survey to describe the geographic area. Your group will also develop your own custom tables. The community brief should include general characteristics, social characteristics, and economic characteristics. In addition, to help the reader/audience understand your community, you should include comparisons to other communities. For example, if you are examining home ownership in Ann Arbor, you may also want to compare this indicator in various sections of the city or compare to other cities, the state of Michigan or the country as a whole.

We will have a hands-on workshop by an University librarian on how to use census data and find relevant public data as part of the community assessment process.

You will prepare a small booklet (not more than 6 pages) that analyzes and synthesizes the information you gathered during your observation 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 of your visuals should be explained in brief narrative form. Keep the lay-out visually appealing with white space and reasonable font size and style. Try not to use too much text. Such documents are commonly single spaced and written for clarity and simplicity.

In class, you will share your key findings with your colleagues. The presentation should be done in Power Point or use some sort of visual display. You will have 15 minutes for the presentation, including a brief question and answer period. The presentation should not simply repeat what is in the booklet, but rather highlight important findings that build on community strengths and address community needs.

Please bring six copies of your profile to circulate among the class.
Step 4: Individual Reflection: After the presentation, each team member is to reflect on the group process and what has been learned from this project, submitting a two-page reflection to the instructor via e-mail. This can be sent along with an evaluation sheet that will be provided in class.

Work to submit to instructor as a team—Due in class November 15.
Please give these things to me before your presentation.
- Community profile booklet
- Minutes from your group meetings
- Copy of your Power Point slides and other visual aids

4. Concept Paper/Mini-grant Proposal (Groups of Two or Individually)

This assignment involves the development of a concept or pre-proposal paper for a small grant to support some program innovation/development to be submitted to a foundation or funding organization. The assignment’s central goal is to learn skills associated with proposal development. Thus, you will conceptualize and draft a mini-proposal (also known as a concept paper), addressing all of the essential elements of a formal proposal. You can choose a real foundation that provides grants in your area of interest or submit it to the Trina R. Shanks Foundation.

You should write this grant as though you were a director or development officer of a community-based agency. You should give your organization a name and provide a brief description of the 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 is connected to your community profile or your advocacy issue, but this is not required. You may use a real agency or create your own.

For this assignment, you can either work with a partner or individually.

Step 1: Choose Agency and 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, accomplishments 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 want to examine the agency’s website for a mission statement and agency description.

Step 2: Brainstorm project idea
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, but 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 want to consider a project that would be 1-2 years in length and have a budget of $100,000 or less.
Step 3: Prepare Concept paper/Mini-proposal
The paper may not exceed 5 pages. The concept-mini-proposal paper needs to contain the following elements. Use points 2 to 8 as headings in your proposal. Follow the order as specified below.

1. COVER LETTER: Include a cover letter (also called a transmittal letter) with the proposal. This letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund (does NOT count against the five page limit). You may want to explain why the proposal may be of interest to the Foundation.

2. AGENCY DESCRIPTION: A brief description of the agency, including mission, target population(s), and primary services. You can also include any key collaborators or partners related to the proposed services as well as agency personnel and strengths in relation to the project.

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

4. GOALS & OBJECTIVES: State the project’s goals and major objective (link the goals and the objectives to your description of the project)

5. PROJECT NARRATIVE: This is your implementation plan. Discuss principal components of the project and its anticipated measurable outcomes (include enough information for the potential funder to understand how their money will be used to address the identified need and intended goals). This section can be organized around key objectives (e.g. to achieve objective 1, we will establish… For objective 2, we will…). Include a final, persuasive, summary paragraph to sell the project.

6. BUDGET: Estimate project cost (how much money will you need to carry out the project based upon its objectives).

7. BUDGET NARRATIVE: Provide a one-page single-spaced narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget.

8. TIMELINE: Provide a specific timeline to give the funding source an idea of the project steps and activities (use a Gantt chart). You can reference timeline in your narrative and attach separately.

Submit to instructor-as one document via C-Tools assignment box December 13
- Cover letter
- Mini-proposal (includes timeline, budget, and budget narrative)

(Note: Late submissions will be accepted only in extraordinary circumstances.)
5. Reflective Essays: Self-Assessment of Learning
This assignment consists of two 2-3 page essays written and turned in during the term. Essays should be typed, double-spaced, 12-pt font, written in APA style, and proofread before submission. The essays will not be graded for content, but each is worth 5 points and counts toward participation grade.

**Essay one:** Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

Describe your personal and professional goals. What do you hope to be doing 6 years from now? How will the MSW degree and this course in particular assist you in meeting your goals? Discuss your own strengths and limitations with regard to participating in this course. Describe the things you hope to learn in the course.

Due: September 13 (please submit by e-mail or via CTools).

**Essay two:** Write a brief summary and analysis of the activities you have been involved with in the class and at your internship site (if applicable). Discuss the following:

What do you think you have learned in this course that you can apply in social work practice behaviors? (Mention any readings in this course that you found particularly interesting or helpful). What specific knowledge and skills have you developed in this course that you can use in future practice? How has this experience this term affected your ideas about social work practice? How have you shifted your goals or expectations?

Due: December 13 (please submit by e-mail or via CTools).

**Class Participation**
Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning.

**Class Attendance**
School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade and will be brought to the attention of the student and the faculty advisor by the course instructor. If a student has more than 2 unexcused absences, it will result in an automatic reduction in the participation grade. Given the nature of course assignments, in-class skill building activities, and group projects, if a student fails to attend most class sessions, the student may not be able to successfully complete assignments and may be asked by the instructor to withdraw from the course.

However, if you have a contagious disease that can easily spread in the classroom (e.g. flu), please let me know and do NOT come to class.

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