COURSE TITLE: Introduction to Community Organization, Management, and Policy Practice (Fall Term, 2012)

COURSE NUMBER: SW560-002 (Class #16159) & SW560-008, (Class #22477)

TIMES & PLACES
- Mondays 1-4 pm, Room 3764 SSWB
- Wednesdays, 9am-12, Room 2816 SSWB

CREDIT HOURS: 3

PREREQUISITES: None

LOCATION: Foundation macro methods; required for all students

INSTRUCTOR: Diane Kaplan Vinokur, Associate Professor

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OFFICE HOURS: Tuesdays, 12:15-1:15pm or by appointment

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* This syllabus reflects the past collaborative efforts of sw560 instructors Janet Ray, Luke Shaefer, Diane Kaplan Vinokur and Michael Woodford.

1 For appointments, send me an email with a few times you are free, and we can usually work something out.
1. Course Description

This course is a social work foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy/Evaluation). It covers basic content in these areas of social work methods and prepares students to take the more advanced courses in their concentration. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. In addition, it deals with the process of professionalization and introduces students to a range of practice tools. Issues of diverse dimensions [e.g., ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation] will be emphasized throughout, with special focus on culturally sensitive practice - i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students’ field experience and future methods courses will build upon the knowledge and skills presented in this course.

2. Course Content

Students learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy analysis. They learn the overall sequence of phases and roles and skills attached to them – the beginning phase, the middle phase, and the ending phase. The course will also provide students with the opportunity to integrate learning from relevant HBSE, policy, and research courses, designed to be taken concurrently.

During this course, students focus on:
(1) Understanding the context of macro practice;
(2) Identifying problems at the community and organizational level;
(3) Organizing and building relationships within communities and organizations; and
(4) Initiating organization-based and community-based policy making, planning, and program development.

This course will provide a common framework for learning, which sets the stage for more detailed development of skills sets. Readings will be related to theories, concepts, and practice skills involving assessments and interventions at the mezzo-macro level and in working effectively with communities and organizations.

Some class time will be devoted to a discussion of issues raised by students’ experiences in the field, in the context of the theories, concepts, and skills covered by the readings, lectures, and exercises. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizational culture.

What is Macro Social Work Practice?

…Efforts within and outside organizational, community, and policy arenas intended to sustain, change, and advocate for quality of life.
~F. E. Netting, 2005).

These efforts are “in concert with vulnerable and underserved populations [since] macro practice skills are necessary to confront inequalities”
~ Netting, Kettner, & McMurtry, 2004)

“…helping people solve social problems and make social change at the community, organizational, societal, and global levels”
~ Brueggemann, 2006.

Additional Comment by this instructor:

Some recent definitions of macro social work practice are found in the textbox above. My point of departure for this course is: macro practice is an integral part of the competencies that all professional social workers are expected to use to address social problems, exclusion, and injustice. Just as the goal of social work practice focusing on individuals, families and groups is to enhance the healthy articulation of individuals and their social environments, and especially to assist them during difficult life transitions, it is also, ultimately, the goal of macro practice as well.

However, the emphasis in macro practice is more on changing or enhancing the larger social environment or conditions in which people are located, rather than on changing or enhancing the attitudes, behavior, or adjustment of a particular individual, family, or small group. Thus, macro practice specifically seeks to promote and enact social well-being, quality of life, and needed social change at the community, organizational, societal, and global levels. Moreover, current approaches to macro practice emphasize that social workers act in concert
with those who are harmed or weakened by social problems, and that they approach and perform their professional roles with an attitude of cultural humility.

3. Course Objectives
On completion of this course, you will be able to do the following:

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., human resource assessment, flow-charts, force field analysis, nominal group technique, task analysis, community profiling, asset mapping, community needs and strengths assessment, US Census data analysis, ethical decision-making models, 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 and interpersonal practice and national/international practices.

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

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

2. **Social Justice and Social Change** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

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

4. **Promotion, Prevention, Treatment, and Rehabilitation** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of prevention and early intervention (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

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

   This course will address ethical and value issues related to working with and in organizations, communities, societies, as well as in conducting policy-focused research in these domains. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all community members, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. Our course will also focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

7. **Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**

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

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

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, we can all benefit if we think of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, it is hoped that collaborative learning will occur between students, as well as between students and instructor. Furthermore, one of the class assignments is designed to provide an additional opportunity to reflect on collaborative effort.

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


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**Creating a Positive Learning Environment**

Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and 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, The University of Toronto).

**Small Group Work**

Assignment #1 entails group work. For this assignment, your group’s membership will be self-selected; however, you are strongly encouraged to work with others in the class whom you do not know yet. Depending on class size, the groups will range from three to five students per group. Groups will be determined during Session 2.

Additionally, in order to facilitate discussion of the course readings, small groups will be assigned to “take the lead” on opening up the readings. This approach will start in Session 3, and it is discussed further under Assignment #4.

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

9. **Course Materials**

Our course will use two textbooks, in addition to a series of other required readings (available on our C-tools site) and an online lab.

*Required texts:*

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These books are available for purchase at Ulrich’s Bookstore (independently owned, handicapped accessible, and known for hiring challenged individuals) or other bookstores. These volumes can also be read in the library’s reserves. However, the online required lab, for videos, case studies and competency assessments, must be purchased for the Netting Text.

10. **Assignments**

There are four assignments for this course:
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<tr>
<th>Assignment</th>
<th>Course Area</th>
<th>Value for Grade</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>2 Mini-grant Proposal</td>
<td>Management</td>
<td>25%</td>
<td>Due Mon., Nov 19, or Wed., Nov. 21 (25%)</td>
</tr>
<tr>
<td>4 Class Participation and Competency Assessments</td>
<td>All</td>
<td>25%</td>
<td>Throughout term per assigned chapter reading–</td>
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- Please submit Assignment 1, part 2, in hard copy in a ringed or bradded binder with tabs. Submit Assignments 1, part 1, 2 and 3 in hard copy and firmly clipped or stapled at the beginning of class.
- You should also submit an electronic file copy of the assignment via the C-Tools: Drop Box on the respective due date or earlier.
Feel free to consult with me as you prepare to complete your assignments. I will gladly respond to ideas, drafts and written outlines, if submitted at least 5 days in advance of the submission deadline.

An Opportunity to Consider . . .
If you are participating in the School’s Portfolio Initiative, the products created for Assignments #1, #2, and #3 could make great artifacts. For Assignment #1, a group project, you should include a statement about how you contributed to the community profile and the team experience.

Assignment #1: Community Profile (Team Project)

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

More specifically, you will work collaboratively with several other classmates in self-selected groups (the size of which will be determined in Session 2), to develop a profile of a selected community within Michigan. This profile will give both an overview of the community and a particular focus on a social condition or social problem area of your interest. It will include both qualitative and quantitative data. A concise version of the profile you develop will be presented to the class, plus you will circulate a few hard copies of your report to the class. Both of these products are to be delivered as though you were presenting them to a city council, public task force, agency board of directors, a group of concerned citizens, or a similar audience.

The assignment has four main purposes:
1. To learn the skills necessary for profiling and analyzing a community;
2. To gain experience engaging in reflective practice at the community level;
3. To learn and practice skills important to working in a team; and,
4. To learn how to present your analysis in a professional manner.

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

1. Pre-profile Reflection (prepared as a group) Due Mon., Sept 17 or Wednesday, Sept. 19
2. Community Profile, 6 page report plus tabbed information of a summary of qualitative data (observations and/or interviews and interview guides); team minutes; work plan, and process evaluation (prepared as a group) Due Monday, Oct 22, or Wednesday, October 24

3. Post-profile Reflection Paper (prepared as an individual) Due Monday, October 29, or Wednesday, October 31. The following steps should serve as a guiding framework for the assignment. See the grading rubric on C-tools for more specific grading criteria.

Step 1: Develop Teams

You will form self-selected teams by Session 2. The person with the most recent birthday will serve as facilitator in this session. At each meeting of the group, the facilitator will:

1. Assign roles to members (i.e., facilitator, reporter, recorder, time keeper, and process evaluator (empath); roles are to rotate so that each team member will experience each role.
2. Identify and establish ground rules, and re-emphasize as needed.
3. Develop and utilize an evaluation process for your team in terms of strengths and areas for improvement. It is required to include an informal evaluation process at the end of each meeting and to evaluate your overall group process at the end of the project. Sample evaluation tools for that purpose will be available on our course C-tools site.

All effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. You may think that the group will just remember over time, but then may well find that people remember the past differently! Therefore you are expected to keep minutes of your meetings. Templates for minutes will be available on our course C-tools site. Minutes should be at least one page in length for each meeting.

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

Step 2: Select a Community & Complete the Pre-profile Reflection

Each team will select a community to assess – that means looking at both needs and assets. Community has various definitions. The community you choose can be either geographic (e.g., Detroit) or population based (also called a target population, e.g., children with asthma). If you choose a geographical neighborhood, it should be one that is considered underserved or disenfranchised. You must then focus on a particular problem facing the community (e.g., garbage dumping, lack of transportation, health facilities, or social services). If you select a population-based community, you should plan to observe and assess it within a specified location, (i.e., geographic context), for example, the LGBTQ population located in Romulus). The population should be one that is underserved, disenfranchised, or socially oppressed.

You may choose any community that meets the criteria above. You are encouraged to select a community that you can easily observe and assess. In making your selection, you should consider elements such as geographic proximity and access to the community.
Also, it is helpful to select one about which you are interested in learning more. For example, you may be interested in selecting a community based on one team member’s field placement, a particular interest within your team for a specific issue/population/history/neighborhood area, or a team member’s personal history.

Examples of communities that have been assessed in past 560 classes include homeless persons of Ann Arbor; older adults of Detroit; the African American aging community in Ypsilanti; school youth in Flint; primary education in the low-income community of Willow Run; social services in the Osborne neighborhood in Detroit; and ex-offenders in Washtenaw County. Notice that target populations are located in a particular geographic community.

As a future MSW, you are especially concerned about communities facing a current or emerging social problem. To analyze whether there is a social problem, here are some relevant dimensions, from the work of Merlin Taber\(^2\) that are appropriate for a busy social worker to use when considering how best to serve a community.

I. Problem for Society
   (a) A resource cost for society
   (b) A threat to the health and safety of members of society
   (c) A threat to societal values such as social integration

II. Problem for individuals that can become a recognized social problem
   (a) A deprivation of a minimum standard of health and decency
   (b) A threat of abuse or exploitation
   (c) A barrier to full social participation

These problems are respectively caused by a variety of personal factors (e.g., genetics, psychological, family) and societal factors (e.g., economic, historical, social, political).

Assessing A Community that is not Geographically-Based or Visible

For this assignment, it is important to develop a profile for a community that interests you. A community can be based on geography, identity, or social work issues. As described above, an expectation of this assignment is to complete an observation of the community by visiting the community and walking or driving through and recording your observations. This aspect of the assignment assumes that your community is located in a particular area. However, for some identity- or issue-based communities, community members do not necessarily live in one locale or are somewhat invisible. For example, members of the

LGBTQ community here in Ann Arbor live throughout the city. The same applies to single mothers, people who are differently abled, victims of violence, and so on.

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

- You are still expected to locate, evaluate, and report relevant quantitative data for the community. This is to include comparison with other areas. For example, if interested in victims of violence, select a geographical context for the group, such as Washtenaw County. Look for statistics about victims of violence in Washtenaw County. Then look for national and Michigan statistics on victims of violence and compare with those of Washtenaw County. Also, you may wish to identify statistics from another county and compare with Washtenaw County statistics. Remember, be purposeful in reporting statistics – focus on those most meaningful and important.
- For some communities of identity, it will be useful to consider broadly the extent by which the community is visible or invisible in the broader geographical community. For instance, while you may not recognize LGBTQ people, you may see signs of their presence and aura of welcome, such as rainbow stickers on shop doors. For children with disabilities, do you see ads in the local paper for parental support groups? Look for indicators of visibility for your community.

Assignment #1, Part 1 - Work to Submit to the Instructor – Due Wednesday, September 19

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

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

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

Please ensure each team member’s name is listed on the top of the page in the header. Point form or short paragraphs are fine. The use of headings is encouraged. It is important to integrate ideas from the course. If you quote any literature, you must give a citation.

Step 3: Developing the Community Profile

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

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

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

As a team you will find a mutually convenient time to observe the community. We will not have class on October 8 or 10, and I encourage you to use that class time to conduct your observation and collect any other qualitative data.

Observations

Observations are to be made during the day. They can be done at night only with the instructor’s permission and then only in a group. When your group begins to observe the neighborhood, you might walk through the area, stand on a corner, or drive by slowly using a windshield survey. Use all of your senses to begin to understand the neighborhood. You could take photographs of the area, but any people captured in them are not to be identifiable. To avoid this risk, it is best to take photographs that do not capture people. Record your observations as soon as possible; a tape recorder is useful for this purpose. It might be helpful to consider the following dimensions of the neighborhood.

• What is the name of the community/neighborhood? Where is it located? What are the main geographic boundaries and natural barriers? If a neighborhood, is it geographically isolated or cut off from surrounding neighborhoods? If a population, where do the majority of the people live in the community?
• Is there evidence of what people in the community do for a living? What kinds of commercial enterprises do you see? Do you see evidence of unemployment? What type of transportation is available?
• What kinds of people do you observe (e.g., social class, race, ethnicity, age)? How do people react to you? Are there distinct sub-communities within the larger community? What do people do who live here?
• Are there many religious buildings? What types of parks, recreational areas or cultural resources are present? What are the housing conditions like? Where are the schools, the primary stores, bars, and community centers? Are they accessible?
• What is the condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure?
• What kinds of schools are located in the community? What is their condition? Is there a local library?
• What kinds of voluntary agencies and public service agencies are located in/available to the community?
• What would it be like to walk your community if you were a child? An older adult? A minority? What would you pass if walked from that person’s house to their school?

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

Remember, you are not to observe the agency in terms of direct client-staff interactions. Agency reports and key informant interviews will be helpful in this regard. Other community dimensions you may consider will be discussed in class and through the readings.

Key Informant Interviews

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

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

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

Documents

Social Work 560 (Fall 2012: D. Kaplan Vinokur)

In Michigan, each county is mandated by the State to have a multi-stakeholder human services planning collaborative. In some cases, such as Washtenaw County, the collaborative group may have broadened its mandate beyond human services. Once you have selected your community of interest, go to the particular county government’s site to see if the county collaborative has any published reports, such as needs assessments. You might find some useful information about your community of interest there.
Depending on your selected community, you likely will find relevant documents, which might include agency or government reports, newspaper stories, or even historical documents. Try doing an internet search and see what you find. Also, when you interview community leaders or service providers, ask them for copies of any relevant documents.

Analysis: Your group should process your observations, key informant data, and information from documents and prepare a one- to two-page summary (single spaced; point form or brief paragraphs, includes graphs) about what you learned regarding the neighborhood/community from these sources. Here you are looking for common themes and other important points; an idea does not have to be repeatedly recorded in order for it to be important. As part of the summary, identify what your group considered strengths or assets in the neighborhood as well as its needs, problems, or shortcomings. This information is useful in preparing your profile.

Quantitative Data

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

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

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

**Using Quantitative Datasets Session**

On October 1 and 3, library staff will lead the class through a workshop on how to use relevant datasets for this assignment. Other resources are available through: [http://www.lib.umich.edu/socwork/rescue/communityprofile.html](http://www.lib.umich.edu/socwork/rescue/communityprofile.html)

**Step 4: Prepare Community Profile**

You will prepare a short report (no more than 6 pages single-spaced, including cover page, on which you can include text) that analyzes and synthesizes the information you gathered qualitatively and quantitatively. The last page should include your recommendations, given what you’ve learned.

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,
photos and other visuals, and text effectively to convey your points. The key messages should be explained in brief narrative form. Keep the lay-out visually appealing with ample white space and a reasonable font size (11 or 12 point) and style. Try not to use too much text – you do not want to overwhelm the reader. Such documents are commonly single spaced and written with clarity and simplicity in mind.

Typically, the first page includes the title of the study and the participants. Students often use an attractive, symbolic background or photo to show what the report is about. You should also include on this first page a one paragraph Executive Summary that concisely tells the reader what this report is about, and summarizes your topic, findings, and recommendations.

In class, you will share your key findings with your colleagues as though they were a group of concerned citizens or elected officials in a council, committee or task group. The presentation can be in Power Point or some other visual display program. You have 15 minutes for this presentation, including a brief question and answer period thereafter (up to 10 minutes). Dress professionally. The presentation should not simply repeat what is in your booklet—you won’t have time for all the details; but it should highlight the most important findings and the need to build on community strengths and address community needs.

**Work to Submit to the Instructor as a Team – Due Monday, October 22, or Wednesday, October 24**

Put into a *tabbed* binder:

- Community profile booklet (6 pages, including Executive Summary on page 1 and Conclusions and Recommendations at end of page 6)
- Minutes from your group meetings
- Copy of your team process evaluation tool and a summary of the results (analysis at the group level and not at the individual member level)
- Summary of your qualitative data—also--
  - Copy of your observation notes
  - Copy of your interview question guides
  - Other relevant documents you found (e.g. newspaper articles)
- Copy of your Power Point slides (or other visual aids) for your class presentation
- Copies of Thank you letter to community stakeholders for their time and any materials they provided.
- Four extra copies of your 6-page community profile booklet to circulate among the class.

**Step 5: Individual Reflection on the Profile and Presentation - Due Monday, October 29, or Wednesday, October 31**

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

1. Outline the key assumptions you held about the community prior to the project (likely as an outsider to the community of interest) and discuss how your assumptions may have been challenged and/or changed as a result of your project.
(2) Consider the importance to understanding community in your future social work practice.
(3) Reflect on the strengths and limitations of how your team gathered information about the community, and your presentation, and how you see this fitting with your evolving professional identity and practice style.
(4) Reflect upon your group process – what you learned about effective teamwork and your individual specific strengths and areas for improvement.
(5) Consider issues related to your social location/identity and how it relates to the community you profiled and your fellow team members. That is, reflect on issues of power and privilege in relation to the community you examined and your group experience.
(6) Integrate and/or reflect on the course readings to date as they relate to your own thoughts about community.

Assignment #2: Mini-grant Proposal (Individual or Paired Project)

This assignment involves the development of a mini-grant proposal to support program innovation/development. This assignment’s central goal is to learn skills associated with proposal development. In achieving this goal, you will conceptualize and draft a mini-proposal, addressing all of the elements associated with such a professional document.

The document is to be prepared as though you were submitting it to a potentially interested foundation or other funder. You should look for such a funder through such sources as the Foundation Directory on-line database, or www.guidestar.org (via MIRLYN).

If you wish to submit an actual grant to a real foundation, please discuss their grant guidelines in advance with me to see if they are appropriate for this assignment.

The assignment, totaling a maximum of 12-13 pages, will consist of the following:

- Cover letter (1 page, single-spaced) (also called a transmittal letter)
- Proposal (8 pages, double-spaced)
- Gantt chart of major steps of program implementation and staff involved (1-2)
- Budget (1 page; form to be provided) and budget narrative (1 page, single-spaced).

You should plan to write this grant as though you were a director or development officer of a community-based agency, real or imagined.

Step 1: Choose Agency & Prepare Background Information

If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that was connected to your community profile or an issue in which you are interested to advocate, but it is not required. You may use a real agency or could create your own.
Decide on your agency and its name, and prepare a short background statement (i.e., issues addressed, population served, orientation of agency, scope of agency). This does not need to be extensive but will help you with the development of your proposal. If you are using an actual agency, you may find it helpful to examine the agency’s website for a mission statement and agency description.

**Step 2: Brainstorm Project Ideas**

Based on the agency, brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular population served at your agency or (if using a real agency) by building on a current program. You could also brainstorm a project that fills a current gap in services. For those in field placements, you may want to address a program needed within your agency. In brainstorming, you should consider the scope of the project. You may consider a project that would be one to two years in length and have a budget of up to $150,000/year (and a minimum of $40,000 per year).

**NOTE:** Once you have chosen your topic, you must make sure that it is supported by evidence-based research. You should search the web for evidence that the intervention you are suggesting is likely to work. In class, I will be discussing and demonstrating such resources as SAMSHA’s National Registry of Evidence-Based Programs and Practices (http://www.nrepp.samhsa.gov/). Such evidence should be incorporated with your proposal in “3. Background/ Needs Statement” (see below).

**Step 3: Prepare Mini-Proposal**

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

1. **Cover Letter:** Include a cover letter (also called a transmittal letter) with the proposal. This single-spaced formal letter should highlight the main points of the proposal and indicate to the potential funding source why this project is important for them to fund. Give a brief reference to the project name, the amount requested, and what it will enable the agency to achieve. Letters should be signed by Executive Director or Development Officer, you! (In reality, such a proposal might also be co-signed by the chair of the nonprofit agency’s board). Make sure you include your letterhead, as well as the name and address of the foundation to which you are applying.

2. **The Agency:** A brief description of the agency, namely its mission, target population(s), and primary services. Also, include any key collaborators related to the proposed services, and also a sense of the agency’s strengths in relation to the proposal. (This section starts on a new page, after your cover letter).

3. **Background/Needs Statement:** A brief description of the problem you propose to address and why it is important. Include relevant literature/statistics/research/policies; document the need for the intervention/project proposed). Include evidence that suggests the intervention would be successful.

4. **Goals and Outcome Objectives:** State the project’s goals and outcome objectives.
5. **Project Description:** Discuss principal components of the project and its anticipated measurable process objectives. The process objectives should be “SMART”, as discussed in class, and they should show how you will achieve the results. Include enough information for the potential funding agency to understand how its money will be used.

6. **Evaluation:** Describe how you will evaluate the project’s success (this is linked to the outcome and process objectives). You should also refer to any particular methods or tools you might use in the evaluation.

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

8. **Timeline:** Provide a specific timeline giving the funding source an idea of the project steps and activities (use a Gantt chart). You can reference the timeline in your narrative and attach separately, or you can include it within the narrative, if you think that’s helpful.

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

10. **Budget Narrative:** Provide a one page, single-spaced narrative of the budget. Explain each budget line, clearly articulating how the item relates to the project. For positions, give an overview of the key duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget. Include indirect costs.

**Submit Nov. 19 or 21, 2012.**
- Cover letter
- Mini-proposal (sections 2 through 10 listed above)
- References used in the proposal

**Assignment #3: Advocacy (Individual Project) - Parts I & II**

Advocacy practice occurs when “the social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2012, p. 3). This definition helps to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS). For the purposes of this assignment, you will be advocating and working beyond the individual client level; you are expected to speak on behalf of a disenfranchised group, organization, or community, in order to influence decisions regarding this client. While there are many ways to do this, for this assignment you are asked to either develop an op-ed piece for a newspaper or a prepared testimony that you could potentially deliver in front of a public group (e.g., city council, school board, or county mental health board).

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There are two parts to the assignment: First, you choose and look at your issue or cause, answering the questions below in Step 1, Part 1. Then you write your op-ed or testimony, as described in the following steps.

**Assignment 3: Part 1**

**Step 1: Select an Issue**

Select an issue or cause that is connected to a particular marginalized group or social justice. For this assignment, you could address an issue identified in your community profile project or another issue in which you are particularly interested. It is also appropriate to select an issue related to a policy you have studied in your social welfare policy course.

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

If you want to find current pieces of legislation on a particular topic (e.g., mental health, child welfare, aging, health, or social services) that is being considered by the U.S. Congress, you can enter a key word at [http://thomas.loc.gov/home/thomas.php](http://thomas.loc.gov/home/thomas.php). Similar information is often found at state’s homepages, ending in .gov, e.g., [www.michigan.gov](http://www.michigan.gov).

Critically reflect and describe for the paper below, focusing on the following questions. Number the section answering each question.

1) Name and definition of topic.
2) Why you selected the topic?
3) How does this topic relate to PODS?
4) From the viewpoint of a micro practitioner, would this issue affect individual lives or you personally?
5) How as a macro practitioner, would this issue affect a whole group, organization, or community?
6) How could you use your privilege to affect change toward this issue?

**Assignment 3: Part I Due Monday, Nov. 26 or Wednesday, November 28**

- 3 page Issue Selection Paper - see step 1.

**Assignment 3: Part II**

**Step 2: Research Issue**

You are expected to research the issue in order to provide background information and to begin to develop a position on it (this does **not** mean write a research paper). This process may include an analysis of relevant policies that are currently in effect, policy discussion papers, media reports, and other related sources. Depending on the issue, it might be necessary to
interview someone knowledgeable about it, such as the director of a community agency advocating with/on behalf of the affected community. You will be asked to provide a bibliography of the sources reviewed and any interviews held during your research process.

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

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

In developing your op-ed or testimony, keep central the outcome or result you want. As we will discuss in class, you also need to identify the broad stakeholders and their general interest in the issue, particularly those who have power over the solution. Given the issue and the desired outcome, you need to consider how best to realize the change you want in terms of the stakeholders. The stakeholder analysis you perform will help to shape your op-ed or testimony.

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

What local neighborhood media outlets did you find? Is there community or local business association newspaper available in your area? If you are in an ethnic community, is there a non-English language newsletters/newspaper you can use to reach a particular audience? Who is your local state representative and does s/he have a position on this issue? Could you find any on-line issue groups? .

**Assignment 3: Part 2 — Due Monday, Dec. 10 or Wednesday, December 12**

- Op-ed piece or testimony
- Bibliography (articles, documents, websites, and interviews)

**Assignment #4: Class Participation**

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

**Taking the Lead:** Students will be divided into groups of four to discuss specified readings in order to encourage thoughtful group discussions of some of the readings during class.
Each time, one or two students will be responsible for summarizing articles and giving a critique of the article or answering the questions at the end of the piece. Feel free to relate it to other readings of discussions in class. Designated students will upload their summary/critique on the class c-tools site at least two days before the class. Group members will read the summary/critique before class, and discuss together in class for 15 minutes. They will take place during Sessions 5, 9, and 10, as shown on the reading list and the calendar.

Your participation grade will be based on your actions below:

1. Attendance (excluding excused absences);
2. Active participation in class and small group discussions;
3. “Taking the Lead” in class discussion of the readings on the assigned day;
4. Ability to discuss ideas with colleagues in a respectful manner;
5. Ability to engage in reflective learning; and,
6. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.
7. Demonstration of weekly completion of www.mysocialwork lab quizzes.

Assignment 4: - Work to Submit to the Instructor – Due Monday, Dec 10 or Wednesday, December 12, beginning of class.

- Last date to submit all Netting et al.’s chapters’ multiple choice quizzes from mysocialworklab.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-79</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>E</td>
<td>&lt;60</td>
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</tbody>
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Grading Criteria
"A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. (Note: A+’s are rarely given). "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal (from: http://ssw.umich.edu/studentGuide/2007/page.html?id=3.02), Grades D is given when there is no demonstration of mastery of the material and Grade E is given when there is no demonstration of mastery of the material and when meaningful effort is lacking.

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

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

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

If a student performs poorly on an assignment (i.e., B- or lower), she/he will be invited to meet with me to discuss the assignment, and the student may be offered the option to rewrite it or part thereof. This arrangement is to allow students who did not perform at the expected graduate level an opportunity to gain the required mastery. If the rewrite is acceptable, then the student can earn up to a grade of B, which is the expected passing grade for graduate work.

12. My Expectations Regarding All Assignments and Class Participation

*Submission Instructions*

All 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 sides). Students should also submit an electronic file copy of the assignment via the C-Tools: Drop Box on the respective due date or earlier.

*Religious Observances*

Please notify me by Sept 26 if religious observances conflict with your class attendance or due dates for assignments so we can make appropriate arrangements.

*Contagious Illness*

If you are ill with a contagious disease (such as colds, strep, flu), please stay home from class—the rest of us don’t want to get your germs! Send me an email and tell me you’ll be absent and the reason why. I will work with you to get your work done.

*Disabilities*

If you have a visible or invisible disability that may interfere with your participation or performance in the class, 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.
confidential (to the extent permitted by law). I will do my best to ensure your participation in class through accommodation and adaptive technology.

You should also contact the Services for Students with Disability Office at (734) 763-3000 in Room G-664 Haven Hall (on central campus) for further information and resources. If you have already received a letter from that office regarding your disability and accommodations, please give it to me at the beginning of class and no later than Sept 26. If a new disability happens to you, please contact me as soon as possible.

**Health and Wellness Services**

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu), 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at [http://ssw.umich.edu/current/Health_Wellness_Guide.pdf](http://ssw.umich.edu/current/Health_Wellness_Guide.pdf)

**Dependent Care Resources**

For students with child- or parenting/elder-care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the U-M Child Care gateway (http://www.hr.umich.edu/childcare/).

**Electronic Devices**

In consideration of your classmates and your own learning please turn off all telephones and pagers during class. If you must be on call for an emergency please let others know that you are only available for emergencies that no one else can handle and set your device to vibrate only. Laptops can be used in class for note taking purposes only. Any misuse of electronic devices (i.e., texting, messaging, web surfing) will result in a 1 point reduction in class participation.

**Attendance**

Students are expected to attend class since much of their learning is expected to take place there. If you need to be absent for a session due to such reasons as funerals or illness, please let me know by email.

**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, if at all possible. You must provide a rationale for the request.
Late Assignments

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

Incomplete Grades

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

General Evaluation Guidelines of 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, with one-inch margins, double-spaced, using Times New Roman or another serif 12 point font. The exception is the community profile that is single-spaced and should have ample white space, readable professional font and creative format, as described earlier.

References and Referencing Style

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

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

The assigned readings for this course are listed in APA format.

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These standards can be found in the MSW Student Handbook. Please check the standards and guidelines listed at http://www.ssw.umich.edu/studentGuide/2012/
13. **About Your Instructor**

I was born in Milwaukee, Wisconsin, in a snowstorm, and spent my youth there and in Evanston, IL, near Chicago. I then went to Oberlin College, in Ohio, where I got my BA in Sociology, with a minor in religion.

I received my MSW and PhD in Social Work & Sociology from the University of Michigan. I then taught at the School of Social Work at Tel Aviv University for four years, which was a valuable international and inter-cultural experience. I returned to Ann Arbor and was Research Director for the National Child Welfare Training Center. Next, I directed the SSW’s Research Office and became Assistant Dean for Research. While in this position, I wrote a lot of grants. I then joined the faculty full-time here in 1990.

My main academic focus is on the management of nonprofit organizations, and I am co-founder and past Faculty Director of the University of Michigan’s Nonprofit & Public Management Center, a collaboration of the School of Business, Public Policy, and Social Work. I’ve done research on co-locating nonprofits “under one roof” and currently am examining trends in foundation philanthropy in the Detroit area. When I’m not involved with work, I especially enjoy being with my family. I also love reading, music, and gardening.

I always take a course when I am teaching, so that I can remember what it is like to be a student. Since I am taking a class in yoga this term, I also get to feel what it’s like to be awkward in class.

I have a weird sense of humor, full of puns. Thanks for your forbearance.

14. **Class Sessions, Learning Objectives, & Readings**

**Reading Tips**

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

- What are the central points of the reading? What is your assessment of these in terms of macro practice?
- What points, if any, do you like, agree with or find helpful in terms of understanding issues related to macro practice? Why?
- What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to macro practice? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?
- What are the connections with and/or implications for diversity and for socially justice practice?
Session 1: September 5
Beginning to Create a Positive Teaching-Learning Environment & Understanding the Meaning & Context of Macro Practice

In this first class, we will discuss the course’s objectives, content, readings, and assignments. We will work on getting to know one another and to build a supportive, productive classroom space.

Session Objectives
• To review the course outline and begin to understand what is meant by macro practice and its significance to social work practice.
• To begin to establish a positive learning-teaching environment.

In Class Film: The Colorado Bean Project
Demonstration: www.Mysocialworklab.com Tour

Readings:
• Course syllabus and schedule

Session 2: September 10 & 12 - Meaning & Context of Macro Practice

We will begin to discuss what is macro practice, and its importance to social work. This session will also provide an emphasis on the history of macro practice and its practice today.

Session Objectives for the Monday Class
• To review the course outline and begin to understand what is meant by macro practice and its significance to social work practice.

• To begin to establish a positive learning-teaching environment.

Session Objectives for both dates
• To begin to understand the various areas of macro practice, namely community organization, policy development, implementation and analysis/advocacy, and management of human service organizations.
• To understand the historical significance of these areas to social work’s mission.
• To relate macro practice to social work practice with individuals, families, and clinical groups.
• To identify contemporary issues and trends that reinforce the need for macro interventions, including issues and trends seen in clinical practice and social policy.
• To begin to form teams for assignment #1.

4 This session will be session 1 + 2 for the Monday class.
In-class film: The Women of Hull House

Required Readings/Films

- Review list of Detroit Communities on C-tools for Assignment #1 and see if one interests you to study.


  - Chapter 1: An Introduction to Macro Practice in Social Work
    - Do Chapter exam multiple choice quiz on mysocialworklab.com
  - Chapter 2: The Historical Roots of Macro Practice
    - Do Chapter exam multiple choice quiz on mysocialworklab.com


**Session 3: September 17 &19   Defining & Entering Communities**

This session will provide a framework for defining community and give background on how to successfully enter a community.

**Objectives:**

- To develop a self-awareness of one’s own culture and an appreciation of the target population’s unique qualities, needs, and strengths.
- To become familiar with some approaches to entering communities.
- Set up community teams for Assignment #1.
- Work on Assignment #1-Part 1.

**Required Readings/Films:**

  - Chapter 4: Understanding Populations
    - Do Chapter exam multiple choice quiz on mysocialworklab.com
Chapter 5: Understanding Communities

- Do Chapter exam multiple choice quiz on mysocialworklab.com


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**Session 4: September 24 & 26 Community Assessment**

This session will provide a framework to begin community work and to understand assess client systems as a professional social worker.

**Session Objectives**

- To gather information from a variety of sources, such as key informants, survey, and observation
- To explore the professional knowledge base on social conditions, problems, needs, or opportunities
- To discuss ethical concerns within the community context.

**Required Readings/Films**

  - Chapter 3: Understanding Community and Organizational Problems
    - Do Chapter exam multiple choice quiz on mysocialworklab.com
  - Chapter 6: Assessing Communities
    - Do Chapter exam multiple choice quiz on mysocialworklab.com

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**Session 5: October 1 & 3 Data Collection**

In this class we will focus on a key element of community practice—assembling and understanding a community. We will examine different tools to assess communities such as SWOT and windshield surveys, and focus specifically on Kretzmann and McKnight’s strengths-based, community assets model. The other half of class will be a training session on using quantitative data for community practice. The location will be announced the week before.
Session Objectives

- To understand how to conduct a community assessment, including using the U.S. Census and other data.
- To utilize standard SWOT analysis to understand communities and organizations.
- Midterm Course Evaluation

SPECIAL Library Lecture on Finding Data on Communities (American Fact Finder, U.S. Census, etc.) for part of session. Time and Presenter TBA.

Required Readings

- “Students are Disrupters” (2012). Ongoing [Publication of the University of Michigan School of Social Work] Spring/Summer.
- Review the American Fact Finder website; start planning your data collection.
- Review Eng and Blanchard Handout (on C-tools)
- Grobman, Case 6: Evaluating Dr. Luddite, Harristown Asperger’s Syndrome Executive Director, 57-66.

Session 6: October 8 &10 - Community Observation Day

Session Objective:

- To observe and assess a live community you have chosen, using the tools you have received (Windshield Survey, Eng & Blanchard Handout, insights from the readings).

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

Professional Readiness/Class Preparation: Tools

Select One Diagnosis Procedure (from the Eng and Blanchard article passed out last week and be ready to include in Assignment 1: Community Profile

Session 7: October 15 & 17 - Organizing and Mobilizing Communities

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

- To explore how to tap into the passion of community members in the change process.
- To understand one’s roles as an organizer in a community change process

In Class: Mid-Term Evaluation

Film: “How it’s done” – Mobilizing a community to confront domestic violence
Film: “Forgotten Americas” (Selections)

Guest Speakers:

Mon - TBA
Wed - Kathy Kelly and Buddy Bell - Voices for Creative Nonviolence, http://vcnv.org

Required Readings


Session 8: October 22 & 24 – Community Profile Presentations

Today’s class allows each student group present their assignments before the class. Professional dress is encouraged.

Objectives

- To develop further experience with public speaking and presentation
- To be exposed to the various community profiles studied by and presented by peers

Presentation Skills Materials (on course c-tools site or web)


Session 9: October 29 & 31- Program Development, Planning, Budget and Grant Writing

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

Session Objectives
• To explore the process of developing social programs
• To learn how to search for grant opportunities
• To examine the common aspects of a grant application, including the qualities of successful grants.
• To be aware of individual donor fund development strategies

In Class Film: Terry Axelrod, Benevon, Inc. –“Raising More Money”

Required Readings

• Grobman, Case 3: Cutting the Budget of the Harristown Family Service, 29-38. Taking the Lead E3-Discussion Questions 1, 2, 3, 6.

Optional Tools
Session 10: November 5 & 7- Program Implementation, Outcomes and Research

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

Objectives

• To explore the process of enacting, monitoring, and evaluating social programs.
• To understand the logic model and its application to social programs.
• To explore research aids for evaluation
• To understand the evaluation procedures of charitable foundations

Guest Speaker: Mon. Foundation Program Officer, TBD
Wed. Katie Brisson, Senior Program Officer, Community Foundation for Southeastern Michigan

Required Readings

  - Chapter 11: Planning, Implementing, Monitoring and Evaluation the Intervention

  Professional Readiness/Class Preparation:
    - Do Chapter exam multiple choice quiz on mysocialworklab.

  - Chapter 6: Writing Goals, Objectives, and the Implementation Plan
  - Chapter 7: Writing the Evaluation Plan

- Grobman, Case 2: I Choose to Live Foundation –One Man’s Vision to Form a New Charity, 23-28. Taking the Lead, C4, Discussion Questions 1, 2, 3, 4, 7

Session 11: November 12 &14 - Participatory Evaluation and Continuous Program Improvement

This class will focus on the tools and skills needed for stakeholder participation in program evaluation. We will also look at models for continuous improvement of programs.

Objectives

• To explore the process of enacting, monitoring, and evaluating social programs.
• To understand the social program’s logic model and its expression in the social program’s components.
• To explore approaches and tools for continuous quality improvement. (e.g., flowcharts, Gantt charts)
Readings


- Grobman, Case 8: Gambling on an Outside Fundraising Consultant for the “For the Kids” Shelter, 81-90.

Session 12: November 19 & 21- Managing & Strengthening Effective Community-Based Organizations; Coalition Building

This class will explore what are effective organizations? What are key skills for managing them, and what are strategies for strengthening them? This class will focus specifically on community-based organizations (CBOs) and their management. We will examine various approaches to assessing effectiveness and look at specific skills and tools, such as organizational assessment. We will then look at coalitions as a means of strengthening the effectiveness of CBOs.

Session Objectives

- To understand the essence of organizational effectiveness.
- To examine various organizational assessment frameworks and their application.
- To understand the complexity of human service organizations and the dynamic environments in which they exist.
- To examine the significance of leadership in communities and organizations, including the qualities of exemplary leadership.
- To examine organizations working together: the role of and process of building coalitions in order to promote social change.

Required Readings

  - OPTIONAL: Chapter 7: Understanding Organizations,
• REQUIRED: Chapter 8: Assessing Human Service Organizations
  ▪ Do Chapter exam multiple choice quiz on mysocialworklab.com

• Western States Center. Combatting Racism in Organizations (2003). In Dismantling racism: A resource book (pp. 6-8, 56-75, and 90-103).
  http://www.westernstatescenter.org/resources/drresourcebook.pdf

• The Community Toolbox (2012). Creating and Maintaining a Coalition or Partnership
  http://ctb.ku.edu/en/dothework/tools_tk_1.aspx
  • Outline for Creating and Maintaining Coalitions and Partnerships (Option: For further references, see Outline with Community Tool Box Resources for Creating and Maintaining Coalitions and Partnerships)
  • Example(s) of Creating and Maintaining Coalitions and Partnerships –Example 1.
  • Quick Tips and Tools for doing this work
    ▪ Quick Tips: Defining Your Coalition's Membership
    ▪ Tool: Including Diverse Participants
    ▪ Quick Tips: Principles for Coalition Success

• Grobman, Case 7: Navigating a Dual Relationship at the Public Interest Policy Center, 67-79.

Tools (Shown in Class)
  http://www.managementhelp.org/org_eval/uw_plnq.htm

Session 13: November 26 & 28- Policy Analysis and Social Action

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

Session Objectives
• To understand the general process of policy analysis and advocacy, from issue identification to implementation/evaluation.
• To explore the levels at which advocacy can occur.
• To examine various ethical standards for advocacy practice.
Guest Speaker:
Mon: TBA
Wed: - 10:00am
Mel Wilson, Manager of Social Justice, National Association of Social Workers, DC

Required Readings


  - Chapter 9: Building Support for the Proposed Change
    - Do Chapter exam multiple choice quiz on mysocialworklab.com


- Grobman, Case 14: The One (Wo)Man Band Running the Kenmore Midget Baseball League

Session 14: December 3 & 5 - Advocacy Practice: Strategies and Action for Social Change

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

Session Objectives
- To examine various advocacy strategies, focusing on op-eds and prepared testimonies.
- To write a press release for issues about which you care

In Class Film: “Stand Up! Speak Out!”

Required Readings
  - Do Chapter exam multiple choice quiz on mysocialworklab.com
• Grobman, Case 11: Public Relations Dilemma at the Harristown Hospital and Health System. 109-116

**Session 15: December 10 & 12- Presentation of Op-Ed, Top Take-Aways, and Course Evaluation**

In this class we celebrate the conclusion of the course by sharing lessons learned and presentation of the final assignment.

*Session Objectives*
- To gain further examples of advocacy through presentation of Op-Ed assignments
- To review Course Competencies
- To administrator end of course evaluation as a part of a transparent organization

*Required Readings*

I highly recommend that online Chapter exams-multiple choice are completed on a weekly basis. However, today is the final day to submit the [www.mysocialworklab](http://www.mysocialworklab) competency assessments. (exam substitution).

Fi=SW560 syllabus Fall 2012-dkv20-final
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