SW 560-003

Introduction to Macro Practice

FALL 2012

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Class Location: 3816 SSWB    Office Hours: By Appointment


You can purchase the text on Amazon, Half.com, or it should be available at one of the local campus bookstores.

Additional assigned readings can be located at https://ctools.umich.edu/

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

Course Content
Students learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy analysis. They learn to understand a variety of roles and skills attached to them - i.e. community organizer, manager, or policy analyst/advocate. The course will also provide students with the opportunity to integrate learning from relevant HBSE, policy, and research courses,
designed to be taken concurrently. During this course, students focus on: (1) understanding the context of macro practice; (2) identifying problems at the community and organizational level; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. This course will provide a common framework for learning, which sets the stage for more detailed development of skills sets. Readings will be related to theories, concepts, and practice skills involving assessments and interventions at the mezzo-macro level and in working effectively with communities and organizations. Some class time will be devoted to a discussion of issues raised by students' experiences in the field, in the context of the theories, concepts, and skills covered by the readings, lectures, and exercises. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizational culture.

**Course Objectives**

On completion of this course, students using a generalist social work practice framework 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, policy-planning strategies, and empirically supported practices for dealing with contemporary social work and social welfare problems.

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

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

5. Demonstrate the ability to utilize selected assessment tools for designing practice relevant issues (e.g., human resource assessment, flow-charts, force field analysis, nominal group technique, task analysis, community profiling, asset mapping, community needs and strengths assessment, Census data analysis, and utilizing frameworks of ethical and policy analysis).

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

7. Identify salient connections between Macro Practice/IP Practice and National/International practices.
Course Design
Our class is structured around an adult learning philosophy that seeks to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on classroom discussions of assigned readings, group activities, and critical dialogue about privilege, oppression, diversity, and social justice as it relates to macro practice.

Classroom Community
Given that the nature of macro practice involves working in some capacity with larger groups within the context of communities, we will strive to establish and build the capacity of our own classroom community. Although we each come from and belong to different communities, during this semester we will be working together and learning as a new community. The success of our smaller community will depend upon our ability to work together, share ideas, respect differing perspectives, and help one another aspire to reach the fullest potential possible. The potential of our community will not be reached through individual action, but through our ability to work together as a classroom community.

Educator/Facilitator
This course will be facilitated by an organizer who will work to provide the best classroom experience possible for everyone. This course will strive to promote an adult learning model of education, meaning that all of us are both educators and learners in our classroom community.

Learning Groups
Groups will be formed early on in the semester to help connect colleagues with similar interests and focus areas for the purpose of peer review, jigsawing weekly readings, and providing support to one another during the semester.

School of Social Work Programmatic Themes

1. Theme Relation to Multiculturalism & Diversity
Addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

2. Theme Relation to Social Justice
This course addresses social justice 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. **Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**
This course addresses promotion, prevention, treatment, and rehabilitation through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of 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).

4. **Theme Relation to Behavioral and Social Science Research**
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.

5. **Relationship to SW Ethics and Values**
The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers’ responsibility as professionals to promote the general welfare through 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.

**Assignments**
There are five (5) graded assignments for this course. They are listed below with Their relative point values, these assignments, along with class participation, will constitute your grade for the semester. The total points possible for the class are 200. Additional details about each assignment will be provided as we go along in the semester. Whenever possible, utilize the digital drop box in C-Tools for submitting assignments, if however, you are not able to submit the assignment using C-Tools, please bring an organized copy of the assignment to class on the assigned due date. Whenever using statistics, borrowed language of any kind, and information taken from web based resources; you must properly cite the person or source that the information is taken from as well as include a detailed reference list attached to the assignment. While we are not looking for perfect APA referencing, we do expect proper attribution to authors and sources of information with a well enough developed reference list that allows us to find the sources that appear in your product or paper.

**Assignment 1 – Community Introspective Assignment (Sept. 17) (10 pts.)**

**Assignment 2 – Community Profile Group Project (Oct. 22 and 29) (50 pts.)**
Assignment 3 – Advocacy Assignment (Nov. 19) (25 pts.)

Assignment 4– Mini grant application (Dec. 10) (25 pts.)

Assignment 5 – Discussion Boards 6 Posts worth 5 points each, due throughout the semester, due as indicated in the course outline (30 pts.)

Class Participation – Participation will be assessed based on your attendance, preparedness, and contributions to classroom dialogues. Every class is given a possible participation value of 4.62 points, meaning that you have the opportunity for 4.62 extra credit points for participating to the fullest for all 14 sessions. I am essentially giving one excused absence for any reason; however, if you miss presentation days or other group meetings, your assignment grade can still be affected by your absence.****** (60 pts.)

Assignment Overview

Assignment I: Introspective Community Paper (Individual Assignment, processed in groups) DUE Sept. 17

The purpose of this assignment is for you to begin thinking about community, the meaning and purpose of community in your own life, and how your understanding and experiences with a community or communities may differ from other perspectives and/or experiences.

Step 1: Introspective Paper

Write at least a 4 page double spaced essay using the following questions to structure your essay.
1. Describe where or what your community is
2. What does it means to be a member of this community?
3. Has your community changed over time, if so, how?
4. Describe the personal benefits of membership to your community as well as the responsibilities of membership.
5. What does privilege and inequality mean in your community?
6. How might your understanding of community, be similar or different than that of others?

Step 2: Group Processing (Conducted in Class)

Grading Rationale:
Evidence of introspection and critical reflection, while following the criteria for minimum page length and attention to the questions outlines above (10 pts.).

Assignment II  50 PTS: Community Profile and Engagement (Conducted in Groups of 3-4) Due Oct. 22 and 29. Please upload a copy of your final product, meeting notes, work plan, interview transcripts, and reflection paper as one
larger combined file to your C-Tools drop box, if at all possible. Also, bring some copies to pass around the class, while giving presentation.

This assignment is designed to help you gain skills related to knowing and understanding communities. This project will be conducted in groups of 3-4 colleagues, depending on the size of our class. Group members will decide on a focus for the project, which can be either a geographic community (Ann Arbor, West Willow) or an identity or issue based community such as LGBTQ or older adults. If you chose to utilize a population based community, please make sure that you still research this community within a specific geographic area (Older adults living in Ypsilanti, MI). The main point of this project is to research a community, learn from quantitative and qualitative data about a community concern, and find a creative and useful way to learn and facilitate community change. This mechanism is the product for this assignment that is grounded in data, and that you will be presenting on in class.

It is important to understand that communities have rich histories, cultures, and traditions. Communities may also have historical legacies of marginalization and stereotyping, just as groups of people do. One of the important tasks of any community assessment is to give equal attention to both assets and needs. It is also important to try and get to know the community that you are studying. Differing approaches to community practice will have different viewpoints about who should have the primary voice in the assessment, the purpose of the assessment, and the practitioner’s role in conducting the assessment. Regardless of where your values and style may lie in relation to community practice, please try to respect the integrity, privacy, and strength of the community that you are studying. Simply driving down the road and staring out the windows, while jotting down some details is not sufficient for this assignment. You will need to actually step foot into the community, talk to members of the community and/or those who work very closely with your community of interest as well as examine quantitative census data and relevant documents (Newspapers, blogs, etc.). You should also pay close attention to what decision makers are saying about a community or not saying, being critical of power is a trademark of community practice.

**Step 1: Group Formation and Work Negotiation** (Group work plan and meeting minutes will be turned into me on the day that you present) (5 pts.)

Form groups with individuals that have similar interests as you and that you can work with in a group. Groups should be comprised of 3-4 colleagues. Every group should plan on holding semi regular meetings, keeping meeting minutes, constructing a work plan complete with group member tasks and contributing evenly to the final products.

**Step 2: Identifying Gatekeepers**
Identify a person or agency that can help act as a community gatekeeper. This person can be a group member or an agency that one of the group members is aligned with through work, internship, or volunteering. The gatekeeper is your first
point of entry into the community and can help you to meet members of the community, point you towards places of interest, possible data sources, and often times give you relevant data about the community. The gatekeeper can be considered a local expert, but should not be your only data source. Try to identify a potential gatekeeper right away and try and set up a meeting with her/him.

Step 3: Project Description (Submitted by Sept. 24) (Ungraded)
As a group submit to me a 1-2 page project summary describing the nature of your project, an identified gatekeeper, why your interest in studying this community, what you think you might find out, and any potential challenges that you foresee having in relation to access, privacy, vulnerable populations, and/or personal bias.

Step 4: Data Collection
Every group will utilize a combination of qualitative and quantitative data for this project. The qualitative data will consist of conducting between 4-6 interviews with key stakeholders. The key stakeholders can be community members, professionals working closely with community members, political officials, or other relevant stakeholders. Whenever possible it is usually a good idea to try and interview participants from several key stakeholder groups in order to gain multiple perspectives about a community; however, you can focus your interviews on where you have access. If you are collecting data on a particularly vulnerable community, such as children, prisoners, or persons with cognitive challenges, you will need to rely on stakeholder groups that work closely with these communities and not the actual community members. Also, for the purpose of this assignment, do not use anyone’s real name in your notes or final products; instead utilize a fictitious name. You should take detailed notes for each interview as opposed to tape recording, since we are not constructing consent forms for recording purposes. Please transcribe your interview notes into word documents, and upload them as part of your final project to C-Tools.

Other qualitative data will be obtained through observation of the community. Your observations may come from walking and driving around the area, attending a community event (that is open to you), or from visiting places that members of your community may frequent (You must always respect community members privacy, so only go to places that are open to you, do not for instance go to a closed 12 step meeting and observe community members). You may also want to examine newspaper or online articles, blogs, or videos relating to your community for further information. You may also take pictures and/or video of the community as long as you are not recording people, close enough so that they are identifiable, and you are not infringing on community member’s privacy. Use your good judgment with collecting data, we want to paint an accurate picture of the community, but we do not want to infringe on anyone’s privacy; remember that we are guests, in most cases, in the communities that we are studying.

The quantitative data that you will rely on can be attained through government sources such as Census data or county health department data, or from community agencies that work closely with the community. This is where gatekeepers can also be helpful to you.
Community Assessment Case Study – 25 Pts.

As a group you will put together a community formatted report of 14-? pages that illustrates your findings. This report will not be in an APA format, but completed with generous fonts and type settings, use of visuals, and lots of headings, bold fonts, etc. in order to make it easy to read. You should make sure that you write the report at no higher than a 7th grade literacy level so that most members of the community can read and comprehend it. Also, include a visual tool of analysis in your assessment report. You could do a Rich Picture, Eco-Map, Force Field Analysis, or several other tools. For those of you wanting a framework to follow for this writing exercise, look to chapter 6 in Netting, Kettner, and McMurtry text or .pdf reading in C-Tools. In addition to addressing most of these points, please include a section on how your own identities, privilege, intersectionality, and experiences may impact your work in this specific community.

Grading Criteria for Assessment Report:
1. Proper use of multiple data collection strategies evident (5 pts.)
2. Proper use of visual tool evident (5 pts.)
3. Report is structured for the community audience using proper language, pleasing format, title page, font, and style. (5 pts.)
4. Report follows strengths based approach by highlighting strengths in an evenhanded manner with community challenges (5 pts.)
5. Product is free from mistakes in grammar, punctuation, spelling, and insensitive language, and includes necessary components outlined (5 pts.)

Step 5: Community Engagement (10 points)
During this stage your group will again utilize your gatekeepers to find a creative and productive way to engage with your community of inquiry. You might participate or organize a community clean-up day. You could help organize a community forum to discuss issues of concern. You might provide support to an existing community event or help to create your own. The purpose of this component is to gain more street level exposure to the community as well as lend a helping hand. One of my critiques of academics and researchers is that they ask of the community without giving back, and they write about the community without ever truly knowing the community. You will need to provide verification from a gatekeeper that you attended the engagement event. Failure to do this portion of the assignment will result in automatic failure of the assignment.

Step 6: Project Presentation (10 points)
You will be asked to present a 20-30 minute presentation of your community profile and engagement experience. Identify the strengths and challenges of the community in an interesting manner that engages your audience. While conducting your presentation, think about the role of your own social identities and intersectionality played in shaping your experience. How was your opinion of the community and thinking shaped by both the data collected as well as through community engagement? What are the social justice related issues of importance that arose during your community work? Also, speak to what diversity means in your community of inquiry? Your presentation should convey to the audience your findings in relation to the community, how you arrived at these findings, what the message is that you want them to take away with them, and some discussion related
to social justice. You should utilize at least one conceptual tool in your presentation that you used in your case report.

This presentation component will be assessed utilizing the following criteria:

1. Preparedness of group (2 pts.)
2. Presentation was focused and covered necessary material (3 pts.)
3. Presentation engaged audience members (3 pts.)
4. Visual utilized appropriately (1 pt.)
5. Discussion of social justice, identity, diversity evident (1 pt.)

**Overall Community Profile Grading Rationale (50 pts.)**

3. Presentation – 10 pts.

**Assignment III: Policy Advocacy Project (Individual or small groups) DUE Nov. 19**

Advocacy is an effective tool in social work practice that takes on many different forms and relates to taking a stance on behalf of a consumer or consumers regarding a specific issue or injustice. Advocacy can be focused at achieving incremental smaller scale change, such as securing housing for a consumer experiencing homelessness, or on a more radical level, when the purpose is to challenge and change the status quo, as in the case of a social movement. You will work on your own or in small groups of 3-4 for the purpose of coming up with an issue, researching relevant policy, and brainstorming strategies for taking action.

Your safety is always of my greatest concern, so if you are interested in neighborhood canvassing or something similar, please consult with me first, so that we can talk strategy and identify potential gatekeepers that may be able to help guide your efforts. You will have several options for completing this assignment and I am always open to alternative ideas.

Some ideas for this project include:

1. Researching an issue of interest to social work and writing a well targeted op-ed piece for a local or national newspaper or blogosphere.
2. Researching an issue and speaking out on it at a community forum or political meeting (PTO, Board of education, local board meeting, etc.)
3. Writing a letter to a congressional representative about an issue of importance
4. Making an appointment with a local elected official to speak about an issue of importance, and writing a transcript of your meeting
5. Creating a YouTube video giving intellectual testimony about an important policy related issue.
6. Canvassing a neighborhood in order to raise consciousness about specific policy initiatives.
7. Participating in a legislative lobbying effort around an issue of importance.

You may want to think about joining forces with other social action based groups around campus or the community for the purpose of this assignment. Often times the social work based SWAA student organization has legislative advocacy events planned during the semester.
Step 1: Choosing an Issue of Importance and Researching the Relevant Policy

During this stage you will decide, individually or as a group, what the issue of focus will be for this assignment. Since this is a Policy advocacy assignment, you will need to tie the issue back to a specific policy initiative that already exists and needs amending or does not exist, but needs to be enacted in order to address the issue. An example of an issue might be inferior educational services for students in a local school district; the policy focus might be on advocating for changes to No Child Left Behind, advocating for a local millage increase, or for an increase in state funding for local schools. Most issues will have a policy component at local, state, and national levels; choose one policy focus for this assignment. You will also need to understand different positions taken on the issue, potential or current effects on vulnerable populations, and how it relates to social justice. This requires that you do some research on the topic.

Step 2: Choosing an Approach

During this step you will decide on a strategy for policy advocacy. You can work individually or in small groups with my approval. I tend to see most of the options for this assignment as being better suited to individual advocacy; however, canvassing a neighborhood, joining in a legislative group advocacy event, and even other strategies could be done in small groups. If you are writing letters or op-eds, every group member will need to write their own and submit it. This can actually be an effective advocacy strategy for ensuring that your voice is heard through numbers, usually one of your letters or op-ed pieces will be written or taken to heart. When you think of a strategy remember to think about your purpose and whether you are seeking more rational incremental change (more affordable housing) or something much larger (same sex marriage). You will also need to understand the issue, differing positions, potential or current effects, and how it relates to social justice. This requires that you do some research on the topic.

Step 3: Advocacy in Action

During this step you will implement your advocacy plan. This may mean writing your editorial or presentation, mobilizing your demonstration or canvassing efforts, or meeting with a political official. I will need to see a finalized product from each person or group that relates to what you did, so a copy of your op-ed, blog, YouTube video, testimony, press release from the event, etc. I will also need a 4-5 page reflection paper from each person that contains the following

1. What issue did you chose and why is it significant?
2. Discuss what you learned through research.
3. Who does the issue affect most and what are the effects?
4. Speak to how this issue relates to current policy. Please make sure to indicate the actual policy.
5. How does the issue relate to social justice?
6. What did you learn from the experience, do you think it made a difference, why or why not?

**Grading Criteria for Policy Advocacy Assignment (25 pts.)**
- Issue of importance to social work is evident (5 pts.)
- Thorough knowledge of policy relating to issue is evident (5 pts.)
- Final product clearly articulates an intellectual advocacy stance (5 pts.)
- Final paper demonstrates an ability to critically reflect on the advocacy process (5 pts.)
- Final paper is well written and free of most writing errors (5 pts.)

**Assignment IV: Mini-Grant Proposal (Individual or in Peer Feedback Groups)**
**Due Dec. 10**

This project involves the development of a well targeted funding proposal with an aim of securing funding for a new program, innovation, or development that will benefit a target population of interest or an agency providing services to a population of interest. This assignment can be used to write a proposal that can help your current agency (if applicable) or something that may interest you in the future. Although you will work individually on this assignment, you will be asked to partner with another colleague for the purpose of peer review. Your peer reviewer will provide support, help process ideas, and provide final editing assistance.

The proposal will consist of the following components:
1. Cover Letter (1 Page, single spaced)
2. Proposal (8-10 pages, double spaced, with timeline)
3. Budget (1 page, along with a budget narrative and justification of 1 page, single spaced)

**Step 1: Focusing the Proposal**
During this step you will determine what type of grant you would like to write and for what purpose. You can use a real agency or make one up; however, regardless of whether your agency is real or made up, you will need to prepare some background on the agency (mission, populations served, scope of services, history, geographic location, etc.). You will also determine the program, project, development, etc. that you are seeking funding support to complete. Smaller scale projects are just as important as large scale ones, but have fun with this part of the assignment and chose something that has meaning for you.

**Step 2: Locating a Potential Funder**
During this step you will need to locate a potential funder for your idea. This will take some time and effort with internet and database searches. I will go over this more in class, but some good sources for finding grants include: [www.grants.gov](http://www.grants.gov) (Government grants)

*There will be some other resources for finding funding opportunities we will look at when we get to this unit.*
Foundation grants can be found through looking through larger databases, speak to a librarian for further assistance with locating an appropriate database. You do not have to find an exact perfect funding match for the purposes of this assignment, but try to get a sense for the types of funders who might be interested in supporting projects of interest to you and chose one that seems like it could be a decent fit. Do not worry about following their requirements, unless you are writing the proposal, with the intention of submitting it, as we will be using different standards for our purposes.

**Step 3: Prepare your Proposal with the Following Elements**

**Cover Letter:** This should be one single spaced page addressed to the funder that conveys the purpose for requesting funds, dollar amount desired, and why they should support your project.

**Agency Description:** Describe your agency (or pretend agency) in relation to its history, mission, and scope of services, populations served, strengths, location, and contributions to the community.

**Background/Needs Statement:** Describe briefly the issue that you seek to address, why it is important, and who the issue affects. Use relevant statistical data and literature in this section. Include an APA style reference page as an Addendum to the proposal; this is not counted in the page totals.

**Goals and Objectives:** State and link the projects goals to concrete objectives. Remember that a goal is more of a general statement about what you hope occurs overall and objectives are more specific and speak to how you will attain your goal. Try to limit the goals to two or three as each one will have several objectives and this section can quickly grow into something that becomes difficult to manage.

**Project Narrative:** You may want to structure this section around addressing how you will meet each objective, describe how you will implement your plan or project, who will be involved, what steps will be taken, and over what length of time.

**Evaluation Plan:** Describe how you will go about evaluating the success of the project/program and what specific methods will you utilize to properly evaluate the programs’ success at meeting each objective outlined in the grant. You may also want to include some discussion as to whom, when, and how you will disseminate the results of your evaluation plan. When will you present the results? How will you present the results? And who will you disseminate the results to?

**Timeline:** The timeline should provide a brief chart format of when specific project steps or activities will take place from submitting the grant to disseminating the results of the grant.

**Budget:** Estimate the costs associated with your project and put your calculations in the format of a line item budget. You may want to utilize Excel to do the calculations and then copy and paste into a Word document for readability purposes. Most foundations do not give support for indirect costs associated with a project, so think in terms of the fundamental concrete needs in relation to implementing your project. You may also want to provide some indication within your budget for In-Kind donations by your agency or other sources. In-Kind refers to funding or a portion of funding for specific budget items that is being provided without charge by another source other than the funder.
**Budget Narrative/Justification:** Discuss, in one single spaced page, each major line item in your budget and justify the expense and how it relates to the success of the project.

**Step 4: Peer Review**
After you have finished drafting your proposal, you will submit it to your peer reviewer for feedback, editing, and suggestions. I strongly recommend that you participate in this component of the assignment as it will most certainly help your final proposal.

*Submit to me your final proposal, cover page, addendums, and table of contents together as one Word document via C-Tools.

**Mini-Proposal Grading Criteria (25 pts.)**
Proposal is within the funder's mission (5 pts.)
Proposal possesses all necessary information (5 pts.)
Proposal is well written and free of writing errors (5 pts.)
Proposal demonstrates a distinct need (5 pts.)
Proposal demonstrates a strong likelihood of being successful (5 pts.)

**Assignment V: Discussion Boards (6 posts x 5pts. = 30 pts.) (Due by the following class)**
At various times throughout the semester, you will be asked to comment on a discussion board topic and/or comment on the responses of other colleagues. In order to receive full credit for a discussion board post, you must blend both your feelings on an issue with intellectual reasoning that may come from previous experience, readings, and class discussions. Posts should be thoughtful and demonstrate a high level of critical thinking. We will integrate many of these into classroom discussions.

**Grading**
Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 200-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+ 200
- A 185-199
- A- 179–184
- B+ 173-178
- B 165-172
- B- 159-164
- C+ 153-158
- C 145-152
- C- 139-144
- D <139 (no credit)

**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 an incomplete with the instructor prior to the final week of classes.

All assignments are to be completed at the beginning of class on the date due. Exceptions may 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 one point for each day late.
**Students Needing a Learning Accommodation:** If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs; the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

**Outline of Course Sessions and Assigned Readings**
*Readings are subject to change from week to week. Please, contact a colleague or myself, if you miss class, to get the readings for the next week.*

**Session 1: Sept. 10 – Engaging Our Classroom Community and Introduction to Macro Practice**

Guiding Questions:
- *What do I want out of my experience in this course?*
- *What does community mean in relation to the classroom?*
- *What are the expectations for members of this community?*
- *What is macro practice and what’s its purpose in social work?*

Readings:


**Session 2: Sept. 17 – Frameworks for Understanding Community Practice**

DUE: Introspective Community Paper

Guiding Questions:
- *What is a framework and how is it used in community practice?*
- *What types of frameworks exist in community practice?*
- *How do different strategies of community practice lead to different results?*

Readings:


**Session 3: Sept. 24 - Introduction to Community Organizing**

**DUE: Discussion Board 1 Post**

Guiding Questions:

- What is community organizing?
- Why do people utilize community organizing?
- What are the outcomes of community organizing?

Readings:


**Session 4: Oct. 1 – Strategies of Community Organizing**

Guiding Questions:

- What role does strategy play in community organizing?
- What is the difference between strategies and tactics?
- What do you “get” and “give up” with different strategies?

Readings:


**Session 5: Oct. 8 – Building, Facilitating, and sustaining effective community meetings.**

- What groups have you been a part of and how were decisions made?
- What are some other ways that groups make decisions?
- Have you facilitated group meetings before? What did you do before during and after such meetings?
- What are some ways to work across intergroup differences?

Readings:


**FALL STUDY BREAK OCT.15-16 -------------------RELAX, READ AND WRITE------**

**Session 6: Oct. 22 – Evaluating Community Practice**

**Discussion Board 2 Due**

Guiding Questions:

- What does evaluation mean in community practice?
- What roles does evaluation play in community practice?
- How can I effectively utilize evaluation in community practice?

Readings:


**Session 7: Oct. 29 – Community Presentations**
**DUE: Final Community Assessment Products**

Guiding Question:
- What does progressive mean for us (individually and collectively) in community practice?
- What does community practice in a global society mean?

Readings:

**Session 9: Nov. 5 – Policy Advocacy Introduction**
**Discussion Board 3 Due**
Introduction to Policy Analysis and Advocacy

Guiding Questions:
- What function does policy serve?
- How does policy effect the populations that social workers serve?
- What does policy advocacy mean to you?

Readings:


Session 10: Nov. 12 - Understanding the Influence of Policy and How to Influence Policy
Discussion Board 4 Due
Guiding Questions:

- How does policy impact social work practice?
- Who participates in developing policy?
- What does policy paradox mean?

Readings:


Locate one piece of formal written policy that impacts a population of interest to you and be prepared to discuss with colleagues in class. This could be the policy that directly relates to your advocacy project.

Session 11: Nov. 19 – Introduction to Organizational Practice
DUE: Policy Advocacy Assignment (Products and Reflection Papers)
Guiding Questions:

- What practices, strategies, and tools constitute organizational practice?
- What does organizational philosophy mean and how does it affect organizations?
- What does success mean in the context of organizational practice, who defines it, and how?

Readings:


Session 12: Nov.26 – Proposal Writing
Discussion Board 5 Due
Guiding Questions:
  • How do I locate potential funding opportunities?
  • How do I write an effective funding proposal?
  • What is included in a funding proposal?

Readings:


THANKSGIVING BREAK -----ENJOY YOUR COMMUNITY, FAMILY AND FRIENDS! – NOVEMBER 21-26

Session 13: Dec. 3 – Organizational Practice Activities
Discussion Board 6 Due
Guiding Questions
  • What is strategic planning?
  • What is a SWOT analysis and how is it utilized in organizational practice?
  • What does capacity building mean in community practice?


Session 14: Dec. 10 – Final Wrap-Up
Mini-Grant Due, uploaded to C-tools drop box by beginning of class.
Guiding Questions:
  • What are my take away points about macro practice?
  • How do I see myself using macro practice as a social worker?

LEO Lecturers’ Employee Organization, Local 6244, AFT, AFL-CIO