SW 560: Introduction to Community Organization, Management, and Policy Practice
Fall 2012

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Lorraine Gutiérrez</th>
<th>Michael Woodford</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE</td>
<td>3828 SSWB/3239 East Hall</td>
<td>2736 SSWB</td>
</tr>
<tr>
<td>EMAIL:</td>
<td><a href="mailto:lorraing@umich.edu">lorraing@umich.edu</a></td>
<td><a href="mailto:michwood@umich.edu">michwood@umich.edu</a></td>
</tr>
<tr>
<td>OFFICE PHONE</td>
<td>(734) 936-1450</td>
<td>(734) 615-2582</td>
</tr>
<tr>
<td>OFFICE HOURS</td>
<td>Thursdays, 10 – 12 in 3239 East Hall</td>
<td>By appointment.</td>
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<tr>
<td>COURSE ASSISTANTS</td>
<td>Aesha Mustafa (<a href="mailto:eshter@umich.edu">eshter@umich.edu</a>)</td>
<td>Tezra Jennings (<a href="mailto:tezra@umich.edu">tezra@umich.edu</a>)</td>
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"There is plenty to do, for each one of us, working on our own hearts, changing our own attitudes, in our own neighborhoods." Dorothy Day, 1897-1980

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 anti-oppressive practice - i.e., multicultural community organizing management practices, policy, and evaluation practices. Students' field experience and future methods courses will build upon the knowledge and skills presented in this course.

Course Content

Students will learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy practice. They will learn to understand a

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1 I can also meet by appointment if this time is not possible for you.

2 Please email me to arrange a meeting. Suggest two or three meeting times in order to find a time that is mutually convenient.
variety of roles, and the skills attached to them, i.e. community organizer, manager, or policy 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. These skills are important for all social workers, regardless of their career path.

_During this course, students focus on:_
- Understanding the context of macro practice
- Identifying problems at the community and organizational level
- Organizing and building relationships within communities and organizations
- 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 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 organized around principles of adragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, and different media.

Relationship of this Course to the School’s Four Curricular Themes

Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural 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.

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 issues of historic exclusion and exploitation through the attainment of program goals. Techniques of both transactional and transformational change are considered.

Promotion, Prevention, Treatment & Rehabilitation are addressed through the use of readings, examples, cases, 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).

Behavioral and Social Science Research is addressed through the use of readings, examples, cases, 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.

Relationship to Social Work 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.

**Relationship to the intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS)**

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

**Getting Started**

Look over the schedule for each class. These: (1) provide details of the content areas to be covered; (2) specify the readings to be done in advance of the session; and (3) indicate which tools or problem-solving activities are to be included. Also look over the course objectives and brief descriptions of written/graded assignments.

**Assignments**

Student performance is evaluated based on class participation and five written assignments and projects assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point value</th>
<th>Individual or team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>5</td>
<td>Individual</td>
</tr>
<tr>
<td>Reading groups</td>
<td>15</td>
<td>Individual</td>
</tr>
<tr>
<td>Becoming a macro practitioner</td>
<td>15</td>
<td>Individual</td>
</tr>
<tr>
<td>Community profile</td>
<td>25</td>
<td>Team</td>
</tr>
<tr>
<td>Advocacy project</td>
<td>20</td>
<td>Individual</td>
</tr>
<tr>
<td>Mini proposal project</td>
<td>20</td>
<td>Team</td>
</tr>
</tbody>
</table>

**Class Participation: 5%**

Participation is a professional responsibility and an important component of this course. Each week we will engage in group activities and discussion, therefore attendance is very important. Students who attend every class session and participate in discussions and group exercises will receive 5 points for class participation. Students who have more than one unexcused absence will lose 1 point per absence. Please let your instructor know if you must miss class due to illness, dependent care, or another emergency.
Written Assignments and Projects:
Students in this course will develop skills for engaging in macro-level change. Macro practice always involves the ability to work with others, therefore, in order to work toward this goal we will work in groups for multiple projects in addition to individual written assignments. All assignments must be submitted via the appropriate assignment inbox in ctools. All assignments must be submitted to ctools either inline or in an attachment with the student’s name in the title of the document and in MS Word, PDF or RTF format. A summary of each assignment is offered below and more detailed information can be found on ctools.

Assignment 1: Reading Groups (Individual Project – Groups of 6); 15%
Beginning in session 3, working in pre-established groups (announced in session 2) students will present and facilitate a discussion of an assigned reading. Specifically, approximately every second week each group member will present a summary of the reading and lead a discussion with an emphasis on connecting the reading to the week’s topical focus and implications for students’ future practice. Each student is allotted 10 minutes and presents a total of four times during the semester.

Each presenter will prepare a reading overview and post it online by 5:00 pm the day before the presentation. Other group members will read the overview before class. Alongside helping you and your colleagues to understand the reading’s content, this assignment will strengthen your presentation and facilitation skills.

More specific instructions are available in the Resources section of ctools.

Assignment 2: Becoming a Macro Practitioner (Individual Project); 15%
This paper aims to help you to better understand macro practice and your social identities, specifically in the context of a population with which you would like to work in the future. This paper involves identifying macro-level factors that can affect clients (be they individuals, families, groups, or communities), and considering how your primary social identities may affect your practice. It also entails specifying ways in which you might be an ally to the population and identifying macro practice skills you need to develop in this regard.

More specific instructions are available in the Resources section of ctools.

Assignment 3: Community Profile (Team Project – groups of 4-5); 25%
Working collaboratively with other colleagues in self-selected teams (no more than 5 members per group), you will develop a profile of a specific community within Washtenaw County, MI. Your profile will be created using a combination of qualitative and quantitative data. For the purposes of this assignment the profile will consist of a 15 minute in-class presentation and a written executive summary.

More specific instructions are available in the Resources section of ctools.

Assignment 4: Policy Advocacy (Individual Project); 20%
Adopting the position of advocate for a group of clients or a community, you will plan and develop an advocacy tool addressing a policy issue. While there are many tools available to advocates, for this assignment you are expected to develop an op-ed for a newspaper, a letter to an elected official, or a prepared testimony that you could potentially deliver in front of public group (e.g., city council, school board, or county mental health board).

The purpose of the assignment is to introduce you to the process of policy advocacy planning. For the assignment, you are not required to implement your project, but if the opportunity arises, you are strongly encouraged to pursue it.

More specific instructions are available in the Resources section of ctools.

Assignment 5: Mini-grant Proposal (Team Project – groups of 2-3); 20%
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.

More specific instructions are available in the Resources section of ctools.

Grading
A 100-point system is used in this course. At the end of the term, the numerical grades earned for each written assignment will be combined and translated into letter grades using the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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</table>

"A" grades are given for exceptional performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. "D" indicates deficient performance and is not acceptable at the graduate level.
Course Policies

Accommodations for students with disabilities
If you need an accommodation for a visible or invisible disability and require an accommodation, please let your instructor know as soon as possible. Many aspects of this course can be modified to facilitate your participation and progress throughout the semester. We will make every effort 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 disclose your disability, the instructors will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000 or go to http://www.umich.edu/~sswd/. For other information, please see http://ssw.umich.edu/current/disabilities.html or contact Nyshourn Price-Reed (ndp@umich.edu) or Lauren Davis (laurdavi@umich.edu); 734-936-0961.

Religious Observances
Please notify your instructor if religious observances conflict with class attendance, community participation or due dates for assignments so that appropriate arrangements can be made. University policy requires that such notifications be made by the official course drop and add date.

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

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.

**Academic Integrity**
We assume that all students will adhere to principles of academic integrity. This includes following all procedures and expectations for this course and not plagiarizing. If we suspect academic misconduct your instructor will arrange a private meeting with you. For more information about standards for academic integrity, please read [http://ssw.umich.edu/studentGuide/2012/page.html?section=14.01&volume=1](http://ssw.umich.edu/studentGuide/2012/page.html?section=14.01&volume=1)

**Extensions and Late Assignments**
Requests for extensions will be considered for a valid reason. These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

Work that is late will have 1 point deducted from each day the assignment is past the due date, including weekends.

**Incomplete Grades**
A grade of incomplete will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

**Course Reading Materials**

**Text** *(Recommended for Purchase and also on reserve at the UM library)*: Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* *(3rd ed.)*. Oxford University Press. (HARDCASTLE)

Available for purchase at Ulrich’s (across the street from SSWB, accessible to individuals with limited mobility). You can also purchase the book from popular online bookstores.

Some of our readings will also be in the **Community Toolbox**, an online resource for making community change. These readings are hyperlinked in the syllabus and will also be in the “Readings” folder on ctools.

Additional readings and other materials will be posted to the course CTOOLS site.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>PROPOSED ACTIVITIES</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| September 18 | **What is a community?** | Library workshop on accessing government data  
First team meeting: Create team contract, including mission statement and principles | • HARDCASTLE: Chapters 4 & 14  
• Community toolbox – Chapter 3, Section 2. *Understanding and Describing the Community.* | **Reading teams being (A1)**  
**Becoming a macro practitioners** |
| September 25 | **Community assessment methods** | Conducting a windshield survey  
SWOT analysis  
Conducting key informant interviews | • HARDCASTLE: Chapters 5 & 6  
• Community toolbox – Chapter 3, Section 4  
- *Collecting Information About the Problem, Section 14 - SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats*  
• McKnight, J. & Kretzmann, J. P. (2012). Mapping community capacity. In M. Minkler (Ed.), *Community organizing and* | **Reading teams (B1)**  
**Community profile memo** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>October 2</td>
<td>Community observation and team activity day</td>
<td>HARDCASTLE: Chapter 7</td>
</tr>
<tr>
<td>October 9</td>
<td>Models for community practice</td>
<td>Building trust and rapport with diverse groups in the community</td>
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<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Description</th>
<th>Reading Teams</th>
</tr>
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<tbody>
<tr>
<td>October 23</td>
<td><strong>Sharing our learning</strong></td>
<td>Community profile presentations&lt;br&gt;Policy advocacy planning: The Death of Timothy Souders</td>
<td>No reading teams&lt;br&gt;Community Profile: executive summary, group minutes, process evaluation, &amp; presentations</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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| November 20 | Agencies and programs | Logic models  
Program implementation plans | • HARDCASTLE: Chapter 8  
| November 27 | **Developing proposals** | Making sense of objectives  
- *Writing Grant Proposals (or, Give me the money)* | Reading teams (B4) |
| December 4 | **Interpersonal aspects of agency management** | Dealing with poor performance | - HARDCASTLE: Chapter 9  
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
<th>Reading Material</th>
<th>Notes</th>
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</table>
| December 11 | Evaluating Organizational and Community change | Class Potluck Informal sharing of grant proposals Integrating our social work practice perspectives | • HARDCASTLE: Chapter 14  
| December 18 |                                               |                                                                             |                                                                                                                                                    | Mini-grant Proposal    |