Introduction to Community Organization, Management, and Policy Practice

COURSE NUMBER: 560 (Fall Term, 2012, Section 007, Class# 16162)
TIME & PLACE: Wed 9:00-12:00, Room B770 - SSWB
CREDIT HOURS: 3
PREREQUISITES: None
Foundation macro methods; required for all students
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* This syllabus reflects the past collaborative efforts of sw560 instructors Luke Shaefer, Diane Vinokur and Michael Woodford.
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 skill 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.¹² 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. 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;

² “Macro” comes from the Greek, macros, meaning large.
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/ 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
**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, University of Toronto).

**Individual Learning Objectives**

Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each of you likely has your own interests regarding macro practice. Given this background, you are encouraged to create at least one individualized learning objective for our course. If you are currently in a field placement, you may wish to consider developing an objective related to your field-based learning goals.

For instance, if you are interested in identifying the needs of a particular population, you may want to develop a specific learning objective related to conducting community needs assessments. The possibilities are endless—just be sure you select an objective that you can achieve.

**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. Group size will be determined during session one.

Additionally, in order to facilitate discussion of the course readings, small groups will be randomly 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 and an online lab.

**Required texts:**


These books are available for purchase at Common Language BookBAR, (independently owned and handicapped assessable) 317 Braun Court, Ann Arbor, MI 48104 in Kerrytown (see directions at: [http://glbtbooks.com/](http://glbtbooks.com/)). 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>
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</table>
| 1 Community Profile                | Community Organizing & Social Planning | 25%             | Part 1: Group Pre-profile Reflection (5%) – *Due on Wed, Sept 19*  
Part 2: Profile & Presentation (15%) - *Due on Wed. Oct 24*  
Part 3: Individual Post-profile Reflection (5%) – *Due Wed. Oct 31* |
| 2 Mini-grant Proposal              | Management                   | 25%             | *Due Wed. Nov 21 (25%)* |
Part 2: Advocacy Project (20%) – *Due Tuesday, Dec 12* |
| 4 Class Participation and Competency Assessments | All                          | 25%             | Throughout term per assigned chapter reading–  
14% for class participation  
1% per assessment (11%) |
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.

- Please submit all assignments in hard copy and firmly clipped or stapled at the beginning of class,
- Also, submit an electronic file copy via the Course C-tools site in the dropbox. For multi-component assignments, please put all parts into one electronic document.

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.

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 two), 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 problem area of your interest. Your profile will include both qualitative and quantitative data. The profile you develop will be presented to the class in the form of a small booklet, supplemented with a presentation. Both of these products are to be delivered as though you were presenting them to a 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 Wednesday, Sept. 19
2. Community Profile, includes summary of qualitative data (observations and/or interviews and interview guides); team minutes; and process evaluation (prepared as a group) Due Wednesday, October 24
3. Post-profile Reflection Paper (prepared as an individual) Due Wednesday, October 31.

The following steps should serve as a guiding framework for the assignment. See grading rubric for grading criteria.

Step 1: Develop Teams

You will form self-selected teams by session two, assign roles (i.e., facilitator, reporter, recorder, time keeper, and process evaluator; roles are to rotate so that each team member will experience each role), identify ground rules, and develop an evaluation process for your team in terms of strengths and areas for improvement. It is recommended to include an informal evaluation process in each meeting and it required to evaluate your 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. 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 may be 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 Community & Complete Pre-profile Reflection

Each team will select a community to assess – that means, looking at both needs and assets. The community you choose can be geographic or population based (also called target population). If you select a population-based community, you should plan to observe and assess them within a geographic-based context. If you choose a geographical neighborhood, it should be one that is considered underserved or disenfranchised. The same applies to the selection of a target population.

You may choose any community. It is important to select one about which you are interested in learning more. 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/neighborhood area, a team member’s personal history, your team’s access to a particular community, or any other criteria you choose.
I encourage you 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.

As a future MSW, you are especially concerned about communities facing a social problem. To analyze whether there is a social problem, here are some relevant dimensions, from the work of Merlin Taber, that are appropriate for a busy human service manager 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
   (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

III. Factors contributing to the problem’s existence or prevalence:

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<thead>
<tr>
<th>A. Biological/physical or..</th>
<th>Individual</th>
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<tbody>
<tr>
<td>B. Behavioral</td>
<td>Family</td>
</tr>
<tr>
<td>C. Social</td>
<td>Community</td>
</tr>
<tr>
<td>D. Psychological</td>
<td>Societal</td>
</tr>
<tr>
<td>E. Economic</td>
<td>Historical</td>
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<td></td>
<td>Political</td>
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Examples of communities that have been assessed in past 560 classes include homeless persons in Ann Arbor; older adults of Detroit; the African American aging community in Ypsilanti; Grove Park Homes, Ypsilanti; the neighborhood of Morningside; youth in Flint; the Hikone neighborhood in Ann Arbor; the low-income community of Willow Run; the Osborne neighborhood in Detroit; and ex-offenders in Washtenaw County. Notice that target populations are located in a particular geographic community.

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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 visible. 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.
- 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 below concerning the observation and adapt relevant items for the key informant interviews.
- 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. You are not to observe the agency in terms of client-staff interactions. Agency reports and key informant interviews will be helpful in this regard.
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
• what comparisons do you expect to make and why.

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

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. This is not a research paper, thus references to the literature are not necessary but it is important to integrate ideas from the course.

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 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 10, and I encourage you to use that class time to conduct your observation and collect any other qualitative data.

Observation: 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?

Other community dimensions you may consider will be discussed in class and through the readings.

**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:** 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 will find. Also, when you interview community leaders or service providers, ask them for copies of any relevant documents.
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.

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 Detroit to assess how they are similar or different. Here you are comparing and contrasting each community along key characteristics (this involves deciding what 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
On October 3, library staff will lead the class through a workshop on how to use relevant datasets. Other resources: http://www.lib.umich.edu/socwork/rescue/communityprofile.html

Step 4: Prepare Community Profile

You will prepare a small booklet (no more than 6 pages, including cover page) that analyzes and synthesizes the information you gathered qualitatively and quantitatively.

The booklet profile should resemble a professional publication that an agency or group of concerned citizens would produce to educate citizens and elected officials. Use charts, graphs, other visuals, and text effectively to convey your points. The key messages should be explained in brief narrative form. Keep the lay-out visually appealing with ample white space and a reasonable font size 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.

In class, you will share your key findings with your colleagues as though they were a group of concerned citizens and elected officials. The presentation can be in Power Point or some other visual display, such as profile booklet. You have 10-15 minutes for this presentation, including a brief question and answer period. The presentation should not simply repeat what is in your booklet, but it should highlight the most important findings and the need to build on community strengths and address community needs.

Please bring four copies of your community profile booklet to circulate among the class.

Work to Submit to the Instructor as a Team – Due Wednesday, October 24

Put into a binder:
- Community profile booklet
- 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
- Copy of your interview guide (if conducted)
- Copy of your Power Point slides (or other visual aids)
- Thank you letter to community stakeholders

Step 5: Individual Reflection on the Profile and Presentation

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

- 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.
- Reflect on the strengths and limitations of how your team gathered information about the community, and how you see this fitting with your evolving professional identity and practice style.
- Consider the importance to understanding community in your future practice.
- Reflect upon your group process – what you learned about effective teamwork and your individual specific strengths and areas for improvement.
- 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.
- Integrate and/or reflect on the course readings as they relate to your own thoughts.

Work to Submit to the Instructor – Due Wednesday, October 31

Reflection paper as described above.
Assignment #2: Mini-grant Proposal (Individual 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 database, or www.guidestar.org. If you wish to submit an actual grant to a real foundation, please discuss the grant guidelines in advance with me.

The assignment, totaling a maximum of 11 pages, will consist of the following:
- Cover letter (1 page, single spaced)
- Proposal (8 pages, single spaced)
- 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. You should plan to give your agency a name and provide a brief background on your agency. If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that was connected to your community profile or to your advocacy issue, but it is not required. You may use a real agency or could create your own.

Step 1: Choose Agency & Prepare Background Information

Decide on your agency and prepare a short background statement (i.e., issues addressed, population served, orientation of agency, scope of agency). 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, but you could also brainstorm a project that fills a current gap in services. For those in field placements, you may want to address a program needed within your agency. In brainstorming, you should consider the scope of the project. You may consider a project that would be one to two years in length and have a budget of $25,000-$100,000.

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.

The first time one writes goals and objectives, and then outlines how the objectives will be evaluated, can be a challenge. Feel free to submit a one-page draft of these aspects of the proposal for feedback. Remember to allow sufficient time for feedback.
1. **Cover Letter:** Include a cover letter (also called transmittal letter) with the proposal. This single-spaced 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. Brief reference to the project name, the amount requested and what it will enable the agency to achieve should be included. Letters should be signed by Executive Director, you!

2. **Agency:** A brief description of the agency, namely its mission, target population(s), and primary services. Can also include any key collaborators related to the proposed services and a sense of the agency’s strengths in relation to the proposal.

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 need for the intervention/project proposed).

4. **Goals and Objectives:** State the project’s goals and objectives (link the goals and the objectives to your description of the project in the next section, stated in SMART format).

5. **Project Description:** Discuss principal components of the project and its anticipated measurable outcomes (include enough information for the potential funding agency to understand how its money will be used to address the identified need and intended goals).

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

7. **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, if desired.

8. **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). A budget form will be provided.

9. **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 (if any), hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget. (Note: The Woodford Foundation does not pay indirect costs.)

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

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**Submit to the Instructor – Due Wednesday, November 21**

- Cover letter
- Mini-proposal (sections 2 through 10 listed above)

**Assignment #3: Advocacy (Individual Project)**

Advocacy practice occurs when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. 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 public group (e.g., city council, school board, or county mental health board).

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The general steps to complete for this assignment are:

**Step 1: Select an Issue**

Select an issue or cause that is connected to a particular marginalized group or a social justice cause. 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.

Critically reflect and describe for the paper below on the following questions. 1. Name and definition of topic. 2. Why you selected the topic? 3. How this topic relates to PODS? 4. In view point 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 community or an agency? 6. How could you use your privilege to affect change toward this issue?

*Assignment 1: Part 1 - Submit to the Instructor – Due Wednesday, November 28*

- 3 page Issue Selection Paper - see step 1.

**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 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, 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 newspapers where you want to submit your piece. If you create a testimony, identify the body to which you would present.

In developing your op-ed or testimony, keep the outcome or result you want central. 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 analysis you perform around this 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, are there any non-English language newsletters/newspaper? Who is your local state representative? Could you find any on line issue groups? Submit your Op Ed or testimonial to one of these sources.

Step 5: Reflect on the Process

In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, including who the key stakeholders are and their stance to your desired outcome. Outline the objectives for your strategy.
- In terms of the strategy you created, what did you learn about advocacy? What do you see as the strengths of your project? What are the areas for improvement? What might you do differently next time? (Here you are not limited to considering only the product that was developed, rather reflect on the process you used to develop your op-ed or prepared testimony.)
- Detail how you searched for a media outlet to publish your opinion. What were the publishers or community group’s policy on article submission?
- Using your power and privilege as a social worker, how might you integrate advocacy into your future social work practice?

Assignment 1: Part 2 - Work to Submit to the Instructor – Due Wednesday, December 12

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

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.

Your participation grade will be based on your:

1. Attendance;
2. Active participation in class and small group discussions;
3. “Taking the Lead” on class discussion on 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 required reading/view video or case study assessment

Assignment 4: - Work to Submit to the Instructor – Due Wednesday, December 12
- Submission of all 11 core competency assessment from mysocialworklab.

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

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 socially justice practice?

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>Score Range</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</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>60-63</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

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. "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, which also describes grades of D and F).
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. Instructor’s Expectations for All Assignments

Submission Instructions

All other written assignments are due at the beginning of class in hard copy. (To encourage ecological concern, I will accept two-sided printing if the text is clearly readable on both 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.

Extensions

Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

Late Assignments

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

Incomplete Grades

Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.
**General Evaluation Guidelines**
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, one-inch margins, using Times New Roman 12 pt font. The exception is the community profile that 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/APA5thed/pdf).

Beyond the use of APA’s referencing style, no other aspect of the APA style guide 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 can be found in the MSW Student Handbook. For your convenience, standards relevant to this course are presented below. These are taken from http://www.ssw.umich.edu/studentGuide/2007/

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

**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 objectives, content, readings, and assignments. We will work on getting to know one another and building a productive classroom space. We will begin to discuss macro practice and its importance to social work.

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

In Class Film: Women of Hull House  
Demonstration:  www.Mysocialworklab.com Tour
Readings

- Course syllabus and schedule

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

This session will provide further introduction to the course with an emphasis on the core concepts of macro practice. Much of this class will focus on concept of community and history as a key basic skill of macro practice.

#### Objectives

- To begin to understand the various areas of macro practice, namely community organizing, policy analysis/advocacy, and management of human service organizations.
- To understand the significance of these areas to social work’s mission and our work with individuals, families, and groups.
- To identify contemporary issues and trends that reinforce the need for macro interventions, including issues and trends seen in clinical practice.
- To begin to form assignment teams.

#### Required Readings/Films


  - Chapter 1: An Introduction to Macro Practice in Social Work
  - Chapter 2: The Historical Roots of Macro Practice
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos with multiple choice quiz

### Session 3: September 19 – Defining, Entering communities

This session will provide theory framework to begin community work and understand how to engage with client systems as a professional social worker.

#### Objectives

- To develop a self-awareness of one cultural, PODS, and an appreciation of the target population unique qualities, needs and strengths.
- To define community in the context of human rights and justice
- To become familiar with theories that a pertain to communities and human behavior
Required Readings/Films

  - Chapter 4: Understanding Populations
  - Chapter 5: Understanding Communities
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos and Multiple Choice quiz


**Session 4: September 26 Community Assessment**

This session will provide theory framework to begin community work and understand how to engage with client systems as a professional social worker.

**Objectives**

- To gather information from a variety of sources including key informants, survey, observation
- To explore professional knowledge base on conditions, problem, need or opportunities
- To discuss ethical concerns within community context.

**Required Readings/Films**

  - Chapter 3: Understanding Community and Organizational Problems
  - Chapter 6: Assessing Communities
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. Case Study with quiz

**Session 5: October 3 Data Collection**

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

**Objective**

- To understand how to conduct a community assessment using census data
Required Readings

- American Fact Finder website

Session 6: October 10 - Community Observation Day

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 in the previous week) and be ready to include in Assignment 1: Community Profile

Session 7: October 17 - Organizing and Mobilizing Communities

Today’s class will focus on skills and strategies for working in and with community. 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.

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

Guest Speaker: Kathy Kelly and Buddy Bell Voices for Creative Nonviolence, http://vcnv.org
Required Readings


Session 8: October 24 – Community Profile Presentation

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

Objectives

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

Required Reading

- Presentation Skills Materials (on course e-tool site)

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

This class will focus on program development and planning as an important macro practice element. 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.

Objectives

- To explore the process of developing social programs.
- 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 –“Raising More Money”
Required Readings

   Ch. 1, pp. 1-12: An Orientation to Proposal Writing.
   Ch. 2, pp. 13-18: Using Technology in Proposal Development
   Ch. 3, pp. 19-24: Understanding the Agency, the Community, and the Funder
   Ch. 4, pp. 25-38: Problem- or Needs-Based Program Development
   Ch. 5: pp. 39-46: Writing the Needs or Problem Statement

Optional Tools
• Foundation Center (2007). Proposal Writing Short Course.
  http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html
  http://foundationcenter.org/getstarted/tutorials/prop_budget/index.html
• Examples of proposals, http://npguides.org/index.html,
  http://foundationcenter.org/getstarted/faqs/html/propsample.html & Inquiry Letter,
  http://npguides.org/guide/inquiry_letter.htm, &

Session 10: November 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 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 program logic model and its application to social programs.
• To explore research aids for evaluation

Guest Speaker: Foundation Program Officer, TBD

Required Readings
  o Chapter 11: Planning, Implementing, Monitoring and Evaluation the Intervention Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos with multiple choice quiz

  Chapter 6: Writing Goals, Objectives, and the Implementation Plan
  Chapter 7: Writing the Evaluation Plan
Session 11: November 14 - Participatory Evaluation and Continuous Program Improvement

This class will focus on the tools and skills needed for stakeholder participation in program evaluation. Specifically we will look at models for continuous improvement and measuring the involvement of grass-root efforts.

Objectives
• To explore the process of enacting, monitoring, and evaluating social programs.
• To understand the program logic model and its application to social programs.
• To explore approaches and tools for continuous quality improvement. (e.g., flowcharts, Gantt charts)

Readings

Session 12: November 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 on community-based organizations and organizational management, specifically looking at these questions. We will examine various approaches to assessing effectiveness and look at specific skills and tools, such as organizational assessment.

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 the role of and process of building coalitions in order to promote social change.


Required Readings

  o Chapter 7: Understanding Organizations Understanding Community and Organizational Problems
  o Chapter 8: Assessing Human Service Organizations
  o Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos and Multiple Choice quiz


Tools

• The Organizational Life Cycle (to be distributed during class).

 Session 13: November 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 the issues and dilemmas that emerge when doing so. We will focus on core concepts, levels of advocacy work, and frameworks for social advocacy.

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: Mel Wilson, Manager of Social Justice, National Association of Social Workers, DC-10:00am

Optional: Film 1 of 2: Medical Policy in the 21st Century
Film 2 of 2: Using the Media

Required Readings

  - Chapter 9: Building Support for the Proposed Change
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. Case Study with quiz

Session 14: December 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.

Objectives

- To examine various advocacy strategies, focusing on op-eds and prepared testimonies.
- To write a press release for issues – bring personal laptop to class

In Class Film: “Stand Up! Speak Out!

Required Readings.

- New Possibilities on the Web,

  - Chapter 10: Selecting Appropriate Strategies and Tactic
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Video with multiple choice quiz
Session 15: December 12 - Presentation of Op-Ed, Top Take Away and Course Evaluation

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

Objectives

- To present Op-Ed assignments
- To administrator end of course evaluation as a part of a transparent organization

Required Readings

I highly recommend that online core competency assessments are completed on a weekly basis. However, today is the final to the www.mysocialworklab competency assessment

- Demonstration of Mastery of Course Competency
  11 All Core Competency Assessment Submission

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