COURSE TITLE: Introduction to Community Organization, Management, and Policy Advocacy (Fall Term, 2013)

COURSE NUMBER: SW560-002
TIMES & PLACES: Mondays 1-4 pm, Room 3752 SSWB
CREDIT HOURS: 3
PREREQUISITES: None
LOCATION: Foundation macro methods; required for all MSW students
INSTRUCTOR: Diane Kaplan Vinokur, PhD, LMSW
Associate Professor
CONTACT DETAILS: Rm. 3794 SSWB
E-mail: dkv@umich.edu
Phone: (734)-647-2553
OFFICE HOURS: Wed. 10:45-11:45am, or by appointment

Table of Contents
1. COURSE DESCRIPTION ................................................................. 2
2. COURSE CONTENT ........................................................................ 2
3. COURSE COMPETENCIES AND PRACTICE BEHAVIORS ........... 2
4. COURSE OBJECTIVES .................................................................. 5
5. COURSE DESIGN: ........................................................................ 5
6. RELATION OF THIS COURSE TO THE SCHOOL’S FOUR CURRICULAR THEMES: .............................................. 6
7. INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY AND SOCIAL JUSTICE (PODS) .............................. 6
8. WHAT IS MACRO SOCIAL WORK PRACTICE? ......................... 7
9. LEARNING PHILOSOPHY AND ENVIRONMENT ............................ 8
10. CREATING A POSITIVE LEARNING ENVIRONMENT..................... 8
11. SMALL GROUP WORK IN AND OUT OF CLASS ......................... 10
12. COURSE MATERIALS ................................................................... 10
13. ASSIGNMENTS ........................................................................ 11
14. GRADING .................................................................................. 12
15. MY EXPECTATIONS REGARDING ALL ASSIGNMENTS AND CLASS PARTICIPATION ........................................ 13
16. ABOUT YOUR INSTRUCTOR .......................................................... 16
17. CLASS SESSIONS, LEARNING OBJECTIVES, & READINGS ................................................................. 16
18. CLASS & READINGS CALENDAR ......................................................... 16

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

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

This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

2. Course Content

Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

Students focus on:
1. understanding the context of macro practice;
2. identifying community and organizational interventions to address social needs and problems;
3. organizing and building relationships within communities and organizations; and
4. organization-based and community-based policy making, planning, and program development.

Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

3. Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1. advocate for client access to the services of social work;
2. attend to professional roles and boundaries
COMPETENCY 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

2.1 recognize and manage personal values in a way that allows professional values to guide practice;
2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
2.4 apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
3.2 analyze models of assessment, prevention, intervention, and evaluation;
3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.2 advocate for human rights and social and economic justice; and
5.3 engage in practices that advance social and economic justice.
COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being
8.2 collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment
Social workers
10.b.1 collect, organize, and interpret client data
10.b.2 assess client strengths and limitations
10.b.3 develop mutually agreed-on intervention goals and objectives; and
10.b.4 select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention
Social workers
10.c.1 initiate actions to achieve organizational goals
10.c.2 implement prevention interventions that enhance client capacities;
10.c.3 help clients resolve problems;
10.c.4 negotiate, mediate, and advocate for clients; and
10.c.5 facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation
Social workers
10.d.1 critically analyze, monitor, and evaluate interventions.

4. Course Objectives

On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work.

2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.

3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.

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

5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions.

6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.

7. Identify salient connections between macro practice and interpersonal practice.

5. Course Design:

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videotapes.
6. Relation 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 multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

**Social Justice:** is 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.

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

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

(Faculty Approved Course Statement: October 17, 2012)

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. What is Macro Social Work Practice?

<table>
<thead>
<tr>
<th>...Efforts within and outside organizational, community, and policy arenas intended to sustain, change, and advocate for quality of life. ~F. E. Netting, 2005).</th>
</tr>
</thead>
<tbody>
<tr>
<td>These efforts are “in concert with vulnerable and underserved populations [since] macro practice skills are necessary to confront inequalities” ~ Netting, Kettner, &amp; McMurtry, 2004)</td>
</tr>
<tr>
<td>~~~~~</td>
</tr>
<tr>
<td>“…helping people solve social problems and make social change at the community, organizational, societal, and global levels” ~ Brueggemann, 2006.</td>
</tr>
</tbody>
</table>

In this course, we will explore macro practice in the context of community, organizations, and society. We will focus on the social work methods of community organizing, social policy advocacy, and management of human service organizations.

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

However, the emphasis in macro practice is more on changing or enhancing the larger social environment or conditions in which people are located, rather than on changing or enhancing their attitudes, behavior, or adjustment. Thus, macro practice specifically seeks to promote 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. Cultural humility incorporates a lifelong commitment to self-evaluation and critique, to redressing power
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


9. 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.

10. 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 enough 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 them. 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).

Since we can all learn most from critical dialogue, below are some definitions and guidelines, shared by Dr. Shane Brady.

Promoting Critical Understanding in the Classroom: Pedagogy for Adult Learning
Shane R. Brady, PhD, LLMSW
SSW Winter 2013, Brady_S560_W2013_Outline

The classroom has the potential to be a catalyst for personal educative change, which can be achieved through building a healthy atmosphere of respect, dialogue, and critical reflection. The optimum classroom environment will favor dialogue over debate and everyone will be co-creators of the educative experience.

What is Discussion?
Discussion, in the most basic sense, is a cognitive conversation between people about something of interest. Many classrooms have discussion oriented atmospheres, where teacher and students discuss course material. Although discussions have their place, they seldom dive into deeper level meanings and leave everyone with only a very basic level of information.

What is a debate?
During a debate two or more people attempt to win an argument against others, usually without ever listening to the other’s perspective. The driving force in a debate is to win; therefore emotions run high on both sides and little understanding is gained about alternative perspectives.

What is dialogue?
Dialogue is similar to a discussion, except that dialogue is comprised of both a cognitive and affective dimension. The goal of dialogue is to gain insight and understanding about alternative perspectives, one does not have to agree with the alternative position, only understand it. Dialogue takes trust, rapport, and active listening skills.

What is critical dialogue?
When I refer to critical dialogue, I am referring to the types of dialogues between different groups about a variety of issues, some of which may be emotional and value laden. Critical dialogue takes all of the before mentioned skills of regular dialogue, along with the ability to critically reflect and process information at a much deeper level.

Common Guidelines for Dialogue
1. Practice active listening in order to really understand the other person’s position.
2. Try to reframe from interrupting others when speaking.
3. Set time limits for how long each person can speak, so everyone is heard.
4. Involve everyone in the dialogue, including silent members.
5. Silence does not mean agreement.
6. Understanding does not mean agreement.
7. Conflict is inevitable.
8. Being uncomfortable can be beneficial.
9. All positions are subjective.
10. All positions are entrenched in values of some kind.
11. Involve participants in shaping the topics, guidelines, and focus.
12. Rapport is everything.

11. **Small Group Work in and out of Class**

Assignment #1, the Community Profile, entails group work. For this assignment, your group’s membership will be self-selected. Depending on class size, the groups will range from three to five students per group.

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

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

12. **Course Materials**

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

<table>
<thead>
<tr>
<th>Required texts:</th>
</tr>
</thead>
</table>
These books are available for purchase at Ulrich’s Bookstore or other bookstores. Ulrich’s is independently owned, wheelchair accessible if called, (734) 662-3201 and known for hiring challenged individuals. It is located at 549 East University Ave. These volumes can also be read in the library’s reserves.

13. **Assignments**
There are four assignments for this course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Area</th>
<th>Value for Grade</th>
<th>Parts of Assignments</th>
<th>Due Date 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Community Assessment Profile</td>
<td>Community Organizing &amp; Social Planning</td>
<td>30%</td>
<td>▪ Part 1: Group Topic Selection (required)</td>
<td>Sept 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Part 2: Profile &amp; Presentation (25%)</td>
<td>Oct 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Part 3: Individual Post-profile Reflection (5%)</td>
<td>Nov 4</td>
</tr>
<tr>
<td>2 Mini-grant Proposal</td>
<td>Management</td>
<td>25%</td>
<td>---</td>
<td>Nov 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Part 2: Advocacy Project (20%)</td>
<td></td>
</tr>
<tr>
<td>4 Class Participation</td>
<td>All</td>
<td>15%</td>
<td>15% - Attendance and general class participation in answering questions and expressing ideas.</td>
<td>Throughout the class</td>
</tr>
</tbody>
</table>

- Please submit each part of each assignment in hard copy, firmly clipped or stapled, to me. Number your pages and put your name in a header or footer. They are due at the beginning of class on the dates indicated in the table above.
- You should also submit an electronic file copy of each part of your assignments via the C-Tools:Drop Box on the respective due date before the class begins.
Feel free to consult with me as you prepare to complete your assignments.
I will gladly respond to ideas, drafts and written outlines, if submitted at least 5 days in advance of the submission deadline.

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

14. 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>99-100</td>
</tr>
<tr>
<td>A</td>
<td>94-98</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>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-79</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
</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. (Note: A+’s are rarely given). "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal (from: http://ssw.umich.edu/studentGuide/2007/page.html?id=3.02), Grades D is given when there is no demonstration of mastery of the material and Grade E is given when there is no demonstration of mastery of the material and when meaningful effort is lacking). Meaningful effort includes attendance at class.

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 to be higher than those you previously encountered as an undergraduate.

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.

15. My Expectations Regarding All Assignments and Class Participation

Learning Groups
Groups will be formed early on in the semester to help connect colleagues with similar interests and focus areas for the purpose of peer review, and providing support to one another during the semester. Group formation will coincide with the community profile assignment.

Assignment Submission Instructions
All written assignments are due at the beginning of class in hard copy. (To encourage ecological concern, I will accept two-sided printing if the text is clearly readable on both sides). Students should also submit an electronic file copy of the assignment via the C-Tools: Drop Box on the respective due date before class begins.

Assignment Extensions
Requests for extensions will be considered only for a valid reason (e.g., funerals, illness). These are to be made at least 48 hours in advance of the assignment due date, if at all possible. You must provide a rationale for the request and documentation is helpful (e.g., doctor’s note, note from funeral home).

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

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

Attendance & Attention:
You are expected to attend all sessions of the class on time, since much of the learning will happen during class. You may be excused only for emergencies, and you must send me an email stating your situation, before class, if possible. Also documentation may be submitted to verify your absence (e.g., doctor’s note, funeral attendance). Sign-in sheets will be circulated weekly,

**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 occasion of misuse of electronic devices (i.e., texting, messaging, web surfing) will result in a 1 point reduction in class participation.

**Religious Observances**

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

**Contagious Illness**

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

**Disabilities**

If you have a visible or invisible disability that may interfere with your participation or performance in the class, please schedule a private appointment with me, as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential (to the extent permitted by law). I will do my best to ensure your participation in class through accommodation and adaptive technology.

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

**Class Cancelation Protocol**

In the event of inclement weather or other unforeseen circumstances, an announcement will be posted to c-tools and e-mails will be sent out to the class as soon as the decision is made. If class is canceled, I will post a discussion board topic question that will constitute your participation for the day and request a one page synthesis and critical analysis of the weeks’ readings uploaded to c-tools by the following class.

**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 Nysourn 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/).

General Evaluation Guidelines of Assignments

Written assignments will be evaluated on both content and style. You should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing. In particular, you should proofread your papers, and not just rely on spell-checking.

Assignments are to be typed, with one-inch margins, double-spaced, using Times New Roman or another serif 12 point font. Powerpoints for the Community Profile must be printed so that they are easily readable for all the class. Use 16pt. font.

References and Referencing Style

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

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

Intellectual Honesty and Plagiarism

It is your responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These standards can be found in the MSW Student Handbook. Please check the standards and guidelines listed at http://www.ssw.umich.edu/studentGuide/2013/
16. About Your Instructor

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

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

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

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

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

17. Class Sessions, Learning Objectives, & Readings

Readings should be prepared for the date under which they are listed.

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

• What are the central points of the reading? What is your assessment of these in terms of macro practice?
• What points, if any, do you like, agree with or find helpful in terms of understanding issues related to macro practice? Why?
• What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to macro practice? Why?
• Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?
• What are the connections with and/or implications for diversity and for socially just practice?

* * *

18. CLASS & READINGS CALENDAR
Session 1: September 9 – Macro Practice: Beginning to Create a Positive Teaching-Learning Environment & Understanding the Meaning & Context of Macro Practice

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

*In Class Film:* The Women of Hull House (Social data version by Sorenson)

*Readings:*
- Course syllabus and schedule

Session 2: September 16 – Macro Practice: History, Ethics & Contemporary Context of Macro Practice

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

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

*Required Readings/Activities:*
   - Chapter 1: An Introduction to Macro Practice in Social Work
   - Chapter 2: The Historical Roots of Macro Practice


5. Review list of Detroit Geographic Communities on C-tools under Assignment #1 and see if one interests you to study. You may choose a different community in Michigan or Northwest Ohio as well.

Session 3: September 23 – CO: Models of Defining, Engaging & Intervening in a Community

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

Objectives:
- To be able to discuss some definitions of community
- To be able to discuss models of community intervention, and models to enter and engage with communities
- To articulate functions and roles of community organizers
- To discuss ethical concerns within the community practice context, (e.g., Hardina, Ch.1).
- Work on Assignment #1-Part 1.

In-Class Films: Dudley Street Initiative

Required Readings

  - Ch. 5: Understanding communities


  - Ch. 1: Introduction: The application of interpersonal skills in community practice
  - Ch. 2: Interviewing skills to find out about people. Pp. 25-47 (Includes a section on cultural competence).

Session 4: September 30 – CO: Gathering Information from a Community

This session will provide a framework to begin community work. It also emphasizes a strengths-based perspective on community capacity by examining community assets.

Session Objectives

• To gather information from a variety of sources, such as key informants, surveys, and observation; the strengths and limitations of each source.
• To define social conditions, community assets, social problems, and community needs
• To examine different tools to assess communities such as strategic planning (SWOT) and windshield surveys. Caution is given to the use of windshield surveys

Required Readings/Films

  o Ch. 5: Understanding Communities
  o Ch. 6: Assessing Communities


Session 5: October 7- CO: Community Observation Day

Session Objective:

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

NOTE: We will not meet today as a class. You should plan to use this time to observe a community with your team and prepare a summary of what you observed and learned. If you are conducting interviews, it is also appropriate to do so during this class period. Plan to spend at least 60 minutes observing the community.
Session 6: October 14 – Fall Break (no classes)

Session 7: October 21 –CO: Using Census and Survey Data about your Community

I. The first half of class will be a training session on using quantitative data for community practice.

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

Session Objectives
• To understand how to conduct a quantitative community assessment, including using the U.S. Census and other data.
• In-class work on all available data
• Midterm Course Evaluation of the Instructor

Required Readings
None.

Session 8: October 28 – CO: Community Profile Presentations; Review of Community Organizing Practice

Session Objectives
• Today’s class allows each student group to present their community profiles before the class. Professional dress is encouraged.
• We’ll review the main points about community organization that we’ve learned.
• If time permits, we’ll start to talk about management of human services practice.

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

Presentation Skills Materials (on course c-tools site or web)
Session 9: Nov. 4 - Management: Roles & Functions; Sources of Resources; Program Development & Planning; and Grant Writing

This class will introduce the functions and roles for social workers in the management of human services. Next, we will turn to some basic managerial skills, program development and planning, important practice elements in social work management. Specifically, we will focus on how to generate ideas, conceptualize programs, and write effective grant proposals. We will spend time on the skill of grant writing and budgeting.

Session Objectives
• To understand the functions and roles of social work management in human services
• To be able to recite the different types of resources for program and agency funding
• To explore the process of developing social programs and logic models
• To examine the common aspects of a grant application, including the qualities of successful grants.

Class Film: Katie Brisson
Senior Program Officer,
Community Foundation for Southeastern Michigan

Required Readings:

  o Chapter 1: An Orientation to Proposal Writing, pp. 1-12
  o Chapter 2: Organizing the Writing and Using Technology, pp. 13-24
  o Chapter 3: Assessing the Organization, pp. 25-30 only
  o Chapter 4: Generating and Refining Proposal Ideas, pp. 35-50.
  o Chapter 5: Writing Goals, Objectives and the Implementation Plan, pp. 51-60

• Grobman, Case 3: Cutting the Budget of the Harristown Family Service, 29-38.

*Other Optional Tools:*

• The Community Tool Box, (2012). Ch. 42, Developing a Financial Plan,
  o Section 4 – “Applying for a Grant: A General Approach”
    http://ctb.ku.edu/en/tablecontents/section_1300.aspx,
  o Section 5 – “Writing a Grant”.

  http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf (skim)

• Foundation Center (2007). Proposal Writing Short Course.
  http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html


• Examples of proposals:
  o Civicus Proposal (c-tools) – proposal at the end of the article.
    https://civicus.org/view/media/Writing%20a%20funding%20propos.pdf
  o Community Toolbox:
  o Foundation Center: proposal sample

---

Session 10: November 11- Management: Program Budgeting, Implementation, Outcomes and Research
This class will focus on the tools and skills needed for budgeting, program monitoring, and evaluation. Specifically we will look at outcomes and logic models, and ways of measuring progress. We will spend much of the class focused on evaluation strategies, and also consider ways to continuously improve programs.

Objectives:

- To learn how to a proposal budget
- To explore the process of enacting, monitoring, and evaluating social programs.
- To understand the evaluation procedures of charitable foundations
- To be aware of individual donor fund development strategies

Required Readings:

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

  - Chapter 7: Writing the Evaluation Plan, pp. 81-94
  - Chapter 8: Creating the Budget, pp. 95-112.
  - Chapter 9: Finishing Touches, pp. 113-118.

- Grobman, Case 2: I Choose to Live Foundation –One Man’s Vision to Form a New Charity, 23-28.

Session 11: November 18 – Management: Participatory Evaluation and Continuous Program Improvement; Organizational Effectiveness

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

Objectives:

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

Readings:

Session 12: November 25- Policy Analysis, Development & Advocacy Practice I

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

Session Objectives
- To understand the general process of policy analysis and advocacy, from issue identification to implementation/evaluation.
- To explore the levels at which advocacy can occur.
- To examine various ethical standards for advocacy practice.

Required Readings
  - Chapter 9: Building Support for the Proposed Change
- Grobman, Case 14: The One (Wo)Man Band Running the Kenmore Midget Baseball League, pp. 135-143 + Discussion Questions 1, 2, 3, 5, 6, 7.

Session 13: December 2 - Policy Analysis, Development & Advocacy Practice II

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

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

In Class Film: “Stand Up! Speak Out!”

Required Reading


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

Op-Eds or Testimony Due at the beginning of class.
## SW 560 Course at a Glance Calendar

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date: Monday</th>
<th>Theme</th>
<th>Topic</th>
<th>Activity (e.g., outside speaker, film)</th>
<th>Assignment Due (=work following class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9-9</td>
<td>Course Orientation, History of Macro Practice</td>
<td>Macro Practice: Beginning to Create a Positive Teaching-Learning Environment &amp; Understanding the Meaning &amp; Context of Macro Practice</td>
<td>Film: Women of Hull House (Sorenson Version)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9-16</td>
<td>Overview of Macro Practice</td>
<td>History, Ethics &amp; Contemporary Context of Macro Practice</td>
<td></td>
<td>Choose Learning Groups</td>
</tr>
<tr>
<td>4</td>
<td>30-Sep</td>
<td>Community Organization &amp; Social Planning</td>
<td>Gathering Information from a Community</td>
<td>Midterm Evaluation of Instructor</td>
<td>(Be gathering information about your community from the web and other sources)</td>
</tr>
<tr>
<td>5</td>
<td>7-Oct</td>
<td>Community Organization &amp; Social Planning</td>
<td>Community Observation Day</td>
<td></td>
<td>(Be processing and integrating the information from your observations &amp; interviews)</td>
</tr>
<tr>
<td>Session #</td>
<td>Date: Monday</td>
<td>Theme</td>
<td>Topic</td>
<td>Activity</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------</td>
<td>-------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>7</td>
<td>21-Oct</td>
<td></td>
<td>Using Census and Survey Data about your Community</td>
<td>Guest Librarian Presentation</td>
<td>(Consolidate and integrate all your census and survey information about your community)</td>
</tr>
<tr>
<td>8</td>
<td>28-Oct</td>
<td>Community Organization &amp; Social Planning</td>
<td>Community Profile Presentations</td>
<td>Student Presentations</td>
<td>▪ Assign 1-Part 2 Community Profile Due</td>
</tr>
<tr>
<td>9</td>
<td>4-Nov</td>
<td>Management</td>
<td>Management: Roles &amp; Functions; Sources of Resources; Program Development &amp; Planning; and Grant Writing</td>
<td>Foundation Officer Video</td>
<td>Topic of Proposal Due (Choose or create agency, write problem statement; Define intervention)</td>
</tr>
<tr>
<td>10</td>
<td>11-Nov</td>
<td>Management</td>
<td>Program Budgeting, Implementation, Outcomes and Research</td>
<td>“Raising More Money” Video</td>
<td>(Do program goal, process and outcome objectives)</td>
</tr>
<tr>
<td>11</td>
<td>18-Nov</td>
<td>Management</td>
<td>Participatory Evaluation and Continuous Program Improvement</td>
<td></td>
<td>(Do budget; develop evaluation; write cover letter)</td>
</tr>
<tr>
<td>12</td>
<td>25-Nov</td>
<td>Policy Advocacy</td>
<td>Policy Analysis, Development &amp; Advocacy Practice I</td>
<td></td>
<td>Assignment 2 – Mini-Grant due Quiz, Ch. 8</td>
</tr>
<tr>
<td>Session #</td>
<td>Date: Monday</td>
<td>Theme</td>
<td>Topic</td>
<td>Activity</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-------</td>
<td>-------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>SW560-002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>9-Dec</td>
<td>Policy Advocacy</td>
<td>Advocacy Practice: Strategies and Action for Social Change; Class Review &amp; Evaluation</td>
<td>Advocacy Assignment Due</td>
<td></td>
</tr>
</tbody>
</table>
Imagine that you have moved to a new community and want to work there as a social worker. How would you go about understanding key dimensions and characteristics of the community? This assignment will provide you with some key skills to access such needed information, to engage in reflective practice, to gain experience in communicating it in a professional manner to a relevant audience in both written and verbal formats, and, in the process, to work effectively as a group member.

More specifically, you will work collaboratively with several other classmates in self-selected groups (the size of which will be determined in Session 2), to develop a profile of a selected community within Michigan or Northern Ohio. This profile will give an overview of the community. It will include both qualitative and quantitative data. A concise Powerpoint version of the profile you develop will be presented to the class. You will also composed a tabbed portfolio that contains your slides in readable size, meeting minutes, interview schedules and notes, windshield survey, and other pertinent materials you’ve acquired for this project. Both of these products are to be delivered as though you were presenting them to a city council, public task force, agency board of directors, a group of concerned citizens, or a similar audience.

The assignment has five main purposes:
1. To engage a gatekeeper and reciprocate for their time by sending them a copy of the PowerPoint presentation you’ve developed;
2. To learn the skills necessary for the profiling and analyzing of a community;
3. To gain experience engaging in reflective practice at the community level;
4. To learn and practice skills important to teamwork; and,
5. To learn how to take your various pieces of analysis, integrate them, and make a presentation in a professional manner.

The assignment is broken into three elements. Each is explained further below.

1. Pre-profile Reflection (prepared as a group)
2. Community Profile Slides, and tabbed information of quantitative and qualitative data (work plan, census & surveys plus observations (windshield survey) and interview guides and interviews); team minutes; and copies of well-expressed thank you notes to the persons you formally interviewed. You must also send a copy of your PowerPoint slides to your gatekeeper and key informants (prepared as a group)
3. Post-profile Reflection Paper (prepared as an individual)

The following steps should serve as a guiding framework for the assignment. See the grading rubric on C-tools for more specific grading criteria.

**Step 1: Develop Teams**

You will form self-selected teams by Session 2. The person with the most recent birthday will serve as facilitator in this session. At each meeting of the group, the facilitator will:
(1) Assign roles to members (i.e., facilitator, reporter, recorder, time keeper, and process evaluator (“empath”)); roles are to rotate so that each team member will experience each role.

(2) Identify and establish ground rules, and re-emphasize as needed.

(3) Develop and utilize an evaluation process for your team in terms of strengths and areas for improvement.

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

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

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

Each team will select a community to assess – that means looking at both assets and needs. Community has various definitions. The community you choose can be either geographic (e.g., Detroit, another city or neighborhood, or a county), or population based (also called a target population, e.g., children with asthma). If you choose a geographical neighborhood, it should be one that is considered underserved or socially excluded. Similarly if you choose a population, it must be low income or otherwise socially excluded. If you select a population-based community, you should plan to observe and assess it within a specified location, (i.e., geographic context), for example, the population of children under 5 located in Romulus, immigrants from Arab lands in East Dearborn). We will not be doing identity-based communities for this assignment.

You may choose any community that meets the criteria above. You are encouraged to select a community that you can easily observe and assess. In making your selection, you should consider elements such as geographic proximity and access to the community.

Also, it is helpful to select one about which you are interested in learning more. For example, you may be interested in selecting a community based on one team member’s field placement, a particular interest within your team for a specific issue/population/history/neighborhood area, or a team member’s personal history.

Examples of communities that have been assessed in past 560 classes include homeless persons of Ann Arbor; older adults of Detroit; the African American elder community in Ypsilanti; school youth in Flint; primary education in 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.

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

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

Also, feel free to list any questions or issues about which you would like to consult me. Please ensure each team member’s name is listed on the top of the page in the header. Point form or short paragraphs are fine. The use of headings is encouraged. It is important to integrate ideas from the course. If you quote any literature, you must give a citation.

Assignment #1, Part 1 - Work to Submit to the Instructor: Sept. 23, 2013

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.

The observation will be supplemented with finding a community gatekeeper who will tell you about the community and give you referrals to other (key informants) you might interview in the community. This gatekeeper could be a community activist, a leader of a community-based organization, a practitioner, a teacher, a health professional, a public official or his/her staff, or someone else who has knowledge of the community.

You then continue with key informant interviews which should enable you to get some important insights about the community. Interviews could be held with one or two community leaders or representatives and/or local service providers; formal interviews are not to be held with members of vulnerable populations or clients. Please consult with me in selecting key informants.

Document analysis is also an important source of information. Newspaper stories, agency reports, community needs assessments and other related documents can also be valuable sources of qualitative information. In some cases, books about the history of the community may be available, which can provide rich information about the community’s roots.

• Observations of the Community
  As a team you will find a mutually convenient time to observe the community for at least 60 minutes. We will not have class on one upcoming session, and I encourage you to use that class time to conduct your observation and collect any other qualitative data.

  Observations are to be made during the day. They can be done at night only with the instructor’s permission and then only in a group. When your group begins to observe the neighborhood, you might walk through the area, stand on a corner, or drive by slowly using a windshield survey. You are encouraged to get out of the car and walk around. Use all of your senses to begin to understand the neighborhood. You could eat at a local restaurant. You could visit city hall. 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 you walked from that person’s house to their school?

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

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

• Key Informant Interviews - Details
  You must try to do two key informant interviews, and more is even better. It is preferable to conduct them in person, but they can also be done on the phone. Remember, these formal interviews are not to be held with members of vulnerable communities, but with community leaders and service providers. Submit the guiding questions and a summary of each interview with your profile and the other required materials. It is highly advisable to review the questions outlined above concerning the observation and to adapt relevant items for the key informant interviews.

  Your group will likely find it helpful to talk with community leaders and/or service providers in the area. For example, you could do a brief telephone interview with an elected official, the head of a community agency, or a social worker practicing in the area. You might want to ask informants about what they see as the community’s strengths and needs. You
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.

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, make the data anonymous (e.g., “a long-term social worker with a community agency noted that ……” rather than “Jean Jones, 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 find. Also, consult with our social work librarian, about “Lexus-Nexus” or Proquest searches about your chosen community. When you interview community leaders or service providers, you can ask them for copies of any relevant documents.

Analysis: Your group should process your observations, key informant data, and information from documents 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 and the 2010 Census 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 of the area.

Finally, it is also helpful to provide some comparison of your population to the broader population at the state and/or national levels.

Note: Some counties may have relevant datasets available online. For instance, here in Washtenaw County, the Department of Public Health makes the Health Improvement Plan data public. Search the respective county’s website – you never know what you might find until you look!
Using Quantitative Datasets Session
A member of the library staff will lead the class through a workshop on how to use relevant datasets for this assignment. Other SW560-relevant data resources on communities are available through:
http://www.lib.umich.edu/socwork/rescue/communityprofile.html

Step 4: Prepare Your Community Profile
You will prepare a 15-minute PowerPoint (probably no more than 30 slides) report that analyzes and synthesizes the information you gathered qualitatively and quantitatively. The last page should include your recommendations, given what you’ve learned.

The PowerPoint should resemble a professional presentation that an agency or group of concerned citizens would produce to educate citizens and elected officials in a council, committee or task group. Use charts, graphs, photos and other visuals, and text effectively to convey your points. The key messages should be explained in brief narrative form. Keep the lay-out visually appealing with ample white space and a reasonable font size (16 point at least) and style. Try not to use too much text.

Typically, the first slide includes the title of the study and the participants. Students often use an attractive, symbolic background or photo to show what the report is about. You should also include on the next slide or two an Executive Summary that concisely tells the viewer what this report is about, and summarizes your topic, findings, and recommendations. You can have the points enter one by one.

You have 15 minutes for this presentation, including a brief question and answer period thereafter (up to 10 minutes). Dress professionally. The presentation should not simply repeat all of what is in your portfolio—you won’t have time for all the details; but it should highlight the most important findings and the need to build on community strengths and address community needs.

Work to Submit to the Instructor as a Team –October 28, 2013
Put into a tabbed binder:
- Community profile slides (including Executive Summary on slides 1-2 and Conclusions and Recommendations at end). They must be in a slide size that is easily readable.
- Bibliographic References you used for your report.
- Your Work plan
- Minutes from your group meetings
- Copy of your team process evaluation tool and a brief summary of the results (analysis at the group level and not at the individual member level)
- Your qualitative data--
  - Copy of your observation notes (Windshield Survey)
  - Copy of your interview question guides and your dated interview notes
  - Other relevant documents you found (e.g., newspaper articles)
- Your quantitative data
- Copies of your Thank you letters to community gatekeeper and stakeholders for their time and any materials they provided. List to whom you sent your slides.

Step 5: Individual Reflection on the Profile, Presentation & Process
(Feel free to turn it in earlier, while your impressions are fresh. Put it in my doorbox for Room 3794) and post in ctools dropbox.

It’s important to become a reflective practitioner at the community level, so that you can improve your knowledge and gain from the “lessons learned” from the experience. Thus, each class member is to submit a three-page (or so), double-spaced reflection paper. Please number your answers according to the questions below.

For this paper, you are expected to:

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

There are no sole right answers to the questions above; what is important is how you use these experiences to learn and grow.

**Individual Reflection on the Profile, Presentation & Process - Due Monday, Nov 4, 2013**

---

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

During your career, you are very likely to be asked to write or contribute to a proposal. So this assignment gives you relevant experience and skills. To wit, this assignment involves the development of a mini-grant proposal to establish a new program or expand or diffuse a current program, and to gain the support and funding for it from a charitable foundation. In the process, you will conceptualize and write a mini-proposal, addressing all of the elements associated with such a professional document.

The document is to be prepared as though you were an executive director or a development officer at a community-based agency, real or imagined. You should act as though you are submitting it to a potentially interested foundation. You should look for such a funder through such sources as the Foundation Directory on-line database, or www.guidestar.org (via MIRLYN). (I will explain these databases in class and how to access them).
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.

If you wish to submit an actual grant to an actual foundation, please discuss their grant guidelines in advance with me to see if they are appropriate for this assignment. (Students have successfully done so in the past and gotten funded!)

The assignment, totaling a maximum of 12-13 pages, will consist of the following:
- Cover letter (1 page, single-spaced) (also called a transmittal letter)
- Proposal (8 pages, double-spaced, sections described below)
- Gantt chart of major steps of program implementation and staff involved (1-2 pages) (This will be explained in Netting and in class).
- Budget (1-2 pages; form to be provided) and budget narrative (1 page, single-spaced).

**Step 1: Choose an Agency & Prepare Background Information**

If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that was connected to your community profile or an issue in which you are interested to advocate, but it is not required. You may use a real agency or could create your own.

Decide on your agency and its name, and prepare a short background statement (i.e., date of establishment, mission (and issues addressed), population served, orientation of agency, scope of agency). This does not need to be extensive but it will help you with the development of your proposal. If you are using an actual agency, you may find it helpful to examine the agency’s website for a mission statement and agency description.

**Step 2: Brainstorm Project Ideas**

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

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

**Step 3: Prepare Mini-Proposal**

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

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

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

3. **Goals and Outcome Objectives:** State the project’s goals and outcome objectives.

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

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

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

7. **Conclusion:** A final, persuasive, summary paragraph to “sell” the project and your agency’s capability.

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

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

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

**Submit on Nov 25, 2013**
- Cover letter (One page)
- Mini-proposal (sections 2 through 10 listed above) (12-13 pages)
- References used in the proposal (pages as needed)
Macro social work aims toward social change. One of the key ways to implement social change is to advocate for new social policies or to press to modify existing ones that promote social justice. In general, advocacy practice occurs when “the social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2012, p. 3). For the purposes of this assignment, you will be advocating on behalf of a policy that has (or could have) an impact on a disenfranchised or under-represented group, an organization, or a community, namely, a policy that needs to be either changed or supported.

While there are many ways to do such advocacy, for this assignment you are asked to either develop an op-ed piece for a newspaper or appropriate blog; or a prepared testimony that you could deliver in front of a public decision-making group (e.g., U.S. Congress, state legislature, city council, school board, or county mental health board).

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

**Assignment 3: Part 1**

**Step 1: Select an Issue**

Select an issue or cause that is connected to a particular marginalized group or social justice. For this assignment, you could address an issue identified in your community profile project, related to your mini-proposal, or another social issue in which you are particularly interested. It is also appropriate to select an issue related to a policy you have studied in your SW530 (Social welfare policy & services) 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 or inadequate funding. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. It will also be helpful to consult your field instructor.

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

Critically reflect and describe for the paper below, focusing on the following questions. Number the section answering each question and write no more than 3 pages.

1) **Topic**

---

2) Why you selected the topic?
3) How does this topic relate to PODS? (Privilege, Oppression, Diversity, & Social Justice)
4) From the viewpoint of a micro practitioner, would this issue affect individual lives or you personally?
5) How as a macro practitioner, would this issue affect a specific whole group, organization, or community?
6) How could you use your privilege to affect change toward this issue?

Assignment 3: Part I - Due Monday, Dec 2, 2013

❖ Up to 3-page Issue Selection Paper - see step 1.

Assignment 3: Part II

Step 2: Research Issue
You are expected to research the issue in order to provide background information and to begin to develop a position on it (this does not mean write a research paper). This process may include an analysis of relevant policies that are currently in effect, policy discussion papers, media reports, and other related sources. Depending on the issue, it might be necessary to interview someone knowledgeable about it, such as the director of a community agency advocating with/on behalf of the affected community. You will be asked to provide a bibliography of the sources reviewed and any interviews held during your research process.

Step 3: Write an Op-ed or Prepare a Testimony
Based upon your research, you will either prepare an op-ed piece for a newspaper, or testimony to give at a political board meeting or a similar venue. We will be discussing each of these advocacy methods during our class session on advocacy strategies. If you develop an op-ed piece, identify newspaper where you want to submit your piece. If you create testimony, identify the body to which you would present it.

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

Step 4: Search for Relevant Media Outlets
Is there a local neighborhood media outlet? Is there a community or local business association newspaper available in your area? If you are in an ethnic community, is there a non-English language newsletters/newspaper you can use to reach a particular audience? Who is your local state representative and does s/he have a position on this issue? Could you find any on-line issue groups?
Assignment 3: Part 2 — Due Monday, Dec. 9

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

Assignment #4: Class Participation

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. If you are unable to attend a session, please let me know (See previous section on Attendance).

Your participation grade will be based on your actions below:

1. Attendance (excluding excused absences);
2. Active participation in class and small group discussions;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning; and,
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.

We all look forward to hearing from you!