SW 560.003

Introduction to Community Organization, Management and Policy Practice

Fall 2013

Monday 1pm - 4pm
Room 3816 SSWB

Sara Crider, MSW, PhD Candidate
Office Location: 3760 SSWB
criders@umich.edu

Office Hours: Mon 4-5 & by appointment

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.

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.
Course Competencies & 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:
[1.1] advocate for client access to the services of social work
[1.3] 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 & 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
[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
[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. Social workers:

COMPETENCY 10(b)—Assessment
[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
[10.b.4] select appropriate intervention strategies

COMPETENCY 10(c)—Intervention
[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
[10.c.5] facilitate transitions and endings

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

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.
Course Design & Relationship to Curricular Themes

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videotapes.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiculturalism &amp; Diversity</td>
<td>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.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>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.</td>
</tr>
<tr>
<td>Promotion, Prevention, Treatment &amp; Rehabilitation</td>
<td>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).</td>
</tr>
<tr>
<td>Behavioral and Social Science Research</td>
<td>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.</td>
</tr>
<tr>
<td>SW Ethics and Values</td>
<td>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.</td>
</tr>
</tbody>
</table>

Pedagogical Approach & Teaching Philosophy

Our class employs an adult learning philosophy to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on classroom discussions of assigned readings, group activities, and critical analysis and thoughtful, reflective dialogue about privilege, oppression, diversity, and social justice as it relates to macro practice.

---

1 Course description, competencies and practice behaviors, objectives and design are identical for all sections of 560 and were approved by faculty October 17, 2012.
**Classroom Community for a Positive Learning Environment**
Because macro practice involves working in some capacity with larger groups within the context of communities, we will strive to establish and build our own classroom community. Although we each come from and belong to different communities, during this semester we will work together and learn as a new community. The success of our smaller community will depend upon our ability to work together, share ideas, respect differing perspectives, and help one another aspire to reach the fullest potential possible.

**My teaching philosophy**
I believe that we are all teachers and learners in this classroom. I expect that students take responsibility for their learning, and I strive to support them in their learning as best I can. I hope this course challenges you; I also hope that you are able to find both concepts and skills that are applicable in your professional role as a social worker. Please feel free to contact me anytime to discuss this course!

I check in with students regularly in both formal and informal ways, and I adjust the course if possible to meet their shifting needs. I care deeply about the learning of my students, and I strive to address a variety of learning styles and needs. To this end, I vary my pedagogical strategies, lectures, discussions, in-class presentations, skill-building activities and exercises, films, and guest speakers.

**Course Policies**

**Academic Integrity**
I expect students to maintain the highest level of academic integrity in the classroom. **All work for this course must be your own. Use of someone else’s ideas without citation is unacceptable.** Academic misconduct or dishonesty of any sort will not be tolerated and will receive an automatic failure of the assignment; it also grounds for expulsion from the University. Be advised that instructors are obliged to report all incidents of academic misconduct to the Associate Dean (which then become part of the student’s permanent academic record). This policy is explained in the MSW student handbook. In order to avoid dishonesty and plagiarism, please review the following website for university guidelines and policies: [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/).

**Accommodations for Learning**
If you feel that your attendance or participation in section may be affected by a disability or medical need, please let me know as soon as possible! This University has a variety of resources for students with disabilities, including the Office for Services to Students with Disabilities ([http://www.umich.edu/~sswd](http://www.umich.edu/~sswd)) and the Adaptive Computing Site ([http://itcs.umich.edu/atcs](http://itcs.umich.edu/atcs)).

**Attendance & Participation**
I expect you to come to every class prepared to learn. Because I emphasize a learning community, your presence and engagement are integral to the success of this class. Only you can share your unique perspective; no one else has it. Students who attend every class session and thoughtfully participate in discussions and group exercises will earn 15% for class participation. **Students who have more than one unexcused absence will lose one percentage point of their overall grade per absence.** Excessive absences may result in a failing grade ([http://ssw.umich.edu/studentGuide/2013/page.html?section=9&volume=1](http://ssw.umich.edu/studentGuide/2013/page.html?section=9&volume=1)).

Please let me know prior to class if you must miss class due to illness, dependent care, or some other emergency. If you miss a class, it is your responsibility to keep abreast of course happenings. Please also notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.
**Communication**

Talk to me! I am generally available over email from 9-5 Monday through Friday. I will almost always respond within twenty-four hours. However, I may not check email regularly on weekends. When writing, please include **SW 560 in the subject line**. This ensures my timely response. Questions about complicated concepts are best suited for office hours. I will do my absolute best to accommodate students’ schedules; feel free contact me to make appointments outside of office hours.

**Grading Policies**

To be honest, I think that what you learn is far more important than what grade you receive in the course. Assignments are an excellent opportunity for communication between student and instructor. I aim to provide constructive feedback that highlights strengths, provides suggestions for improvement, and asks challenging questions that push you to think critically. I want you to learn as much as possible in this course—and I look forward to learning from you as I evaluate your assignments.

However, I do understand that in our society, grades are a recognized measure of comprehension. Therefore, I would like you to know how I intend to grade this course. Grades are earned by successfully completing the assignment and turning it in by the deadline. I consider an “A” to be exceptional, outstanding work; a “B” indicates fine work, mastery of assignment concepts and clear writing; a “C” indicates problems or difficulty with assignment concepts and writing that needs proofreading; a “D” or lower indicates unacceptable and/or unsatisfactory work. I use a 100-point scale for this class, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>≤69</td>
</tr>
</tbody>
</table>

If you are unhappy with your performance on an assignment, or have questions about my evaluation of your work, I encourage you to chat with me about it. I prioritize learning, and I welcome the opportunity to discuss any questions or concerns you may have about course concepts or grades. Assignments submitted late without an exception granted will be downgraded a third of a letter grade for each day late, including weekend days. Exceptions may be granted in rare cases with permission of the instructor, and will only be granted in advance of the due date of the assignment.

Incompletes will only be granted when it can be demonstrated that it would be unfair to hold a student to the normal limits of the course. If you think you need an incomplete, you must formally request an incomplete prior to the final week of classes.
Assignments

A short description of each assignment is provided below; for more detailed instructions, please see the Resources folder on the ctools website. Note that some assignments are due in class; others are expected to be submitted on the ctools website.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>COURSE AREA</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reflection Papers</td>
<td>Praxis/Reflection</td>
<td>5%</td>
<td>Monday, September 16 (in class) Thursday, December 12 (ctools)</td>
</tr>
<tr>
<td>2 Skill Building</td>
<td>All</td>
<td>15%</td>
<td>Varies (sign up in class; dates will be posted on ctools)</td>
</tr>
<tr>
<td>Session/Competency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>Community Profile</td>
<td>25%</td>
<td>Proposal: Friday, September 27 at 5pm (ctools)</td>
</tr>
<tr>
<td></td>
<td>Community Organizing &amp; Social Planning</td>
<td></td>
<td>Profile &amp; Presentation: Monday, October 28, 2012 (in class)</td>
</tr>
<tr>
<td>3 Mini-Grant Proposal</td>
<td>Management</td>
<td>20%</td>
<td>Tuesday, November 26 (ctools)</td>
</tr>
<tr>
<td>4 Advocacy Project</td>
<td>Policy Analysis/Advocacy</td>
<td>20%</td>
<td>Monday, December 9 (ctools)</td>
</tr>
<tr>
<td>5 Class Participation</td>
<td>All</td>
<td>15%</td>
<td>Throughout the semester</td>
</tr>
</tbody>
</table>

This course is developed to develop skills for engaging in macro-level change. Macro practice always involves the ability to work with others; therefore, some of the assignments ask you to work in groups—though there are also individual written assignments. Basic instructions for each assignment follow.

Assignment 1: Self-Assessment of Learning (Individual assignment)

This assignment consists of two 3-5 page essays written and turned in during the term. Essays should be typed, double-spaced, 12-pt font, with citations in APA or ASA style, and proofread before submission. Each essay is worth 2.5 points of your overall grade. These reflective assignments are confidential.

**Essay one.** Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

- Describe your personal and professional goals. What do you hope to be doing 6 years from now?
- How will the MSW degree and this course in particular assist you in meeting your goals?
- Discuss your own strengths and limitations with regard to participating in this course.
- What experience do you already have with macro methods and practices (working with communities, organizations, etc.)?
- Identify at least one fear about this course, and at least one hope for this course.

**Essay two.** Provide a brief summary of your experience in the course, and any other relevant experiences (e.g., field work). Read over essay one. Discuss the following:

- How have your personal and professional goals been supported? Have they changed?
- (How) have your views of this course changed?
- What challenges did you experience in this course? How did you deal with them?
- What were the most important things you learned in this course this semester? Why?
- How has this experience this term affected your ideas about social work practice? How have you shifted your goals or expectations?
Assignment 2: Skill Building Session (Team Project – Groups of Two or Three)
To effectively promote change at the community, organizational, and policy levels, social workers must possess a vast set of skills. Our classroom is an ideal space where we can learn about and practice some of these skills. This assignment focuses on presenters and presentation participants developing a beginning mastery of select macro skills. Further, being able to effectively enhance others’ understanding and abilities through effective presentations is a core macro skill, especially when working with communities and organizations. This assignment will give you the opportunity to implement and practice this skill with colleagues, specifically the application of the principles of effective presentations. This assignment is worth 15 points.

In self-selected groups of three, you will develop and deliver a 20-30 minute skill building presentation to your colleagues and systematically obtain their feedback and evaluate the session’s effectiveness.

Specifically, you are expected to
1. select a macro skill to present from our list of macro skills.
2. develop presentation objectives
3. create and implement a presentation plan to achieve your objectives
4. draft and implement a feedback/evaluation tool, and
5. provide an evaluation report.

More specific instructions on this assignment are available in the Resources section of ctools

Assignment 3: Community Profile (Team Project – groups of 4-5)
Working collaboratively with other colleagues in self-selected groups (size to be determined in session one; estimated 4 members per group), you will develop a profile of a neighborhood or community within Washtenaw County, Michigan. Your profile will be created using a combination of qualitative and quantitative data. The profile will consist of a report which, for the purposes of this assignment, you are developing for distribution to a group of concerned citizens and elected officials. You will also develop a 15 minute presentation to be delivered in class. For the purpose of your presentation, assume that the class is the group of concerned citizens and elected officials. This assignment is worth 25 points overall.

More specific instructions on this assignment are available in the Resources section of ctools

Assignment 4: Mini-grant Proposal (Optional: In pairs or individually)
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 an actual foundation. The assignment may not exceed 11 pages, consisting of:
• Cover letter (1 page, single spaced)
• Proposal (8 pages, double spaced), including the timeline
• 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 is 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. This assignment is worth 20 points.

More specific instructions on this assignment are available in the Resources section of ctools

Assignment 5: Policy Advocacy (Team Project- Groups of Two or Three)

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).

The purpose of the assignment is to introduce you to the process of policy advocacy. For the assignment, you are not required to implement your project, but if the opportunity arises, you are strongly encouraged to pursue it. This assignment is worth 20 points.

More specific instructions on this assignment are available in the Resources section of ctools
Reading Schedule

One textbook is required for this class:


All other readings are posted on our class’s ctools website; they are organized by date. Please come to class having read and reflected on each of the required readings listed for that day. Recommended readings are supplemental; you may opt to read them, but they are not required.

SESSION 1: SEPTEMBER 9
Engaging Our Classroom Community, Introduction to Macro Practice & the Course

Guiding Questions

- What do I want from this course?
- What is “community?”
- How can we shape our classroom to create a positive learning community?
- What is macro practice, and what is its purpose in social work?
- How does macro practice connect to social work’s mission and to our work with individuals, families, and groups?

Required Readings (in class)
1. Course syllabus

Recommended Reading (at home)
1. International Federation of Social Workers (IFSW) Code of Ethics

SESSION 2: SEPTEMBER 16
The History, Context & Components of Macro Social Work Practice

>>> Reflection Paper One Due in class <<<

Learning Objectives

- Deepen familiarity of the various areas of macro practice and their significance on social work’s mission in a historical context
- To begin to understand the various areas of macro practice (Community organizing, policy analysis/advocacy, management of human service organizations and evaluation)
- To identify several major contemporary issues and trends that reinforce the need for macro interventions, including issues and trends seen in clinical practice
- To become familiar with skills and qualities common to micro and macro practice

Assignment-related issues

- Form Skill Presentation Groups
- Turn in Reflection Paper One (due at beginning of class)
Required Readings


⇒ NOTE: FOCUS ON TABLES (pp. 13-14)


Recommended Reading


SESSION 3: SEPTEMBER 23
Community Practice I: Defining Community; Assessing Communities; Using, Collecting & Assessing Data

>>> Skill Presentation: Conducting a “Windshield Survey” <<<

Learning objectives
- Explore the multiple definitions of “community”
- Become familiar with multiple methods and approaches to measuring, analyzing and understanding communities
- Critically analyze ways of “knowing” about a community
- Consider community assessment from a capacity-building perspective
- Explore the use of publically available quantitative data in macro practice
- Develop assessment skills using Census data, the American Community Survey, and American FactFinder

Required Readings


⇒ NOTE: READ pp. 139-149 ONLY.


⇒ NOTE: READ CHAPTER 10 ONLY.

NOTE:
We will spend half of our class period in the computer classroom on the lower level of the School of Social Work. Susan Wortman, Social Work librarian, will lead the group through a workshop on using the American Community Survey for community assessment. Ms. Wortman is available for consultation throughout the semester at swortman@umich.edu.

Please bring your laptop for this session if you have one available. If you do not (or if you prefer not to bring it), email me; there are laptops available for student use through the SSW.

SESSION 4: SEPTEMBER 30
Community Practice II: Basics of Community Organizing; Entering Communities

>>> Skill Presentation: Conducting Key Informant Interviews <<<<

Learning Objectives
• Articulate the general process/stages of community organizing, from engagement to termination
• Critically analyze various models of community organizing
• Critically analyze the importance of frameworks in community practice
• Identify skills for building trust and rapport among diverse groups within a community
• Consider the dynamics of working with various types of communities, the adoption of insider or outsider roles, and implementing reflective practice

Required Readings

⇒ READ CHAP. 3 ONLY

Recommended Readings

**SESSION 5: OCTOBER 7**
*No class—use this time to gather data for your Community Profile Assignment!*

I will hold regular office hours. If you haven’t stopped by yet, please come visit! Email me to set up a time if you can’t come to regularly schedule office hours.

**SESSION 6: OCTOBER 14**
*No class – Fall Study Break*

I will be available via email; feel free to contact me if you have questions about your Community Profile Assignment, or anything else!

**SESSION 7: OCTOBER 21**
*Organizing and Mobilizing Communities; Building Coalitions*

>>> **Skill Presentation: Developing a Force Field Analysis <<<**

**Learning Objectives**
- Recognize and address differences in communities
- Consider skills to work with conflict and build coalitions among communities
- Identify skills to engage and empower community members throughout the change process

**Required Readings**
8. ALSO—research ONE coalition (can be in the US or abroad) and learn about the organization, its mission, its history, etc. Come prepared to teach us about it!
**Recommended Readings:**


**SESSION 8: OCTOBER 28**

*Sharing Our Learning: Group Presentations*

>>> Community profile reports are due at the beginning of class!! <<<

**Learning Objectives**

- Develop and strengthen skills for effective professional presentations
- Develop and strengthen effective teamwork competencies
- Show off your hard work and newly acquired knowledge!

**SESSION 9: NOVEMBER 4**

*Program & Organization Management I: Visioning, Planning, Developing and Grant Writing*

>>> Skill Presentation: Developing a SWOT Analysis <<<

>>> Skill Presentation: Preparing a Logic Model <<<

**Learning Objectives**

- Grow familiar with approaches, tools and skills to successfully plan and enact social programs
- Consider the role of praxis in program design and implementation
- Demonstrate understanding of the program logic model and its application in social programs
- Understand and apply tools for designing and monitoring programs (e.g., flowcharts, Gantt charts)

**Required Reading**


**SESSION 10: NOVEMBER 11**

*Program & Organization Management II: Program Implementation; Managing Community-Based Human Service Organizations*

>>> Skill Presentation: Preparing a Proposal Budget <<<
Learning Objectives

- Explore the complexity of human service organizations and the dynamic environments in which they exist
- Examine the significance of leadership in communities and organizations, including the qualities of exemplary leadership
- Consider the role of and process of coalition building among organizations
- Exhibit familiarity with budget development

Required Readings


Recommended Reading:


SESSION 11: NOVEMBER 18
Evaluating Programs, Community Based Organizations, and Community Change

Learning Objectives

- Grow familiar with techniques to monitor, and evaluate social programs and CBOs
- Explore the process of enacting, monitoring, and evaluating social programs and CBOs
- Connect tools for program planning and implementation (e.g., flowcharts, logic models, Gantt charts) to continuous quality improvement
- Consider how we might monitor change in communities

Required Readings


SESSION 12: NOVEMBER 25
Policy & Legislative Advocacy: Understanding the Influence of Policy & How to Influence Policy

>>> Mini Proposal Assignment Due on ctools at beginning of class <<<

>>> Skill Presentation: Writing an Op-Ed <<<

Learning Objectives
- Articulate the general process of policy advocacy, from issue identification to implementation and evaluation
- Demonstrate knowledge of the levels at which policy and advocacy can occur
- Develop understanding of framing and its importance in policy advocacy

Required Readings

Recommended Reading

SESSION 13: DECEMBER 2

>>> Skill Presentation: Writing and presenting an advocacy brief <<<

Learning Objectives
- Deepen understanding of community involvement in challenging and changing policy
- Apply tools and practices of policy/legislative advocacy to a particular policy issue

Required Readings
2. TBA – The class will choose various contemporary topics (approx. 5) and divide into groups; each group will focus policy related to those topics. (e.g., Educational Policy, Interpersonal Violence, Prison Reform, Affordable Health Care Act, Affirmative Action, Transgender rights on college campus, Women’s Reproductive Rights, Voting Rights Act, SNAP eligibility, etc.)

SESSION 14: DECEMBER 9
The Future of Macro Practice; Integrating Practice Perspectives; Reflection & Class Wrap Up

>>> Policy Advocacy Assignment Due at the beginning of class <<<

Learning Objectives
• Engage in praxis; reflect on this class: What have we learned? Where are we going?
• Return to our first day question: What is macro practice, and what’s its purpose in social work?
• Consider the role of allyhood in social work practice
• Celebrate our success!

Required Readings

Recommended Reading

>>> Final Reflection Paper Due on ctools at 5pm on Thursday, December 12 <<<

Thanks for a great semester! Enjoy your break. ☺