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

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.

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

Our class is organized around principles of adragogy (adult learning). We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, field trip, and different media.

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

1. 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.

2. Social Justice and Social Change are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address issues of historic exclusion and exploitation through the attainment of program goals. Techniques of both transactional and transformational change are considered.

3. Promotion, Prevention, Treatment & Rehabilitation are addressed through the use of readings, examples, cases, role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

4. Behavioral and Social Science Research is addressed through the use of readings, examples, cases, role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

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

Relationship to the intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS)
Our course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a
SW 560: Introduction to Community Organization, Management, and Policy Practice

variety of instructional methods, this course will support students in developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks as well as strengthen critical consciousness, self knowledge, and self awareness to facilitate PODS.

Getting Started

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

More information about each assignment is on ctools in the Assignments folder.

Assignments

Class Participation: Each week we will engage in group activities and discussion, therefore attendance is very important. Students who attend every class session and participate in discussions and group exercises will receive 10 points for class participation. Students who have more than one unexcused absence will lose 1 point per absence. Please let me know if you must miss class due to illness, dependent care, or another emergency.

Half of your grade for class participation will be completion of the self-assessment form due on 12/17/13.

Written Assignments and Projects: This course is developed to develop skills for engaging in macro-level change. Macro practice always involves the ability to work with others, therefore, in order to work toward this goal we will work in groups for multiple projects in addition to individual written assignments. All assignments must be submitted to the appropriate section of ctools either inline or in an attachment with the student's name in the title of the document and in MS Word, PDF or RTF format. Please turn assignments into the assignments section of ctools, NOT the drop box.
Brief instructions for each assignment are as follows:

**Assignment 1: Two Essays—Self-Assessment of Learning**

This assignment consists of **two essays, each 4 - 5 pages long**. Each essay should be typed in double-spaced 12-pt font and proofread before submission. This assignment is graded credit/no credit and each essay is worth 5 points.

**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
- Describe the things you hope to learn in the course.

**Essay two:** Write a brief summary and analysis of the activities you have been involved with in the class and at your field placement. Discuss the following:

- How have your personal and professional goals been supported or changed?
- What have you learned in this course that you can apply to social work practice behaviors? Mention any readings in this course that you found particularly interesting or helpful in this regard.
- What specific knowledge and skills have you developed in this course that you can use in future practice?
- How has this experience this term affected your ideas about social work practice?
- How have you shifted your goals or expectations?

**Assignment 2: Reading Facilitation (develop teams of 4)**

In our first class we will divide our class into groups of 4 to develop reading discussion questions for weeks 3 - 13 of class. The group will have the following tasks:

1. During those weeks the students in the group are responsible for posting a brief memo posting the “takeaways” for that week’s readings and emailing it to all other students by noon the day before the presentation. The email address is sw56ofall13@ctools.umich.edu
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2. They will also identify and submit 3 discussion questions per reading that will be submitted to the instructor by the Monday at noon before the class.

3. Students in the group will facilitate a small group 20 minute discussion in class of the assigned readings. The discussion should connect the reading to the week’s topical focus and implications for PODS.

Students will be graded on their summaries, discussion questions and a half-page reflection on what they learned from the assignments that identifies identifying key strengths and areas for improvement. These materials are due the Friday during the week in which they facilitated the discussion.

This assignment is worth 15 points

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 (no more than 5 members per group), you will develop a profile of a specific geographic community in Washtenaw county. Your profile will be created using a combination of qualitative and quantitative data. The profile will consist of a 15 minute in-class presentation and a written executive summary. This assignment is worth 25 points.

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

Assignment 4: Policy Advocacy (Individual Project)

Advocacy practice occurs when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. While there are many ways to do this, for this assignment you are asked to either develop an op-ed piece for a newspaper, a letter to an elected official, or a
prepared testimony that you could potentially deliver in front of public group (e.g., city council, school board, or county mental health board).

The purpose of the assignment is to introduce you to the process of policy advocacy. 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

Assignment 5: Mini-grant Proposal (Team Project – Groups of Two or Three)
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 must not exceed 11 pages, consisting of the following...

• Cover letter (1 page, single spaced),
• Proposal (8 pages, double spaced), including the timeline and logic model
• 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 but that 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

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

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

Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. A grades are given for exceptional performance.

Assignments turned in on time can be revised if students desire up until December 20, 2013. Revisions of group project assignments must include all members of the group.

Assignment point breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
<td>Individual</td>
</tr>
<tr>
<td>Self-Assessment of Learning</td>
<td>10</td>
<td>Individual</td>
</tr>
<tr>
<td>Reading facilitation</td>
<td>15</td>
<td>Team</td>
</tr>
<tr>
<td>Policy advocacy</td>
<td>20</td>
<td>Individual</td>
</tr>
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<td>Mini grant proposal</td>
<td>20</td>
<td>Team</td>
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<tr>
<td>Community Profile</td>
<td>25</td>
<td>Team</td>
</tr>
</tbody>
</table>

Course Policies

Accommodations for students with disabilities
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout
the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

**Health and Wellness Services**
Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn Price-Reed (ndp@umich.edu); 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness provides more details about these services.

**Dependent Care Resources**
For students with child- or parenting/elder-care responsibilities, feel free to consult the Students with Children website. 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 and the U-M Child Care gateway.

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

**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 set your device to vibrate only. Laptops can be used in class for note taking purposes or other course...
related activities only. Each misuse of electronic devices (i.e. texting, messaging, web surfing) will result in a 1 point reduction in class participation.

Office Hours and Location
I am available for individual conferences by appointment. My office hours are Wednesdays 2 - 4 pm in 3828 SSWB. Please email me at lorraing@umich.edu if you would like to schedule a particular time. I can also be reached by phone (936-1450) or through email if you would like to set up an appointment at another time.

Academic Integrity
I assume that all students in this course will adhere to principles of academic integrity. This includes following all procedures and expectations for this course. If I suspect anyone of academic misconduct I will set up a private meeting with you. For more information about standards for academic integrity, please read
http://ssw.umich.edu/studentGuide/2012/page.html?section=14.01&volume=1

Readings

TEXTS (Recommended for Purchase and also on reserve at the UM library):

These texts are on reserve and available at the Shapiro library.
Most of our skill-based readings will be in an online resource, the Community Toolbox. (CTB)

Additional readings and other materials will be posted to our course CTOOLS site.

Course Schedule
<table>
<thead>
<tr>
<th>date</th>
<th>topic</th>
<th>Activities</th>
<th>Readings</th>
<th>due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/3</td>
<td>intro to the course and each other</td>
<td>Course Syllabus and assignment folders on Ctools</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | 9/10  | concepts, values, history | PYLES: chapter 1  
ROCHA: chapter 1  
(IFSW) *Statement of Ethical Principles*  
| 3    | 9/17  | Political, Social and Economic Contexts of Practice | STARPOWER with Prof. Shanks’ class | Pre-profile memo due 9/13/13 |
| 4    | 9/24  | Practice model: scan, plan, act, unpack | PYLES: Chapters 3 & 4  
ROCHA: Chapter 2  
CTB: Chapter 8, Section 1 - *An Overview of Strategic Planning* |      |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Topic</th>
<th>Source</th>
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<tbody>
<tr>
<td>8</td>
<td>10/22</td>
<td>Acting: community practice</td>
<td>Community Profile Presentations</td>
<td>PYLES: Chapters 5 – 8</td>
</tr>
<tr>
<td>9</td>
<td>10/29</td>
<td>Acting: community practice</td>
<td></td>
<td>PYLES: Chapters 9 - 12</td>
</tr>
<tr>
<td>Date</td>
<td>Days</td>
<td>Activity</td>
<td>Relevant Text</td>
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<td>11/12</td>
<td>11</td>
<td>Acting: policy advocacy</td>
<td>ROCHA: Chapters 7 - 10</td>
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</table>
| 11/19 | 12 | Acting: program planning | COLEY: 4-6
| 11/26 | 13 | Acting: program planning | COLEY: 7 – 9
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Details</th>
<th>References</th>
</tr>
</thead>
</table>
| 15/12/10 | Unpacking: evaluating our learning | Class presentations on proposal topics  
| 12/17 | Final due date | | Grant Proposal Self-Reflection 2 |