COURSE TITLE: Concepts and Techniques of Community Participation
COURSE NUMBER : 654 (Fall Term, 2013) Section 001
TIME AND PLACE: Friday, 9:00am- 12:00pm, Room SSW B760
CREDIT HOURS: 3
INSTRUCTOR*: Shane R. Brady, PhD, LLMSW
CONTACT DETAILS:
  Email    srbrady@umich.edu
  Phone    734-796-3017
  Office
OFFICE HOURS: By appointment

* This course was developed through the collaborative efforts of Professors Katherine Richards-Schuster, Barry Checkoway, Janet Ray, Rosemary Sarri, Amanda Good, and Shane Brady.

COURSE STATEMENT
This course statement was approved by Governing Faculty on Nov. 8, 2006

1. Course Description

This course examines concepts and techniques of community participation for diverse democracy. Through study of course content, students will learn to analyze the changing context and core concepts of participation, major models, methods of practice, and practical techniques for involving people in organizations and communities. Students will learn to assess formal efforts by agencies to involve people in their proceedings, indigenous initiatives by groups to influence institutions and decisions, and the potential of both approaches for community empowerment and civic engagement in democratic societies which value diversity as an asset.

The course examines community participation as a process of involving people in policy formation, organizational development, and program planning. The empowering benefits of participation for personal development, organizational capacity-building and creating community change are emphasized.

The course assumes that if democracy is about the participation of the people, and the people are becoming more socially and culturally diverse, then the future of democracy is inseparable from diversity, and social workers are ideally positioned to play roles in the process. Special emphasis is placed on increasing involvement of underrepresented groups in economically disinvested and racially segregated areas worldwide.
2. Course Objectives

1. Understand the changing context of community participation in a diverse democracy.

2. Analyze major models and methods of community participation practice, e.g., mono-cultural, pluralist, multicultural.

3. Apply advanced skills to promote participation e.g., assessing community conditions, making participatory plans, representing diverse interests, understanding politics of participation, increasing intergroup dialogue, building collaborative alliances, and finding common ground.

4. Describe organized efforts at participation, and the forces that facilitate and limit these efforts.

5. Use group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community level.

6. Identify problems and issues of underrepresented groups in economically disinvested, racially segregated, and/or culturally diverse communities.

7. Address issues of ethics and values arising in the field.

3. Course Design

In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Guest speakers may be utilized to provide examples of current and past practice and to discuss topics of particular expertise. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

4. Relationship of Course to Curricular Themes

• Multiculturalism and Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.
• **Social Justice and Social Change:** Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

• **Promotion and Prevention:** Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.

• **Social Science:** Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

**5. Intensive Focus Statement 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 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 and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

**6. Relationship of the course to Social Work Ethics and Values**

Ethical issues arising in community participation will be assessed in conjunction with course objectives. In particular, emphasis will be placed on the social worker’s responsibility to clients and to promote the general welfare of society, e.g. primacy of clients’ interests; rights and prerogatives of clients; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; and informed participation by the public.
7. 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, students are encouraged to share their insights with the class throughout the semester. At the same time, all class participants should try to maintain a reflexive stance, carefully considering their thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, everyone benefits if one thinks 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, the hope is that collaborative learning occurs between students, as well as between students and instructor. One of the class assignments is designed to provide an additional opportunity to reflect on a collaborative effort.

Creating a Positive Learning Environment

Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, all attempts will be made 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 this course hopes that students will feel comfortable to share her/his views and queries in order to promote her/his learning and that of their colleagues. The instructor encourages all students to push themselves to their learning edge and to take the opportunity for personal growth.

To encourage this environment, students are all reminded of our professional responsibility to treat one another with respect. The classroom is to be a space for learning. Thus the instructor will attempt to not reinforce systems of bias and domination. The course instructor will strive to develop a respectful course environment. Students contribute to this ethos by extending to their colleagues the same respect and sensitivity one desires.

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 one does not agree with the perspectives being advanced. At times, students may find it necessary to challenge...
the ideas someone presents, but one must do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from *MSW Handbook*, Faculty of Social Work, University of Toronto).

**Individual Learning Objectives**
Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each student likely has her/his own interests regarding macro practice. Given this background, students are encouraged to create at least one individualized learning objective for our course. If the student is currently in a field placement, one may wish to consider developing an objective related to that field-based learning goal.

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

**8. Special Supports**

*Accommodations for students with disabilities*
If a student needs or desires an accommodation for a disability, please let the instructor know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate student participation and progress throughout the semester. The earlier a student makes the instructor aware of needs and styles, the more effectively together, the instructor and student, will be able to use available resources, such as services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If a student does decide to disclose a disability, the instructor will (to the extent permitted by law) treat that information as private and confidential.

*Religious Observances*
Please notify the instructor if religious observances conflict with class attendance or due dates for assignments so appropriate arrangements can be made.

*Electronic Devices*
In consideration of one’s classmates and the student’s own learning, please turn off all cell phones during class. The instructor prefers that students receive no messages during class time, if a student must be on call for an emergency, please let one’s home or office, know that students are only available for emergencies that no one else can handle. If so, please set the phone to vibrate only.
9. Course Materials

Our course will use a series of required readings, film, and internet podcasts; we will not be using a textbook.

10. Assignments/Class Expectations

This course is about how to engage communities in becoming active participatory members of the change process. We could read about what others have done, write about what could be done theoretically, or actually get our butts out into the community and become active participants in the change process. This class will emphasize community based participatory work, group work, and work that takes place outside the classroom. This class will challenge you to think, and also put your thinking into action, as well as engage in critical reflection about your experiences. It is imperative that we allow ourselves to be open to new ways of learning that will ask you to strive for cultural humility and not cultural competence, real action as opposed to hypothetical action, and taking the role as teacher as well as learner as we move forward.

All the assignments related to this course will be interrelated and will be completed in small groups of your choosing. You can choose geographic communities, identity based communities, or issue formed communities for this project. While it is possible to connect the class with internships, be aware of the power dynamics existing in even the best of not-for-profits, which may create value conflicts with community based participation.

Assignment 1 – Self-Awareness/Community Awareness Paper – 10% - Due Sep. 13th

This paper should be in a journal style or essay format and discuss your own experiences as a community member. Think about your own social identities and positionalities as they intersect with one another in a personal and professional space. How have your own experiences with diversity, discrimination, and privilege impacted you as a person as well as a professional? Describe your experiences as a community member over your lifespan. What have these experiences taught you about people and communities? How can these experiences be both useful and harmful to you when engaging in community practice? What is your comfort and experience with social participation? How have you chosen to exercise social participation for the purpose of impacting personal, group, and/or community change? Has your efforts always been successful. If not, how did any failures or setbacks you experienced feel at the time? How do both your failures and successes impact you now or moving forward? There is no minimum or maximum page length for this assignment. Some people will need many pages to dive into these topics, while others may not. Additionally, no other elements of requirements will be graded outside of your ability to critically reflect upon your past experiences. You will ultimately assess yourselves on this assignment.

Assignment 2 - Community Engagement Plan – 25% - Oct. 18th
Community Engagement Plan

Students will prepare a plan for strengthening community participation. One engagement plan should be turned in for every group. To help with this process, I will provide a framework on C-Tools to be helpful. You may choose to use my proposed framework or develop one of your own. As you move along this semester you will be using course readings, theories, and practice wisdom to guide your practice.

Assignment 3 – Community Engagement Implementation and Reflection Presentation – 25% - Due Nov. 29th and Dec. 6th

For this assignment you will implement your engagement plan to promote social participation among community members. You will maintain documentation and notes for whatever activities you conduct. You will present on your engagement work to the class through a 20-30 minute presentation. You will use your community engagement chart data, journals, meeting notes, observations, and evaluation data to inform your presentation. You should engage the class in your presentation through a dialogical format as opposed to lecture. You should talk about what worked, what did not work, and what you learned from the experience.

Assignment 4 – Group Contract, Meeting Notes, and Peer Assessment – 20% - Contract Due by Sep. 20th, All other Materials on your presentation day.

Professional practice is about self motivation, critique, and being able to work as part of a larger team. Your ability to be professional, give and take constructive feedback, and work with others will largely determine your projectile as a social work professional. You will develop a group contract outlining expectations for meeting attendance, work load, communication, and decision making, etc. Every group member must sign the contract, which will be considered formal policy for this class. You will also be asked to take brief meeting notes for each session and you should indicate who attended the meeting, what was talked about, who was absent, and the breakdown of any work to be done before the next meeting as well as who is doing what. This helps you keep each other accountable to one another. Finally, I will have each of you turn in a peer assessment form for all group members, including yourself, which you will turn into me on the day you present, along with your meeting notes. Group contracts should be turned into me in hard copy form before week three of the semester.
Assignment 5 - Class Participation, Attendance, and Journal (20%) – ongoing through last class

The success of this course will weigh heavily on attendance and active participation from everyone. This is also important because I will be giving you time in some classes to meet with your group members. If you are not coming to class, you are expected to notify your group members in advance, make sure they have any materials from you, and set up time to catch up on what you missed. Participation will also include keeping an ongoing journal documenting your feelings and thoughts related to organizing and how the group process unfolds. Journaling should be about you, not about me. I want your honesty and transparency. You may also use a blog in place of a journal; just send me the link at the end, so I can access your Live Journal or blog. No one else besides me will see your journals. The general attendance policy is simple: Absences are not excused or unexcused, simply absences. In general students missing more than two classes will not receive an A for the course, students missing more than 5 classes will not pass the course.

Assignment Expectations

All assignments are geared towards professional practice and course competence skills. Assignments are to be completed as indicated in the outline and turned in on the date due. If the directions, requirements, or due date does not work for you, please submit your proposed alternatives to the instructor ahead of time. Remember group contracts and consensus is what is most important.

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

Late Assignments
Work that is late (i.e., an extension was not negotiated in advance) can lead to deductions for individuals and groups (2pts per day). If you need extra time, simply communicate your reasons and needs ahead of time.

Incomplete Grades
Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless one can demonstrate that the situation would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, the student must do so prior to the final week of class.
**General Evaluation Guidelines**
Written assignments will be evaluated through a combination of approaches, including self-assessment, peer assessment, and instructor assessment. All written assignments should follow the suggested guidelines for that specific assignment. Since this course is heavily focused on practice skills, the quality of journaling and reflection is highly important in order for your and my assessment of learning and meeting course objectives. It is the standpoint of adult education that you are the best judge of your own learning and experience. In social work practice, your team members and supervisor will also be impacted by your work, which justifies the use of all three criteria in completing final grades.

**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 (6th ed.)). The library also offers an online resource for your use.
(http://www.lib.mich.edu/ug/research/citation guide/AP6thed/pdf)
Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. The instructor highly recommends that the student use formatting that is helpful to the reader (e.g., headings and sub-headings) to organize your work.

**Intellectual Honesty and Plagiarism**
It is the student’s responsibility to be familiar with and abide by the School of Social Work’s standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. For your convenience, standards relevant to this course are presented below. These are taken from http://www.ssw.umich.edu/studentGuide/2007/

<table>
<thead>
<tr>
<th>4.0311: Cheating</th>
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<td>Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:</td>
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<tr>
<td>1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially;</td>
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<td>2. Lying about circumstances presented as an excuse from examinations or other academic work;</td>
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<td>3. Submitting the work one has done for one class or project to another class or project without obtaining the informed permission of the second instructor;</td>
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<td>4. Misappropriating another student's work;</td>
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<td>5. Allowing another person to do all or part of one's work and to submit the work under one's own name;</td>
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<td>6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids, and/or information from another person on an examination or paper;</td>
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<td>7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency, or some other benefit from the University;</td>
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8. Misrepresenting any information required by or offered to the Admissions Office;
9. Altering a graded work after it has been returned and then submitting the work for re-grading

4.0312: Plagiarism
1. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to
   a. Using or otherwise taking credit for someone else's work or ideas.
   b. Using the language of another without full and proper quotation or source citation.
   c. Implicitly presenting the appropriated words or ideas of another as one's own.
   d. Using Internet source material, in whole or in part, without careful and specific reference to the source.
   e. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
   f. Self-plagiarism, that is, reusing one's own work without acknowledgement that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at the following website: http://www.lib.umich.edu/handouts/plagiar.pdf

4.0316: Unacceptable Collaboration
Collaboration is unacceptable when a student works with others on a project, then submits a work to be graded with the explicit or implicit representation that the work is the student's own independent work. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

12. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>94-99</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<tr>
<td>B-</td>
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<tr>
<td>C+</td>
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<td>C-</td>
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<td>&lt;69 (no credit)</td>
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</table>

<69 (no credit)
Class Schedule and Assigned Readings

Readings and website links are listed below and can be found in C-Tools. If there is a variation between the outline and the corresponding C-Tools folder, read what is available in the C-Tools folder for that week. Additionally, the community toolbox will be your guide this semester as you implement your projects. I will recommend various components of the toolbox at different weeks; however, you are encouraged to use the community toolbox pages that are most relevant for the tasks that you are completing that week.

1. Opening & Introduction, Working in Groups and Teams (Sept 6)


Community Toolbox Recommendation

2. Getting Started What is Community Participation? Core Concepts I, (Sept 13)


Community Toolbox Recommendation
http://ctb.ku.edu/en/tablecontents/chapter_1002.aspx
http://ctb.ku.edu/en/tablecontents/chapter_1016.aspx
3. Core Concepts II, Learning from History, Hidden Populations, Ethical Issues (Sept 20)

- Checkoway, B. (2009). Community change for a diverse democracy. Community Development Journal, 44, 1, 5-21


**Community Toolbox Recommendation**
http://ctb.ku.edu/en/tablecontents/chapter_1027.aspx

4. Models, Approaches, and Frameworks for Community Practice (Sept 27)

**Assignment Due: 1st - Self Reflection Paper**


5. Assessing Participation and Gathering Information. (Oct 4)

- Asset Mapping Guide
- Community Based Research Methods Article
- Community Toolbox (Focus on Assessment and Planning)  
  http://ctb.ku.edu/en/default.aspx


7. Bringing People Together: The Importance of Community Building (Oct 18)

Engagement Plans Due


- Assessing Community Participation Chapters
- HUD Asset Mapping Guide – Skim through
9. Media & Technology Roles in Community Participation (Nov 1)


Community Toolbox Recommendation
http://ctb.ku.edu/en/tablecontents/chapter_1034.aspx

10. Using the Arts: Music, Theater, and Art as a Strategy for Community Participation (Nov 8)


11. Social Participation in Social Action and Social Movements (Nov 15)

- NATO Review - Arab spring = Facebook revolution #1? (w/subtitles) Retrieved on June 28, 2011 at http://www.youtube.com/watch?v=ZVD6ci0SpPs


- Obama Stonewall Anniversary Speech
• Tea Party http://www.youtube.com/watch?v=IUPMjC9mg5Y

Community Toolbox Recommendations
http://ctb.ku.edu/en/tablecontents/chapter_1030.aspx
http://ctb.ku.edu/en/tablecontents/chapter_1033.aspx
http://ctb.ku.edu/en/tablecontents/chapter_1035.aspx

No Class Thanksgiving Break (Nov 22rd)

12. Working with Community Change Agents and Building Leadership for Community Participation; Group Presentations (Nov. 29)


• Case Study: Developing Youth Leaders for the Global Stage Retrieved June 28,2011 at http://www.youtube.com/watch?v=3c_HCDlS4Uo

• Case Study: NVision Warm Springs - Youth raise their voices! Retrieved on June 28, 2011 at http://www.youtube.com/watch?v=YKFUwSaNX8U


Community Toolbox Recommendation
http://ctb.ku.edu/en/tablecontents/chapter_1013.aspx
http://ctb.ku.edu/en/tablecontents/chapter_1014.aspx

13. Class Wrap-Up: Special Topics, Top Ten Lists and Strategies for Practice, Special Topics (Dec 6)

Assignment Due: Final Presentations and All Other Materials

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