SW 560-001

Introduction to Macro Practice

Winter, 2014

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Mondays: 6:00 p.m.-9:00 p.m.

Class Location: 2816 SSW
Office Hours: By Appointment


You can purchase the text on Amazon, Half.com, or it should be available at one of the local campus bookstores. I am using a text this semester to try and help focus the course a little more for your benefit. You can rent texts for pretty cheap from various sites.

Additional assigned readings can be located at https://ctools.umich.edu/

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 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

1.1 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 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.

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. (Practice Behaviors 4.1, 9.1)

2. Identify community organization, management, and policy-advocacy strategies
for dealing with contemporary social work and social welfare problems. (Practice
Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)

3. Demonstrate beginning level community organization, management, and
policy advocacy skills in promoting social work values. (Practice Behaviors 3.1,
3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)

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. (Practice Behaviors 1.3, 2.1,
2.2, 2.4, 4.2, 5.3)

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. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)

6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)

7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

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.

Theme Relation to 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 multicultural 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.

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

Theme Relation to 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).

Theme Relation to 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.

**Relationship to 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:** October 17, 2012

**Assignments**

There are three graded assignments for this course, plus attendance and participation. They are listed below with relative point values. These assignments will constitute your grade for the semester. The total points possible for the class are 300. Additional details about each assignment will be provided as we go along in the semester.

**Class Participation (60 pts)** – Participation will be assessed based on your attendance, preparedness, and contributions to classroom dialogues. Every Class is worth points, and in order to receive full credit, you must make regular contributions, not only in small groups, but to larger class discussions. Absences are not excused or unexcused, they are simply absences. Students missing more than 2 classes will not receive higher than a B, students missing more than 3 classes will not receive higher than a C grade, and students missing five or more classes will be invited to withdraw from the course. To help facilitate participation you will be asked to bring with you critical insights and questions related to the reading. At various times in the semester, I will ask you to present your insights and questions for that class. If you do not have them to present, you will lose participation points. You may also choose to Tweet your questions or insights out as they arise to #SW560, where I will be checking periodically to guide class content. Additionally, it is your responsibility to sign in for each class period or your attendance may not be counted.
General Course Requirements and Expectations

• All work must be an original contribution (including not used for another course).
• All assignments must be a product of your own personal work—unless otherwise noted as a group project.
• You are responsible for always making and keeping a copy of each assignment prior to turning it in.
• All assignments are due at the BEGINNING of a class session or day indicated. Any late assignment will receive a two-point deduction per calendar day it is late. A late assignment must be submitted to the appropriate drop box online. Extensions will be considered if the student contacts the instructor ahead of time with good reason for making the request.
• Please note that NO INCOMPLETES will be given without prior approval of the instructor. Unless an extreme emergency situation arises, this should be planned in advance.
• The proper way for turning in assignments is by C-Tools drop box. I am not able to keep hard copies, e-mailed copies, and drop box materials all organized, so please do the best you can to always submit to drop box, unless otherwise stated.

• Confidentiality:
Due to the topics covered in this class, as well as the format of the class, students may reveal sensitive personal information as it relates to the topic at hand. When personal information is revealed in class, all students and the instructor are expected to respect and maintain confidentiality. This will ensure that nobody’s identity is revealed in connection to subject matter in discussions with people not in the class.

• Accommodations:
It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may affect their learning in this class. If you believe you may have trouble participating or effectively demonstrating learning in this course, please meet with me (with or without an accommodation letter from the university disability office) to discuss reasonable options or adjustments. You are welcome to talk to me at any point in the semester about such issues, but it is best if we can talk at least one week prior to the need for any modifications. The technical rule of the SSW is that you must provide me with an official disability letter outlining accommodations. This letter should come from the university and be given to me during the first week of classes or as soon as possible.

• Academic Honesty and Integrity:
Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Plagiarism refers to presenting another person’s work as your own, which is the case any time you use words that you did not
write, without providing information about the source. Examples of such acts could include, but are not limited to, a student who copies parts or all of a paper from another source—including the internet, a journal article, a book, another student, etc. It is your responsibility to understand the proper way to cite, paraphrase, and reference sources in your paper. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the university administration for discipline, which can result in either suspension or permanent dismissal. The Student Handbook, which is available on the school of social work webpage, contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you’re doing would be considered academic dishonesty, consult with the instructor immediately.

Assignments

All written papers should include a title page of some kind. Every paper for the course that discusses findings and research, should include a brief works cited page and proper citations throughout. Title pages, references, and appendices do not count towards page minimums or limits. Detailed Descriptions of assignments are posted in another document in C-Tools.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Products</th>
<th>Misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>60 pts.</td>
<td>Weekly contributions in class, use of Twitter, in class active participation and attendance.</td>
<td>Based on attendance, active participation, preparation for class, use of Twitter, etc.</td>
</tr>
<tr>
<td>Community Strengths Assessment and Asset Map</td>
<td>Feb. 24th</td>
<td>100 pts.</td>
<td>Community Presentation highlighting strengths. Google Asset Map</td>
<td>Group Project</td>
</tr>
<tr>
<td>Mini Grant Proposal</td>
<td>March 24th</td>
<td>100 pts.</td>
<td>15-21 page Grant Proposal on a program you create.</td>
<td>Can be completed in dyads or individually.</td>
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<tr>
<td>Policy Advocacy Effort</td>
<td>April 21st</td>
<td>40 pts.</td>
<td>Op-Ed, YouTube video, Blog, Petition, Legislative Letter, or Transcript of testimony.</td>
<td>All products will focus on a policy issue that you seek to impact through advocacy.</td>
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Grading Rubric and Points
Grades are earned by successfully completing the work on the assignments and by attending and participating in class. I do not use percentages and do not round grades, so please look closely at the points. I only give A+’s to students who have missed no classes, actively participated regularly, and turned in stellar work. A+ grade are not handed out to everyone in this class. Additionally, you are welcome to discuss your grade with me, but please remember to do so respectfully as you would with a supervisor on a job. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>300</td>
</tr>
<tr>
<td>A</td>
<td>285-279</td>
</tr>
<tr>
<td>A-</td>
<td>278-270</td>
</tr>
<tr>
<td>B+</td>
<td>269-261</td>
</tr>
<tr>
<td>B</td>
<td>260-249</td>
</tr>
<tr>
<td>B-</td>
<td>248-240</td>
</tr>
<tr>
<td>C+</td>
<td>239-231</td>
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<tr>
<td>C</td>
<td>230-219</td>
</tr>
<tr>
<td>C-</td>
<td>218-210</td>
</tr>
<tr>
<td>D</td>
<td>&lt;209 (no credit)</td>
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</table>

Please note:
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request an incomplete with the instructor prior to the final week of classes. All assignments are to be completed at the beginning of class on the date due. Exceptions may be granted in unusual circumstances with the permission of the instructor, typically with some sort of documentation, and in advance of the due date for the assignment. Assignments submitted late without such permission will be downgraded three points for each day late, including weekend days.

Students Needing a Learning Accommodation: If you need or desire an accommodation for a disability, please let me 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 your participation and progress throughout the semester. The earlier that you make me aware of your needs; the more effectively we will be able 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 do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Outline of Course Sessions and Assigned Readings
In an attempt to help facilitate your reading and learning, I have drastically reduced the quantity of reading in this course; however, given the lessened reading load, your reading prior to class is expected and needed for our learning community to be successful. Readings may be changed due to our class progression and interests. Please, check the C-Tools Resource folder and corresponding session week for up-to-date readings.

Session 1: Jan. 13th: Engaging Our Classroom Community and Introduction to Macro Practice
Guiding Questions:
Readings:


**January 20th Off MLK day observance**

**Session 2: Jan. 27th: History of Macro Social Work**

DUE: Introspective Community Paper

Guiding Questions:
- What is our professional history?
- How has social work contributed to social gains?
- How has social work been used as a tool of oppression and mechanism of social control?

Readings:


**Session 3: Feb. 3rd: Introduction to Community Organizing**

Guiding Questions:
- What is community organizing?
- What does cultural humility mean in CO?
- What are the best practices for ethical community entry and engagement?

Readings:


**Session 4: Feb. 10th: Community Building and Assessment**

Guiding Questions:
- What is community building?
- How does community building relate to community organizing?
- What does strengths based assessment mean in community organizing?
- How do we engage in strengths based assessment?

*Read 3 of the following 4 readings*


*Assessment Reading TBD*

**Session 5: Feb. 17th: Planning Strategies and Collective Action**

- What role does planning serve in community organizing?
- How might planning in community organizing be similar or different than planning with clients in clinical practice?
- What is meant by strategy in CO? Does it differ from a plan?
- How does “difference” impact the planning process?

Readings:

Dudley Street Readings, read both chapters.
Optional Reading on Using the Miracle Question in Community Organizing

Session 6: Feb. 24th: Community Organizing Work Day Session

MARCH 3RD NO CLASS SPRING BREAK!!

Session 7: Mar. 10th: Introduction to Organizational Practice/Fund Development – Community Assessment Projects Due
Guiding Questions:
Resources for Proposal Assignment:


Goals and Objectives Reading

Session 8: Mar. 17th: Organizational Practices and Change
Guiding Questions:
- How does EBP impact social service organizations?
- How do organizations respond to challenges?
- What does cultural competency mean in organizational practice?

Readings:


Session 9: Mar. 24th: Programs, Capacity, and Sustainability in Not-for-Profits – Emphasis on Logic Models
Guiding Questions
- How do organizations develop successful programs?
- What does capacity building mean and do in not-for-profits?
• What is the role of program development in not-for-profits?

Readings TBA

Session 10: Mar. 31st: Introduction to Policy Advocacy
Guiding Questions:

• What is policy?
• Where do we go to learn about various policy issues?
• What is the role of social work in social policy?

Readings:
W.A. Gamson, (n.d.). Framing social policy, Manual handout
Overview of Michigan Government Document
U.S. Legislative Overview

Session 11: Apr. 7th: Policy Advocacy Introduction
Introduction to Policy Analysis and Advocacy- Mini-Grant Assignment Due
Guiding Questions:

• What is policy advocacy?
• What roles do social workers take in social policy?

Readings:

Session 12th: Apr. 14th: Understanding the Influence of Policy and How to Influence Policy
Guiding Questions:

• How does policy impact social work practice?
• How does collaborative policy making work and how does it differ from traditional models?
• How does ideology impact policy?

Readings TBA

Session 13: Apr. 21st: Final Wrap-Up
Advocacy Assignment Due, uploaded to C-tools drop box by beginning of class.