COURSE TITLE: Policies and Services for Social Participation and Community Well-Being

DIVISION NUMBER: 790
CLASSROOM NUMBER: 3752 -SSWB
COURSE NUMBER: 647 – 001 Winter 2014
CREDIT HOURS: 3
PREREQUISITES SW530
LOCATION Community and Social Systems SWPS Course
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*This syllabus reflects the collaborative efforts of sw647 instructors Larry Gant and Janet Ray.

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1. Course Description

This course will survey the policies and services that promote a civil society and enhance human rights in the framework of American democracy. Emphasis will be placed on those policies and services which serve to enhance social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility. Students will learn to describe and analyze how complex and emerging social problems arise within society, and how social problems impact individuals, groups, organizations, and communities. Programs within various units of government, nonprofit and social service organizations, and corporations will be reviewed. Various partnerships and collaborations among funders and service providers will be examined.

2. Course Content

SW 647 Students will learn that community well-being is enhanced when social problems are managed, human needs are met, and social opportunities and human rights are optimized. Students will learn to utilize social work values, methods, and skills to challenge individual, group, organizational, and community differences in power, privilege, and oppression; and to promote social justice. These interactions will be examined, with special attention given to those leading to policies and programs that enhance opportunities for social participation, economic security, respect for diversity, voluntary action, and community and corporate responsibility.

Selected public laws, programs, and structures that enhance citizen participation, rights, and responsibilities will be described and compared within diverse populations (e.g. the diversity dimensions including 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). Emphasis will be placed on those that address participation of diverse and socially excluded populations and on the social worker’s responsibility for facilitating such social and political participation and engagement. Examples will include the use of mediating structures, such as citizen boards, advisory groups, commissions, and the involvement of citizens and other in promoting and guiding positive social change. In many of these structures, participation is intended to enhance citizen capacity to initiate and oversee action. However, participatory structures are also intended to assure the responsiveness of programs of a promotional, service, or preventive nature. These programs are designed to: 1) diminish poverty and economic insecurity; 2) address personal crises and community emergencies (such as those brought about by violence against persons and property, natural and environmental disasters, or economic dislocation); 3) resettle and integrate refugees and other immigrant and migrant populations; and 4) respond to the needs of social identity groups seeking social justice (e.g., feminist, faith-based, ethnic, gay/lesbian/bisexual/transgender, and other discriminated against groups). Students will also gain and apply knowledge about social group memberships and identities, their histories and meanings, how they intersect with each other in people’s lives and the larger society, and how they are affected by particular social contexts. In addition, the participatory opportunities provided via self-help, grass roots associations and informal networks, and congregationally-based service providers will be considered.

3. Course Objectives

SW 647 - Policies & Services for Social Participation & Community Well-Being: Goldstein – Win/14
Upon completion of the course, students will be able to:

1. Develop the skills in critical consciousness and reflective professional practice.
2. Access and use traditional and non-traditional sectors that engage, strengthen, and build well-being and social justice at all levels of social systems.
3. Demonstrate knowledge of social policies that social workers use to effectively interface with individuals, families, communities, and other social systems.
4. Recognize key aspects of the structures, legal standing, and roles of the nonprofit sector in providing human services, advocating for human rights, and promoting well-being.
5. Identify and apply commonly used indicators of social, economic, and other measures of community well-being.
6. Compare the levels and types of participation for members or representatives of groups experiencing discrimination in mediating structures that are intended to promote well-being.
7. Gain skills for engagement with relevant systems and communities needed to work together for desired goals in both traditional and nontraditional settings for social work.
8. Develop skills for interaction, collaboration, and communication between different types of social care systems, including government, voluntary and nonprofit organizations, and private-pay systems.
9. Identify the factors that lead to or detract from such participation (from the perspectives of socially excluded groups and the social work practitioners who bear some responsibility for promoting participation.)

4. Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, simulations of real-work processes, films, and videos presented in the classroom will provide the contextual background for student observation and interview assignments in the community. Lectures by the instructor will be complemented by student presentations and by panels of guests representing consumers, providers, professionals, and volunteers involved in advocacy and community education as well as in service delivery.

5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* will be addressed in this course through emphasis on populations and groups that have suffered discrimination. The issues to be examined will include (the origins of relevant) laws and regulations, their content, and their impact affecting human rights and nondiscrimination on the basis of the diversity dimensions.
- *Social Justice and Social Change* underlies the creation of mediating structures, programs, and policies expressly designed to enhance community well-being. Students will examine these issues, as well as Social Work’s historic commitment to social justice and engagement in planned change.
- *Promotion, Prevention, Treatment, and Rehabilitation* will be examined in terms of the degree to which programs and policies are effective in their promotion, prevention,
treatment, and rehabilitation efforts. Students will learn to identify risk and protective factors in different environments and groups, and apply knowledge about promising practices that can affect such factors. Sometimes, programs designed to express these themes complement each other, as when participation enhances promotion and prevention, and both are part of a comprehensive strategy of change. Participation can also be used to enhance treatment and rehabilitation. However, programmatic emphasis on one or more of these approaches may draw resources from another, as when a focus on treatment competes with prevention efforts. For these reasons, the extent to which these themes infuse programs and policies and how they interact with each other will receive critical analysis.

- **Behavioral and Social Science Research.** This course will be based on the twin assumptions that the programs and policies to be studied can be understood through social scientific methods and that scientific concepts can also be used in the design of effective programs and policies. Students will learn to apply advanced analytical techniques to assess the strengths, needs, and capacities of individuals, groups, organizations and communities. However, even this assumption needs analysis. Scientific perspectives can lead to very different understandings and policies. For example, much of sociology can be divided into two perspectives: 1) structuralist/functionalist perspectives advocate for eliminating the cultural and behavioral skill differences between groups and the legal, economic, and other barriers to full participation, whereas 2) conflict perspectives assume that societies tend towards conflict because power and resources are inequitably distributed, and that conflict is, in the long run, positive because it increases the likelihood of expanding access to social goods. These perspectives infuse many of the readings and analyses presented in this course. Applying one or the other can lead to different interpretations of events and social processes and to very different social agendas and programs for social change. For this reason, even the social science knowledge base of this course will itself be subject to examination.

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

This course will address ethical and value issues related to policies and services for social participation and community well-being. The NASW Code of Ethics and other professional and organizational codes (e.g. IFSW) will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination.

7. **Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**

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Empowerment in the classroom occurs by each classroom actor
- Respecting one another
- Validating one another’s experiences and insights
- Drawing on her/his own strengths and those of others
- Responsibly sharing her/his power
- Working collaboratively
- Taking responsibility for her/his own learning
- Thinking independently and critically


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, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Course Statement Approved: Governing Faculty Meeting Nov. 8, 2006.

8. Learning Philosophy and Environment

Teaching and learning in this course will be guided by the principles of adult education and empowerment. These frameworks approach all participants in an educational endeavor as active, self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. So, you are encouraged to share your insights with the class throughout the semester. At the same time, we should all try to maintain a reflexive stance, carefully considering our thoughts and those of others.

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, we can all benefit if we think of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, the class will have a cooperative learning format that is between students, as well as between students and the instructor.

*Creating a Positive Learning Environment*

Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. An environment will be created that fosters participants to express their opinions and perspectives. At times, this engagement can involve some risk, but I hope that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, the discussion cannot
reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire.

Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto).

**Individual Learning Objectives**

Each person comes to this course with different ideas, experiences, and competencies related to macro practice. Additionally, each of you likely has your own interests regarding macro practice. Given this background, you are encouraged to create at least one individualized learning objective for our course. If you are currently in a field placement, you may wish to consider developing an objective related to your field-based learning goals.

For instance, if you are interested in identifying the needs of a particular population, you may want to develop a specific learning objective related to conducting policy analysis. The possibilities are endless—just be sure you select an objective that you can achieve.

**Small Group Work**

Assignment # 2 & 3 entails group work. For these assignments, your group’s membership will be self-selected; however, you are strongly encouraged to work with others in the class whom you do not know yet. Depending on class size, the groups will range from 2 - 3 students per group. Group size will be determined during session one.

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

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

9. **Special Supports**
Accommodations for students with disabilities
If you need or desire 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 the way 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 to create the best learning environment for you. Class participation is expected, students with high anxiety for public speaking should consult me. Some of those supports are Services for Students with Disabilities and the Adaptive Technology Computing Site. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

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

Electronic Devices
In consideration of your classmates and your own learning, please turn off all cell phones during class. I prefer that you receive no messages during class time. If you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If so, please set the electronic device to vibrate only.

10. Course Materials

Our course will use two textbooks, in addition to a series of other required readings and films. These additional required readings will be available on-line through the course Ctools site. The text will also by on reserve in the library.

Required texts:
3. Students are also encouraged to read the New York Times and the Economist, Ann Arbor News, as well as, listen to National Public Radio daily.

11. Assignments
Assignments are to be typed in 12 point font and single spaced with 1 inch margin. Late papers will have 5% deducted for each day late including weekends. The offices below have been very helpful to students desiring to improve their professional writing.

- Sweetland Writing Center swcinfo@umich.edu
- Refer to the SSW Office of Student Services

**Assignment 1: Policy Analysis Brief – Community Well-Being**
This assignment requires each student group to analyze a large institution, municipal, county, state, tribal, federal or international policy. The brief should include the nine components of a policy brief which are executive summary, statement of the issue, background, statement of organization interest, pre-existing policies, policy options, policy option comparison (including a criterion comparison matrix), recommendation and bibliography. For more information, see the course Ctool site, A Guideline for Writing a Policy Brief. Please include in the comparison matrix social and economic well being indicators on the community and individual level, cost and benefit. Other criteria that are appropriate should be added to the criterion comparison matrix. Use the assignment grading rubric for a checklist of required components. The final product will be a 10 page written paper. You must incorporate one or more areas of our special focus; privilege, oppression, diversity and social justice in your paper.

**Assignment 2: Policy Advocacy Analysis – systematic change by visiting a policy /decision maker**
This assignment will develop your skill set to advocate for social change on the system level by scheduling a visit with a politician or decision maker. You will have the opportunity to include community stakeholders that are impacted by the policy/issue. You are required to submit a post visit paper that covers the four stages of the advocacy visit. Divide your 10 page maximum paper into the following section headers and address the questions below. Using research and your policy brief (assignment #1) is encouraged during your visit.

**Preparing for Your Visit**
- What is your issue that inhibits social well being?
- Who from the community is impacted by this issue? How are you going to invite their participation in the policy maker visit?
- What are the policies that have been created or revised to address this issue?
- What is the change in policy or policies that need to be created that you and the community stakeholder are promoting?
- What commonly used indicators of social and economic well being, or other measures can you use to gauge the effectiveness of policy change. Describe this in economic terms especially since budgets and deficits are a head liner issue of today.
- How are you going to involve the community stakeholder in the policy maker visit?
- Have you practiced your roles before the visit?
- What written material did you create to give to your policy maker? (Assignment 1 policy brief is a wonderful aid)

**Scheduling Your Visit**
- Who did you contact to ask and confirm your visit?
What time of day and location was selected? Why these?
How to did you select this particular decision/policy maker?
How can you incorporate traditional and non-traditional settings and members into your visit?

Hold a Visit
Was the visit a formal or an informal format?
How long did you visit last?
What documents (policy brief, petition, draft law) was given to the policy maker?
Where did you see PODS operating during the visit?
Describe each person role, their PODS social location and their respective influence on the policy maker.
What commitments were made during the visit?

Visit Follow-Up
What follow up is required & with whom in order to create the change your desire?
Who and by what time will the follow up be completed?
Did you send a thank you card to key people? (the policy maker &stakeholder)
What were the key lessons learned from this visit?

Assignment 3: Creating a Socially Just Policy and conducting a ‘socially just’ policy analysis re: creation, enhancement, or stability of Community Participation.

Students will generate a policy consistent with the notion of social justice as discussed in SW 647 and SW 697. Students will present findings to class regarding a policy (and process) that will support, facilitate, enable, or prevent community participation in a component of the community’s subsystems covered in the course syllabus (e.g., housing, economics, health, education, arts, faith based). Remember to incorporate the focus on privilege, oppression, diversity and social justice. Students may use any policy approach or model discussed in the class. Students must use any two quantitative analytic strategies demonstrated in class, e.g. criteria alternatives matrices, benefit cost analyses, risk analysis, etc.

Papers will be 10 to 12 pages long and will include:
• Review of selected relevant literature
• Identification of existing policy
• Operationalization of “social justice” in proposed policy using positivist and post-positivist definition.
• The findings from at least one face to face/telephone key stakeholder interview
  The ‘community assessment’ data, regarding participation (written or face to face
  survey or focus group.)
• A Force Field Analysis (this is NOT a quantitative strategy unless weights are computed
  and applied)
• A proposed revised policy or service goal to increase the quality or quantity of community
  participation.
• A formal recommendation of policy (with justification and prospective analysis)
• A strategy to evaluate the success of the policy revision
• Discussion of the nature, type, quality and effectiveness of community participation
  engendered

The group will also be expected to evaluate individual effort by using two forms (Evaluating
Team Summary Sheet and Evaluating Team Individual Form) that are provided on C-tools.
This will encourage individual accountability and provide professional feedback for each group
member.

**Assignment 4: Class Participation.**
Students are expected to attend every class session, come on time, have read the required
readings, and participate in class discussions and exercises. In addition, each week, a student
group will facilitate the reading discussion through adult learning activities and small group
discussions.

Participation and class attendance are professional responsibilities. They are critical elements of
this class. Students should be prepared to discuss assigned readings and to share experiential
knowledge. To maximize individual and group learning, attendance, and participation are
expected. If you are unable to attend a session, prior notice is expected as demonstration of
professionalism.

In addition, each student is expected to “take the lead” on an assigned reading and competency
skill during a class session (beginning session 4). Part of macro practice includes the skills of
group facilitation. In small teams that are randomly assigned, you will be expected to help open
and assist with facilitating a discussion of the readings assigned for a particular week. This may
include a very brief summary of the readings (e.g., one or two sentences), developing opening
questions, and/or creating a brief activity to help us discuss the readings/competency skills. You
have 30 minutes. The goal of this exercise is to facilitate learning that encourages critical and
engaging dialogue among your colleagues. You are not expected to teach the session, but rather
to be responsible for helping to lead and facilitate the opening of the discussion.

Your participation grade will be based on you’re:

1. Attendance
2. Active participation in class and small group discussions, even if that means getting out of the comfort zone.
3. “Taking the Lead” on class discussion on your assigned day
4. Ability to discuss ideas with colleagues in a respectful manner
5. Ability to engage in reflective learning
6. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.
7. Demonstration that required readings have been completed by sharing examples or asking relevant questions in class.

**NOTE:** If students have prior experience with the assignments listed above, they can propose an alternative learning assignment to substitute for one or more of the assignments described in this syllabus. Assignment substitutions request must be done in advance by week three.

### 12. Grading

**Submission Calendar**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective</th>
<th>Value for Grade</th>
<th>Due Date</th>
<th>Due Date Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy Analysis Brief</td>
<td>Knowledge of Social Policy</td>
<td>35%</td>
<td>Feb 24 @est 9am</td>
<td>March 18 @est 9am</td>
</tr>
<tr>
<td>2. Policy Decision Maker Visit</td>
<td>Interaction with Policy Stakeholders and Decision Makers</td>
<td>20%</td>
<td>March 10 @est 9am</td>
<td>None</td>
</tr>
<tr>
<td>3. Creation of Socially Just Policy</td>
<td>Indicators of Well Being, Barriers of participation</td>
<td>35%</td>
<td>April 7 @est 9am</td>
<td>April 15 @est 9am</td>
</tr>
<tr>
<td>4. Class Participation</td>
<td>Professional Practice</td>
<td>10%</td>
<td>April 8</td>
<td>none</td>
</tr>
</tbody>
</table>

Students are allowed to resubmit assignments only if an A grade was not achieved on their first submission.

For expectations on quality of work and content of the assignments, please see the instructions and rubrics for each assignment.

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:

SW 647 - Policies & Services for Social Participation & Community Well-Being: Goldstein – Win/14
A+  98-100  B+  87-90  C+  77-80  D  <69 (no credit)
A  94-97  B  84-86  C  74-76
A-  91–93  B- 81-83  C- 70-73

12. Instructor’s Expectations for All Assignments

Submission Instructions
All written assignments are due at the beginning of class in hard copy. Two-sided printing if the text is clearly readable on both sides is acceptable. Students should also submit an electronic file copy of the assignment via the C-Tools drop box site.

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.

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

Incomplete Grades
Students should not request incomplete grades unless they face 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 the student can demonstrate that the circumstance is beyond the control of the student and expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

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

Intellectual Honesty and Plagiarism
Students should 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 taken from [http://www.ssw.umich.edu/studentGuide/2007](http://www.ssw.umich.edu/studentGuide/2007). The rule of thumb is when in doubt, don’t.

13. Class Schedule and Readings

Note: Readings for this course have been selected very carefully to reflect policies at the community and social systems level. Students should come to class having read the assigned readings and prepared to discuss and integrate them with classroom and field content. Some in-class exercises have been developed to synthesize and apply readings to practice situations.

**Reading Tips**

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

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

1. (1/13) Introductions, Course Overview, C-tools Review, identify areas of interest.

   Model of Policy Analysis

<table>
<thead>
<tr>
<th>In Class Activity:</th>
<th>Competency Skill:</th>
<th>Prior Knowledge Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic and groups formation for assignment 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student sign up for reading facilitation</td>
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<tr>
<td>Review basic concepts and vocabulary of Policy</td>
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</table>

Required Readings / Films

None

2. (1/27) Concepts, Issues and Indicators of Community Well-Being

SW 647 - Policies & Services for Social Participation & Community Well-Being: Goldstein – Win/14
In Class Activity: Competency Skill: Developing Well Being Indicators
Discussion of Student Participation of MLK Jr. Events

Required Readings:


3. (2/3) Concepts of Community Participation

| In Class Activity: Film- Social Work: Practicing in a Century of Change |
| Case Scenarios for authentic participation |
| Guest Speaker: Simone Sagovac, Southwest Detroit Community Benefits Coalition |

Readings:


**4. (2/10) Policy Advocacy**

<table>
<thead>
<tr>
<th>In Class Activity: Guest speakers - Duane Breijak, MSW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Member Services and Development</td>
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<tr>
<td>NASW-Michigan Chapter</td>
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<tr>
<td>How to Tell your Story</td>
</tr>
</tbody>
</table>

Readings:

Bardach: A Practical Guide for Policy Analysis the eightfold path to more Effective Problem Solving: Steps 5-8, pp 47-78, Appendix B- Things Government Do, pp 141- 149

Lewis and Widerquist, Ch 1: The economic perspective (and Glossary); Ch 2: Marginal Analysis

National Association of Social Workers: Lobby Day Tool Kits (March 2009)

National Association of Social Workers  NASW MI Advocacy Tools

**5. (2/17) Developing an Analysis – Cost Benefit and Criterion Matrix Analysis**

<table>
<thead>
<tr>
<th>In Class Activity: Case Study – Calculating Cost of Policy Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Technology to develop a Criterion Comparison Matrix</td>
</tr>
</tbody>
</table>

**NOTE: Students should bring laptops to this session**

SW 647 - Policies & Services for Social Participation & Community Well-Being: Goldstein – Win/14
Readings:


Lewis and Widerquist, Ch 6: Cost Benefit and Cost Effectiveness Analysis

6. (2/24) Youth Policy and Well Being

In Class Activity:
Case Study: Michigan League for Public Policy Child & Family Well-Being in Michigan and its Counties,

Guest Speaker: Chad Cyrowski, Director of Digital Media at Progress Michigan, Challenges and successes of the Michigan League of Responsible Voters.

Readings:


Lewis and Widerquist, Ch 5 and Ch 7: Market Failure and Government Intervention.


Playing the news 43919-D 20 min 2009
In 2004, television, radio and print media covered the U.S.-led attack on Fallujah. So did one video game. But can video games do journalism? This documentary examines the role played by New York based reality games company Kuma Reality Games in connecting young people to current events. After designing a video game called Kuma/War based on the November 2004 siege of Fallujah, Kuma Reality began to think of itself as a news organization. But war reporting has certainly never looked like this before.


http://www.mlpp.org/misc/MLPPkidscoun final.pdf

March 3 - Spring Recess - no class

7. (3/10) - No Class at School of Social Work - Visit to Policy/ Decision Maker Office

Readings

Bardach: A Practical Guide for Policy Analysis the eightfold path to more Effective Problem Solving: Appendix D: Strategic advice on the dynamics of political Support –pp.159-165

8. (3/17) Improving the Well-Being of the Work Environment

<table>
<thead>
<tr>
<th>In Class Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest Speaker:</td>
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<tr>
<td>Representative of</td>
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<tr>
<td>Michigan United</td>
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<tr>
<td>speaking on</td>
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<tr>
<td>Immigration Reform</td>
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| Student Sharing of Visit to Politician offices |
| Guided Practice Force Field Analysis |

Readings:

Los trabajadores VIDEO-D 47291-D - 48 minutes
"'We build the buildings, we do the hardest jobs, and still they don't want us.' These are the words of Juan Ignacio Gutierrez, a Nicaraguan profiled in the film Los Trabajadores/The Workers, winner of the International Documentary Association David Wolper Student Award. Los Trabajadores tells the story of immigrant day laborers, placing their struggles and contributions in the context of the economic development of Austin, Texas. Through the stories of Juan from Nicaragua and Ramon from Mexico, and through the controversy surrounding the relocation of a day labor site from downtown to a residential neighborhood, the film examines the misconceptions and contradictions inherent in America's dependence on and discrimination against immigrant labor. As Juan says, 'they say Austin is growing, but thanks to whom?'"

Or

Sin fronteras VIDEO-D 44683-D – 81 minutes
"Cruzando Fronteras/Border Crossings. US-Mexico activists struggle for dignity and human rights along the border. This documentary examines abuses by U.S. immigration agents and infringements on the sovereignty of Native American nations as a result of the militarization of the region."
Resistencia! Derribando barreras/Tearing down fences. A personal account of the anti-globalization movement, Resistencia covers ground from the anti WTO actions in Cancun to the anti-FTAA demonstrations in Miami during fall of 2003, with a focus on popular movements in Mexico and the United States. Immokalee: una historia de esclavitud y libertad/a story of slavery and freedom. The Coalition of Immokalee Workers struggles to build solidarity and fight back against the brutal exploitation of thousands of farmworkers in the fields and groves of southern Florida”.


9. (3/24) Faith-Based Organizations and Community Well-Being and Social Justice Models

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<tr>
<th>In Class Activity: Guest Speaker Ponsella Hardaway, Director, MOSES</th>
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<tr>
<td>Social Justice Community and Society Models</td>
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<td>Creating/Revising a Just Social Policy - Review of Assignment 3 rubric</td>
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<td>Organize car pooling for next week’s class off campus</td>
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Readings:


Loewenberg, Frank (2001) From Charity to Social Justice, the emergence of communal institutions for the support of the poor in ancient Judaism, chapter 4 pp 91 - 126 “The Emergence of Philanthropic Institutions for the Support of the Poor” Transaction Publishers, New Brunswick, USA

10. (3/31) Developing Affordable and Safe Housing & Community Well-Being

| In Class Activity - CLASS HELD IN THE COMMUNITY |
| Case Study - Smart Growth and Housing Policy |

Out of Classroom Learning/Site Visit
Great Oaks Co-Housing, Catherine Fischer, Board of Directors member & resident
Located: 500 Little Lake Dr, Ann Arbor, 48103
http://www.gocoho.org/campus/ch_sdhw

Great Oak Membership Policy - retrieved December 30, 2011 at
http://gocoho.org/boa/?id=agreement&num=175


11. (4/7) Class Presentations of Just Social Policy creation


13. (4/21) Exam Week – No class

LEO Lecturers’ Employee Organization, Loc al 6244, AFL-CIO