I. COURSE DESCRIPTION:
This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. The course will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths-based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

II. COURSE CONTENT:
This course will cover practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with the primary and secondary structures in communities, such as schools, neighborhood associations, self-help organizations, community centers, and faith-based organizations. Emphasis will be placed on ways in which different levels of practice, including interpersonal, organizational, community, and policy practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and national or international organizations.

Specific practice methods will include feminist, multicultural, structural, and community social work models of practice. These models will include techniques for group work of various kinds, crisis intervention, advocacy, and service coordination; consultation with community members, groups, and organizations; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards; organizing and
facilitating mutual aid and self-help groups; and collaborating with communities to develop local programs and services. We will include a focus on methods for encouraging community participation and empowerment and in reducing barriers for members of different groups and who are disempowered and marginalized by mechanisms of oppression. Topical issues will include: enhancing individual, family, and community safety and security; the mediation of community conflicts; the social integration of newcomers and returnees to communities; promoting positive intergroup relations; and the promotion and protection of human rights and environmental justice. Students will engage in activities that allow them to examine and expand their understanding of their own group memberships and identities and how they are relevant in different practice situations.

III. COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of how community and social systems can play a role in improving the well-being of individuals, families, organizations, and communities and in promoting greater social justice.

   • To demonstrate several methods that engage, strengthen and build well being and social justice, particularly at the community level.

   • To promote capacity building and preventive approaches via strengthening the student’s knowledge, skills and resources so that they may assist individuals, groups, and communities to develop more socially just practice.

   • To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities.

2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels.

   • Demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another.

   • Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels.

3. Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affect the needs and assets to be mobilized in practice.

   • To be able to locate oneself as a practitioner incorporating multiple social positions, statuses, and cultures, and to understand the implications of these for worldview, values, and biases.
4. Demonstrate skills for engaging community systems and encouraging the participation of community members with attention to their diversity and for reducing barriers to that participation.

- To demonstrate skills in negotiating differences and conflicts at system interfaces.

- To work across social system boundaries and apply multiple strategies for building linkages across boundaries.

5. Identify how social work ethics and values can guide practice with community and social systems.

IV. 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. 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.

V. RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES:

- **Multiculturalism and Diversity** will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: 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, as well community of residence.

- **Social Justice and Social Change** will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment, and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

- **Behavioral and Social Science Research** will form the basis of this course and will guide practice in working with community and social systems. For example, community and social
systems practice is supported by research that suggests that well-being is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

VI. RELATIONSHIP OF THIS COURSE TO SOCIAL WORK ETHICS AND VALUES:

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics 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. Also, please see objective 5 and the relationship to themes 1 and 2 above.

VII. INTENSIVE FOCUS 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, 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.

Above is the Course Statement Approved by Governing Faculty Nov. 8, 2006.

VIII. LEARNING PHILOSOPHY AND ENVIRONMENT

Classroom Community. Given that the nature of macro practice involves working in some capacity with larger groups within the context of communities, we will strive to establish and build the capacity of our own classroom community. Although we each come from and belong to different communities, during this semester we will be working together and learning as a new community. The success of our smaller community will depend upon our ability to work together, share ideas, respect differing perspectives, and help one another aspire to reach the fullest potential possible. The potential of our community will not be reached through individual action, but through our ability to work together as a classroom community.

Educator/Facilitator. This course will be facilitated by an organizer/educator, who will work to provide the best classroom experience possible for everyone. I shall strive to foster an adult learning model of education, meaning that all of us are both educators and learners in our classroom community.
Learning Groups. Groups will be formed early on in the semester to help connect colleagues with similar interests and focus areas for the purpose of peer review, sharing weekly readings responsibilities, and providing support to one another during the semester.

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 community needs assessments. The possibilities are endless—just be sure you select an objective that you can achieve.

Skills and Knowledge for Practice. This is a practice methods course and thus focuses on the development of skills for practice. The course will be highly participatory, and we will practice relevant skills (e.g., planning, assessment, analysis, group facilitation) within the classroom and through linking with your field components. Thus attendance and class participation are important criteria and elements within the course.

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 your phone to vibrate only. Some of you may want to take notes on laptops during class. It is not acceptable for you to be surfing the Internet, texting, or otherwise not engaged in the classroom and class activities.

IX. SPECIAL CIRCUMSTANCES

Accommodation for students with disabilities

If you have a disability or condition where may affect your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. For more information and resources, you can also take advantage of additional resources—the Office of Services for Students with Disabilities, (G664 Haven Hall, 763-3000, the Adaptive Technology Computing Site, and the Sweetland Writing Center (1139 Angell Hall, 764-0429). Many aspects of the course can be modified, with some notice.

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

X. ACADEMIC HONESTY

It is your 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. http://www.ssw.umich.edu/studentGuide/2007/ This and other University publications describe policies and penalties related to academic dishonesty, such as plagiarism. For your convenience, standards relevant to this course are presented below. These are taken from http://www.ssw.umich.edu/studentGuide/2007/

4.0311: Cheating

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:

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;
2. Lying about circumstances presented as an excuse from examinations or other academic work;
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;
4. Misappropriating another student's work;
5. Allowing another person to do all or part of one's work and to submit the work under one's own name;
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;
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;
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

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

- Using or otherwise taking credit for someone else's work or ideas.
- Using the language of another without full and proper quotation or source citation.

Implicitly presenting the appropriated words or ideas of another as one's own.
● Using Internet source material, in whole or in part, without careful and specific reference to the source.

● Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.

● 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.

XI. COURSE MATERIALS

Our course will use a textbook, in addition to other readings. Most readings will be posted on C-Tools.


We will also read from the following:


XII. 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:

A+ 99-100   B+ 87-89   C+ 77-79   D <69

(nocredit) A: 94-98   B 84-86   C 74-76
A- 90–93   B- 80-83   C- 70-73

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 turned-in at the beginning of class on the date due.

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.

XIII. ASSIGNMENTS

Expectations for All Assignments

Submission Instructions
All written assignments are due at the beginning of class in hard copy. (To encourage ecological concern, I will accept two-sided printing if the text is clearly readable on both side).

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 points 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 it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

General Evaluation Guidelines
Written assignments will be evaluated on both content and style. You should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). In particular, you are strongly urged to proofread your papers, and not just rely on spell-checking. Adhere to the grading criteria is strongly recommended.

Assignments are to be typed, single spaced with one-inch margins, using Times New Roman 12 font.

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 (5th ed.). The library also offers an online resource for your use (see http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf).

****Beyond the use of APA’s referencing style, no other aspect of the APA style guide will be used. It is highly recommended that you use formatting that is helpful to the reader (e.g., headings and sub-headings) to organize your work.****

The assigned readings for this course are listed in APA format.

Assignment Schedule

<table>
<thead>
<tr>
<th>A. Class participation.</th>
<th>Reflective, collaborative learning. Contribute to classroom climate.</th>
<th>30 points Total</th>
<th>On-going</th>
</tr>
</thead>
</table>
| B. Critical, generative analyses | • MLK Huffington post article  
• Wikipedia Article Reflection | • 5 points  
• 5 points | Jan 27  
April 21/22 |
| C. Case study | • Analysis, assessment, planning  
• Actions, evaluation, Integrate practice principles, knowledge and skills (includes analyses, actions over time), Demonstrate ability to apply course concepts, readings, and activities in practice situation | 30 points total  
• 15% first  
• 15% | First component,  
Feb17/18  
Second,  
April 7/8 |
## Assignment Descriptions

Assignments are to be typed in 12 point font and single-spaced. Late papers will have a 5 points deducted for each day late including weekends. The offices below are helpful for students desiring for to improve their professional writing.

- Sweetland Writing Center [swcinfo@umich.edu](mailto:swcinfo@umich.edu)
- Refer to the SSW Office of Student Services

### Assignment 1. MLK Huffington Post Article (due Jan. 27 – 5 points)

Attend at least one of the activities sponsored as part of the University's Rev. Martin Luther King Jr Symposium, which opens in early January. Write an article that could potentially be publishing on Huffington Post. This assignment is your first chance to demonstrate your writing and analytic skills. This paper will be worth 5 points of your grade. Please **do NOT use contractions!**

**Things you may cover in your article:** Describe the event(s) components, key concepts and messages/skills; your reactions to and analyses of usefulness and effectiveness; why you chose the event(s) and what you hoped you'd learn; and how your own PODS social locations and experiences shaped your choice and reactions. Then, provide practical implications for a larger, non-social work audience.

**Grading Criteria:**
Hitting all the key areas noted above: **4 pts**
Writing quality (format, grammar, etc): **1 pts**

### Assignment 2. Case Study—40% overall developed in two steps (see below).

Working with the instructor, select some aspect of your case that will complement and augment learning in the classroom, with specific practice elements/tasks/tools/steps demonstrated. **Please choose a topic that you care deeply about or plan to pursue in your field placement of post MSW career.**
This is not a time for fantasy. Please consider a particular problem/issue that is feasible to work on within the confines of your current resources.

You must use at least one appropriate “tool” in this paper that will be shared with your classmates. Thus you will learn to use one or more tools for practice, and will get copies of other tools from your classmates.

Guidelines and Steps for Case Study Assignment

This case can be an individual, family, group, community, organization/management, program, or policy-related project. For many of you, it will be something you are working on in your practicum organization, but it can be something you are working on elsewhere, or worked on in the past. The assignment will be completed in two parts, each in an 8 to 10 page paper.

Goals: 1) To apply (and demonstrate ability to understand and use) course readings and concepts within a concrete example.
   2) To operationalize horizontal (cross systems) and vertical (cross methods) integration; also promotion of positive goals and prevention, in addition to addressing problems and illustrating the application of CSS-relevant knowledge, principles and skills.
   3) To incorporate elements of place, empowerment, and social justice/diversity

**Paper One:** Background and context for the case, assessment and preliminary planning
- Brief description of the components of the case—stakeholders, where it is, what it does, with whom does it work, your role(s)
- Brief description of the case, and why you are interested in it/assigned to it
- Key issues and elements of the case (including relevant literature/evidence)
- Who are key players in the case (including yourself).
- Preliminary assessment of facilitators and inhibitors for change
- Use relevant assessment tools that you learned from 521 or 560 (or from elsewhere— instructor can help here)
- More in-depth analysis of system components (e.g., size, boundaries, assets, struggles)
- How relevant people and components perceive the situation. History of work on/ways have handled the goal/issue.
- Major strengths/assets/resources. Problems, barriers that need attention.
- Social justice issues/goals, how gender, race, ethnicity, sexual orientation, religion, economic class, disability, age, and other identities and group statuses impact
- Ethics and value issues relevant
- What different community components, and types and levels of practice methods are potentially relevant
- Tentative goals, objectives. Questions still need to answer/explore.

**Paper Two:** Develop, analyze, evaluate (or plans for these) intervention steps, progress and problems
• Who/what systems are involved? How did planning occur?
• What change/intervention methods are being used? Will be used?
• What steps and progress has been made? Effectiveness, challenges, facilitators and barriers, problems? What practice methods, skills, knowledge are being employed (or will be)?
• Use some relevant planning, analysis, scheduling, or monitoring “tool” somewhere in the paper
• What interfaces and conflicts did you encounter? How were this anticipated and addressed?
• How will you evaluate and monitor progress and struggles and guard against unintended consequences
• What have you learned re: CSS from this case?

Potential tools: e.g., SWOT, logic model, concept map, stakeholder map, sign graph, causal diagram, force field analysis, gantt charts, flow diagram. Pro/Con list, various activities and diagrams contained in the supplemental books for the course, or the text. More details follow.

Some “Tools”—A procedure, guide, format for assisting a practitioner to address a practice issue, step of question systematically. To apply practice skills in a systematic way

--Analyze --Organize --Depict, clarify --Sequence --Monitor

Can be mixed and matched—some embedded in others. Some can go in more than one category

1. Assessment models, procedures [needs, structures, history, measures/data available, feasibility options] Methods—lit reviews, compilation of existing data, participant observation, interviews, surveys, satisfaction measures, other evaluation, mapping, etc

2. Ways for organizing information—(and identify what information is needed)

   SWOT [Strengths, weaknesses (current, internal); Opportunities, threats (future, external)] Force Field, various problem-solcing models. Prevention frameworks

3. Planning—analysis, formulating goals, developing strategies, implementing plans
   Assessment procedures, Force field analyses, sequencing strategies, check lists

4. Problem-solving—different models and formats—multiple assessment steps—gathering information, assessing and analyzing that information, sorting/clustering, identifying priorities, identifying major goal, possible objectives. Assessing pros and cons of different approaches, selecting one or more, develop strategies and tactics—both linear and iterative

5. Scheduling and Tracking—Gantt charts, Pert charts, calendars/schedules; Calendar of tasks and sequences Relationships among tasks and sequences

6. Depicting/analyzing procedures (sequences, timing, decision-points) Flow charts, program diagrams, logic models (some include program theory/rationale)
7. Showing relationships among components, transactions. Mapping of various types—organizational charts (hierarchical, programmatic, functional) Community maps (literal, symbolic) Structural diagrams

8. Indicating influence and/or communication structures and processes Influence and communication nodes, flows—map perceptions, actual

9. Conducting analyses—of issues, resistances to change, levers for change, feasibility of strategies and tactics e.g., Force Field Analysis, advocacy homework

10. Monitoring and evaluation—group assessment scales (participation, direction, norms), Satisfaction measures. Identify and track benchmarks. Formal evaluation protocols. Gather data about everything you do, keep detailed notes, minutes. Participatory (engage people widely in identifying questions, gathering information, assessing meaning of information) Iterative (recurring, praxis, using information to continue to inform planning and practice)

Assignment 3. Skills module/Wikipedia Project. Work on a set of specific skills for CSS practice and then write a Wikipedia article that describes that specific skill.

Skills Module
We will divide into teams to work on/develop approaches to these, with each team responsible for a part of a class session for some activity that demonstrates/teaches those skills to the class. You will work closely with the instructor for this component. Topics may include (some type of prevention; skills for engaging with conflict; advocacy; group facilitation; consultation; planning; collaboration, coalitions; strategic planning; program design; other?) Your goals are to research what is available on your topic, design an educational session for the class (1 hour) with appropriate goals, activities, desired outcomes, and resource materials to facilitate their continued learning.

Wikipedia Project Description

Overview: You and your partner will either create or substantially improve a Wikipedia site on a social work practice related topic, invoking concepts learned in class.

Why: The purpose of this project is two-fold. First, writing this article will sharpen your understanding of your practice skill and will force you to condense large amount of information into a cogent article. As students from the #1 School of Social Work you will be instrumental in making social work practices and methods more accessible, globally by creating easily an accessible Wikipedia article that is available to the public.

Groups: Each group will be assigned to ensure diversity of backgrounds
Peer Review: Each of you will be individually assigned another group to peer review. You will be graded on the quality of your peer review.

(a) Content: a minimum of 3 sections must be added to the site, including an introductory paragraph aimed at the general public. The quality of the added content will be evaluated.
(b) Figures: a minimum original figure/flow chart/graph/picture must be added to the site. Again, the quality will be evaluated.
(c) References: a minimum of 6 references must be added to the site. The quality and appropriateness of these references will be evaluated. Not that reference should come from all sources including textbooks, primary literature, review articles.

A representative from the University of Michigan library will come to class to present a tutorial for building and or editing a Wikipedia page on January 27/28. The librarian will use half of our class time to discuss core principles of Wikipedia and provide technical assistance with adding to a Wikipedia article or creating a new one. If you own a laptop please bring it with you. You will create your own account and a sandbox to write the draft of your article. You will also learn how to publish the final draft in the sandbox as a formal Wikipedia entry. The class will have a Wikipedia page in which you post links to your sandbox page and the final Wikipedia entry. Each team will be asked to submit one article.

Wikipedia Project-TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13/14</td>
<td>In-class discussion, teams assigned</td>
</tr>
<tr>
<td>January 27/28</td>
<td>List of three potential topics is due</td>
</tr>
<tr>
<td>February 3/4</td>
<td>Topics will be assigned to each group</td>
</tr>
<tr>
<td>February 10/11</td>
<td>In-class editing tutorial by University Librarian</td>
</tr>
<tr>
<td>February 24/25</td>
<td>Sandbox version of site due</td>
</tr>
<tr>
<td>March 10/11</td>
<td>Peer review of sandbox version due</td>
</tr>
<tr>
<td>March 17</td>
<td>Wikipedia sites go live and are graded</td>
</tr>
</tbody>
</table>

Wikipedia Project Grading

- Sandbox version- 5 points
- Peer Review- 5 points
- Wikipedia site (with response to reviewers) 20 points
**Class Participation/Reading Facilitation.** (ongoing – 10%)

Students are expected to attend every class session, come on time, read the Required Out of Class Learning: Readings, Film, Internet Podcasts, and participate in class discussions and exercises. Student groups will facilitate the reading discussion through adult learning activities and small group discussions. Part of macro practice includes the skills of group facilitation. Working within small groups you will be expected to help open and assist with facilitating a discussion of the readings using cooperative learning structures. 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.

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to 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, please let me know so you can get any handouts.

**Grading Criteria, 8pts ea for (40 total points possible):**

1. Attendance;
2. Active participation in class and small group discussions;
3. Facilitating class discussion (ongoing);
4. Ability to discuss ideas with colleagues in a respectful manner;
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.

The following form will be used by each student at the end of the semester to self-evaluate her or his performance in each of the categories listed above. Greg will fill his own evaluation out for each student, compare and negotiate a final grade for participation.

**XIV. READING LIST AND CLASS SCHEDULE WINTER 2013**

****We may rearrange things in this once we get speakers and in-class activities scheduled or as additional materials become available. Also, the readings listed here are subject to change. Any readings outside of the Delgado text will be posted on the course site in CTools.****

**Sessions, Learning Objectives, & Readings**

**January 13/14:** Introductions, Overview of course and requirements, Developing our class community. Assignment Due: None
Questions: What does Cultural Humility look like in Macro Social Work Practice
Required Out of Class Learning: Readings, Film, and Internet Podcasts: None
January 20: NO CLASS- ATTEND AN MLK EVENT


Assignment Due: Readings.

Questions: How might issues of poverty/class influence your social work practice?

Jan 28 Required Out of Class Learning: Readings, Film, and Internet Podcasts:

Delgado Text:
Ch. 1: Introduction (3-12)
Ch. 2: Urban Communities (13-26)
Ch. 3: Caring and Helping (27-46)
Ch. 4: Principles and Strategies (47-66)

In class: Jessica Jackley: Ted Talks. Poverty, money and love
Poverty Role Play

Assignment Due: Assignment 1: MLK Event Huffington Post Article

Session 4: February 3/4: Traditional and Non-Traditional Service Sectors; Conflict: Facilitation, Fighting Fair(ly), and Resolution Skills

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


February 10/11 Theories of Change in Macro Social Work Practice.

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


February 17/18: **Part I of Case Study DUE.** Facilitation and Meetings in Marco Practice

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**

**Readings TBA.**

February 24/25: Engaging in CSS Practice **Skill module Presentation:**

- Finn and Jacobson, chapter 6, Getting started, Engagement 211-264

March 3/4: Spring Break. NO CLASS

March 10/11: Working with Religious Service Sectors; Infusion of Religious Communities in Community Practice

**Assignment Due: Assignment 4: Part 1**

**Skill Modules Presentation:**

**Learning/Course Objective:**

- Methods of engagement, strengthen and build well being & social justice communities

**Competency Skills**

- Strength based community assessments and individual treatment plans

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**

***Delgado Ch. 9: Framework for practice (123-140).***

***Delgado Chapter 10. Engagement of Nontraditional Settings (159-174)***

*** Sandra M. O'Donnell, PhD Sokoni T. Karanja, PhD, (2000) Transformative Community Practice: Building a Model for Developing Extremely Low Income African-American Communities. Journal of Community Practice, 7(3) 67-84.***
March 17/18: Action/Accompaniment. Developing and implementing strategies. **Skill Module Presentation:**

Sharing of cases, consultation across cases, more selection of “tools”

- Finn and Jacobson text: Chapter 8: Action and Accompaniment, 313-376.
- Fischer et al, Chapter 7, addressing consequences, 125-139, and 8, working on the social fabric, 141-153.

March 24/25: Analytical Techniques in Macro Practice **Skill Module Presentation.**

Learning/Course Objective
Apply analytical techniques to assess strengths, needs and capacities
Work across social system boundaries

Competency Skills:
Interviewing
Social Observations
Focus Groups
Surveys

March 31/April 1: Youth Violence as a Macro Practice Issue. **Skill module presentation.**

Readings:
- Exposure to violence, student fear and low academic achievement
- Exposure to community violence and social capital
- Internet Banging

April 7/8: **Case Study Part II due.**

Evaluation as a Macro Practice Skill. **Skill Module Presentation.**
• Finn and Jacobson text: Chapter 9, Evaluating, reflecting on and celebrating our efforts, 377-411.

• Delgado, Chapter 12: Evaluation, 202-211.

• Fischer et al, chapter 9, Evaluation. 157-165

• **Assignment:** Action(s), evaluation, monitoring for unintended consequences, next steps.

April 14/15: Cultural and Identity Collisions: Economic and Asset Development as Community Practice Framework
Assignment Due: Readings, Film

Learning/Course Objective:
• skills negotiating differences and conflict
• work across system boundaries and apply multiple strategies to build linkages

In Class Activity: FILM: Flag Wars (2003). Is a poignant account of the politics and pain of gentrification? Working-class black residents in Columbus, Ohio fight to hold on to their homes. Realtors and gay home-buyers see fixer-uppers. The clashes expose prejudice and self-interest on both sides, as well as the common dream to have a home to call your own.

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**
***Steven G. Anderson, PhD, Min Zhan, PhD, Jeff Scott, MSW (2005) -Developing Financial Management Training in Low-Income Communities: Assessing Needs and Community Practice Implications*

April 21/22:
Assignment Due: Wikipedia Article Reflection due

Learning/Course Objective:
• All course objectives: Demonstration of course mastery

April 28/29: FINALS Week