

COURSE TITLE:	Introduction to Community Organization, Management, and Policy Advocacy (Fall Term, 2014) *
COURSE NUMBER:	SW560-004
TIMES & PLACES	Mondays 2-5 pm, Room 2752 SSWB
CREDIT HOURS:	3
PREREQUISITES:	None
LOCATION:	Foundation macro methods; required for all MSW students
INSTRUCTOR:	Carole McCabe, MSW and Thaddeus Jabzanka, MSW
CONTACT DETAILS:	E-mail: tjabzank@umich.edu , cmccabe@umich.edu Phone: Carole – 734-260-0330 Thaddeus – 978-944-0095
OFFICE HOURS:	Monday 5:00 – 6:00 or by appointment

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.

* This syllabus reflects the past collaborative efforts of SW560 instructors Janet Ray, Tony Rothschild, Sarah Crider, Shane Brady.

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.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations.
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practice.

Course Competencies & 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 & 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:

- [5.1] advocate for human rights and social and economic justice
- [5.2] 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:

- [6.1] 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

[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. Social workers:

COMPETENCY 10(a)—Assessment

[10.a.1] collect, organize, and interpret client data

[10.a.2] assess client strengths and limitations

[10.a.3] develop mutually agreed-on intervention goals and objectives

[10.a.4] select appropriate intervention strategies

COMPETENCY 10(b)—Intervention

[10.b.1] initiate actions to achieve organizational goals

[10.b.2] implement prevention interventions that enhance client capacities

[10.b.3] help clients resolve problems

[10.b.4] negotiate, mediate, and advocate for clients

[10.b.5] facilitate transitions and endings

COMPETENCY 10(c)—Evaluation

[10.c.1] critically analyze, monitor, and evaluate interventions

Course Relationship to Curricular Themes

Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

Social Justice is 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.

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).

Behavioral and Social Science Research are 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.

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.

Pedagogical Approach & Teaching Philosophy

Our class employs an adult learning philosophy to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on classroom discussions of assigned readings, group activities, and critical analysis and thoughtful, reflective dialogue about privilege, oppression, diversity, and social justice as it relates to macro practice.

Go with the people:
Live with them.
Learn from them.
Love them.
Start with what they know.
Build with what they have.
But the best leaders
When the job is done,
The task accomplished,
The people will all say,
'We have done this ourselves.'

– Lao Tsu, China, 700 B.C.



¹ Course description, competencies and practice behaviors, objectives and design are identical for all sections of 560 and were approved by faculty.

Course Policies

Academic Integrity

We expect students to maintain the highest level of academic integrity in the classroom. **All work for this course must be your own. Use of someone else's ideas without citation is unacceptable.** Academic misconduct or dishonesty of *any* sort will not be tolerated and will receive an automatic failure of the assignment; it also grounds for expulsion from the University. Be advised that instructors are obliged to report all incidents of academic misconduct to the Associate Dean (which then become part of the

student's permanent academic record). This policy is explained in the MSW student handbook. In order to avoid dishonesty and plagiarism, please review the following website for university guidelines and policies: <http://www.lib.umich.edu/acadintegrity/>.

Accommodations for Learning

If you have a disability or a condition that may interfere with your participation in this course, please schedule a private appointment with one of us as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, (734) 763-3000. (<http://www.umich.edu/~sswd>) and the Adaptive Computing Site (<http://itcs.umich.edu/atcs>).

Communication

Stay in touch! We encourage you to communicate any questions or concerns you have either in person, on the phone or via email. We will try to respond to questions within 24 hours. Office hours will take place immediately after class on Mondays from 5:00 -6:00pm or by appointment.

Grading

Grades are earned by successfully completing the assignment and turning it in by the deadline. A's are given for exceptional, outstanding work, B's indicate fine work, mastery of assignment concepts and clear writing, C's indicate problems or difficulty with assignment concepts and writing that needs improvement, and a D indicates a unsatisfactory and/or unacceptable work.

On a 100 point scale,

A+ 98-100	B+ 87-89	C+ 77-79	D ≤69
A 93-97	B 84-86	C 74-76	
A- 90-92	B- 80-83	C- 70-73	

Assignments submitted late without an exception granted will be graded down. Exceptions may be granted with the permission of one of the instructors, and should be granted in advance of the due date of the assignment.

Assignments

1. Community Profile 25%

Working collaboratively in groups of 4-5, you will develop a profile of a neighborhood or community within Southeast Michigan. The profile will include a combination of qualitative and quantitative data, and will be presented to the full class as a power point or prezi presentation on Monday October 27. Class time will be made available for working in your groups.

2. Advocacy Project 25%

This assignment can be done individually or in pairs. You will attend a meeting of one of the bodies listed below and then write a 1-2 page Reflection Paper about your impressions of the experience.

Then, you will research one issue that is currently being taken up by this group, or which may come before them, and write a 2-3 page Advocacy Statement about the issue. You will submit the written statement and also present your statement to the class.

Here are some examples and possibilities for you to choose from:

Ann Arbor City Council
Washtenaw County Commissioners
Ann Arbor School Board
Housing and Human Services Advisory Board
Washtenaw Housing Alliance
Washtenaw County Continuum of Care Board

3. **Mini-Grant Proposal** 25%

Based on your Community Profile (or alternative organization or project) identify an unmet need of the community and write a grant proposal that includes all the necessary elements as described in CTools. The paper will be a minimum of 5 pages and maximum of 10 pages.

4. **Class Participation and Reflection Papers** 25%

We have structured this class with a strong focus on dialogue, group work, and presentation to help build skills that are key to macro practice. Class attendance, thoughtful participation and Reflection Papers will combine to equal 25% of your grade. You will submit three Reflection Papers over the course of the semester. They are for writing practice and to encourage the act of reflection. The first and Third Reflection may be written about anything the class read or discussed, and the second one will be a reflection on the Advocacy Participation experience. The papers will not be graded, but must be turned in for full Class Participation credit.

Class Sessions and Readings

Week 1 September 8

Introductions, Review Syllabus, Philosophy, Expectations and Vision for the class

Week 2 September 15

The History and Elements of Macro Social Work?

Required Readings:

Freire, P. (1970). Chapter one. In P. Freire (1970). *Pedagogy of the Oppressed* (pp. 43-69). New York: Continuum International.

Horton, M. (1986). Building in the Democracy Mountains: The Legacy of the Highlander Center. In Jacobs, D (Ed) *The Myles Horton Reader*. (pp 33 – 44) Knoxville, TN: The University of Tennessee Press.

Paton, D. (2014) We Can Solve This: Why Poverty is Not Inevitable. *Yes! Magazine*, Issue 71, 14 – 17.

Recommended Readings:

Branch, Taylor (1988), *Parting the Waters*, New York, Simon & Shuster, pages 128-155

Du Bois, W.E.B. (1901). *The Freedman's Bureau*. *Atlantic Monthly*, 87, 354-365

Huff, D, *The History of Social Work*, Chapters 1,2,3 &5 – (on course ctools)

Johnson, A. G. (2006). *Privilege, oppression, and difference*. In *Privilege, power, and difference* (2nd ed) (pp. 12-40). Boston: McGraw Hill

Week 3 September 22 REFLECTION PAPER #1 DUE

Defining Community Organizing and Assessment

Required Reading:

Brown, M.J. (2006) *What Is Community Organizing, Anyway?.* In *Building Powerful Community Organizations: A Personal Guide to Creating Groups that Can Solve Problems and Change the World*(pp 3 – 22). Arlington, MA: Long Haul Press.

Sen, R. (2003). *Introduction: Community organizing – yesterday and today*. In R. Sen. *Stir it up: Lessons in community organizing and advocacy* (pp. xliii-lxv). San Francisco: Jossey-Bass.

Recommended Reading:

Arizmendi, L. G., & Ottiz, L. (2004). *Neighborhood and Community Organizing in Colonias: A case study in the development and use of Promotoras*. *Journal of Community Practice*, 12(1/2), 23-35.

Henderson. (2003) *Skills in Entering Neighborhoods*, Chapter 2. Pages 36 -52.

Hick, S. F. (2003). *Community practice in the internet age*. In W. Shera (Ed.), *Emerging perspectives on anti-oppressive practice* (pp. 317-330). Toronto, ON: Canadian Scholars' Press.

Week 4 September 29 COMMUNITY PROFILE PLAN DUE

Dialogue, Popular Education, Praxis

Required Reading:

Friere, P. & Horton, M. (1990) *Ideas*. (pp 114-121) In *We Make the Road by Walking: Conversations on Education and Social Change* (BrendaBell, John Gaventa and John Peters, Eds.). Philadelphia: Temple University Press.

Hollingsworth, et al. (2009). *Using the miracle question in community engagement and planning*. *Families in Society*, 3(3), 332-335.

Pyles, Loretta (2009) *Critical Organizing Frameworks*. In *Progressive Community Organizing: A Critical Approach for a Globalizing World*. (pp 59-77) Routledge.

Szakos, K. and J. (2007) *Profile: Rhonda Anderson: Organizing for Environmental Justice*.(pp85 – 92) In *We Make Change: Community Organizers Talk About What They Do – And Why*. Nashville, TN: Vanderbilt University Press.

Recommended Reading:

Checkoway, B. (1995). Six strategies of community change. *Community Development Journal*, 30(1), 2-20.

McKnight, J. & Kretzmann J.P. (1997). Mapping Community Capacity. In Minkler, (Ed.), *Community Organizing and Community Building for Health*. (pp. 158-173) New Brunswick, NJ: Rutgers University Press.

Week 5 October 6

Organizing and Mobilizing Communities, Building Coalitions

Required Reading:

Checkoway, B. (2007). Community change for diverse democracy. *Community Development Journal*, 44(1): 5-21.

Omher, M. L., & DeMasi, K. (2009). Step one in the community analysis: Understanding communities – Their history and current conditions. In, *Consensus organizing: A community development workbook. A comprehensive guide to designing, implementing, and evaluating community change initiatives* (pp. 139-160). Thousand Oaks, CA: Sage. Read only pp. 139-149.

Staples, L. H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups*, 23(2) 19-35.

Recommended Reading:

Delgado, M. & Balian, K.(1998). Murals in Latino Communities: Social Indicators of Community Strengths, *Social Work*, 43(4), pp. 346-356.

Fauri, D. P & Wernet, S. (2008) . *Cases in Macro Social Work Practice*. 3rd edition, Boston, Pearson Education, Inc. pp 61 thru 82: 2 Case Studies: Guatemalan Stove Project and the Reverend and Me: Faith Communities

Week 6 October 13 No Class

Week 7 October 20 REFLECTION PAPER #2 DUE

Policy Advocacy: Strategies and Action for Social Change

Required Reading:

Gamson, W. (2000). Framing Social Policy. *Non Profit Quarterly*, 7(2), 40-42.

Sen, R. (2003). Ready Set Action. In R. Sen. *Stir it up: Lessons in community organizing and advocacy* (pp.79 – 96). San Francisco: Jossey-Bass.

Recommended Reading:

Austin, M., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of macro and micro social work practice possible? *Journal of Community Practice* , 13 (4), 9-31.

New Possibilities on the Web. McNutt, J. G. (2008). Web 2.0 Tools for Policy Research and Advocacy. *Journal of Policy Practice* 7(1), 81-85.

Week 8 October 27

COMMUNITY PROFILE PRESENTATIONS

Required Reading:

Bobo, K Kendal, J., & Max, S. (2001). Being a great public speaker. In *Organizing for social change: Midwest Academy manual for activists* (pp.140- 154). Santa Ana, CA Seven Locks Press.

Hardcastle, D. *Community Practice: Theories and Skills for Social Workers (Third Edition)* Oxford University Press (2011) Chapter 10 : Using Work Groups: Committees, Teams, and Boards (272-292)

Recommended Reading:

Ghais, S. (2005). Process basics: The beginner's guide to facilitation. In *Extreme facilitation: Guiding groups through controversy and complexity*. (pp. 127-154). San Francisco, CA: Jossey-Bass.

Killer Presentation Skills. Retrieved at August 6, 2012 at <http://www.youtube.com/watch?v=whTwjG4ZIJg>

Week 9 November 3

Politics, and Legislative Advocacy

Required Reading:

Hoefler, R. (2009). Policy Practice and Advocacy. In J. Midgley and M. Livermore, (Eds.) *The Handbook of Social Policy* (pp.66-82). Thousand Oaks, CA: Sage Publications.

Schneider, R.L. & Netting, F.E. (1999). Influencing Social Policy in a time of Devolution: Upholding Social Work's Great tradition. *Social Work*, 44(4), 349-357.

Recommended Reading:

Ezell, M. (2001). The ethics of advocacy. *In Advocacy in The Human Services* (pp. 37-50). Belmont, CA: Brooks/Cole Thomas Learning.

Janson, B.S.Dempsey, D., McCroskey, J., & Schneider, R (2005) Four Models of Policy Practice: In M. Weil, (Ed.) (2005). *Handbook of Community Practice* (pp.319-328). Thousand Oaks, CA: Sage Publications

Week 10 November 10

Servant Leadership and Management Theories

Required Reading:

Ganz, Marshall. (2006) Leadership. In *Organizing: People, Power, and Change*. (Week 5) Kennedy School

Weinzweig, A. (2012) Recipe for Servant Leadership. In Being a Better Leader. (pp 113 – 143)Ann Arbor, MI: Zingerman’s Press.

Recommended Reading:

Weinzweig, A. (2012) Mindfulness in Management Mindfulness Matters; Staying in Balance in Stressful (and Not So Stressful) Times

Week 11 November 17 REFLECTION PAPER #3 DUE
Essentials of Grant Writing

Required Reading:
FUSE Grant

Maynard, B. R. (2009). Social service organizations in the era of evidence-based practice: The learning organization as a guiding framework for bridging science to service. *Journal of Social Work*, 10(3), 301-316.

Recommended Readings:

Foundation Center (2007). Proposal Writing Short Course.

<http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>

Foundation Center (2007). Proposal budgeting Basics.

http://foundationcenter.org/getstarted/tutorials/prop_budget/index.html

Foundation Center (2007). Letter of inquiry/intent.

<http://foundationcenter.org/getstarted/faqs/html/letter.html/>

Examples of proposals, <http://npguides.org/index.html>,

<http://foundationcenter.org/getstarted/faqs/html/propsample.html> & Inquiry Letter,

http://npguides.org/guide/inquiry_letter.htm, & <http://foundationcenter.org/getstarted/faqs/html/loi.html>

Benevon - <http://www.benevon.com/online-video>

Week 12 November 24 No Class (exchange time for field work)

Week 13 December 1 MINI GRANT DUE
Building Strong Organizations, SWOT Analysis

Required Readings:

Bobo, K Kendal, J., & Max, S. (2010). Planning and Facilitating Meetings. In *Organizing for social change: Midwest Academy manual for activists* (pp.127 – 138). Santa Ana, CA Seven Locks Press.

Eng, E. & Blanchard L. (2005). Action-oriented community diagnosis procedure. In M. Minkler (Ed.), *Community organizing and community building for health* (433-435, Appendix 1). New Brunswick, NJ: Rutgers University Press. In Minkler, M. & Coombe, C. M. (2005).

Matthews, L. (1996). Culturally competent models in human service organizations. *Journal of Multicultural Social Work*, 4(4), 131-135

Recommended Reading:

Western States Center. (2003). Dismantling Racism: A Resource Book (pp.6-8, 56-75).
<http://www.westernstatescenter.org/tools-and-resources/Tools/Dismantling%20Racism/>

Week 14 December 8

Final Reflections/Presentations on What We've Learned and the future of Macro Practice

Required Readings:

National Association of Social Workers, (1996) Code of Ethics [revised edition].
<http://www.socialworkers.org/pubs/code/code.asp> – Preamble, Ethical Principles

Netting, F. E. 2005. The future of macro social work. *Advances in Social Work*, 6: 51–59.