

SW 560-005

**Introduction to Macro Practice
(Community Organization, Management, and Policy Advocacy)**

Fall, 2014

Jessuina Perez-Teran, MSW

teranj@umich.edu

Tuesdays: 2:00 p.m.-5:00 p.m.

Class Location: 780 SSWBB

Office Hours: By Appointment

Assigned readings can be located at <https://ctools.umich.edu/>

Course Description

This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

Course Content

Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- Advocate for client access to the services of social work;
- 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

- Recognize and manage personal values in a way that allows professional values to guide practice;
- 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;
- 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
- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation;
- 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
- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
 - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
 - 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
- Advocate for human rights and social and economic justice; and
- 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

- 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
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 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
- Analyze, formulate, and advocate for policies that advance social well-being
 - 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
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment

- Social workers
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation

Social workers

- Critically analyze, monitor, and evaluate interventions.

Course Objectives

On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work.
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 that 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 Design:

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videotapes.

Theme Relation to Multiculturalism & Diversity:

are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore 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.

Theme Relation to Social Justice:

are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address,

through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

Theme Relation to Behavioral and Social Science Research: Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

Relationship to SW Ethics and Values: The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Faculty Approved: October 17, 2012

Assignments

There are five (3) graded assignments for this course, plus attendance and participation. They are listed below with relative point values. These assignments will constitute your grade for the semester. The total points possible for the class are 300. Additional details about each assignment will be provided as we go along in the semester. Whenever possible, utilize the digital drop box in C-Tools for submitting assignments, if however, you are not able to submit the assignment using C-Tools, please send it to my email address on the assigned due date. Whenever using statistics, borrowed language of any kind, and information taken from web based resources; you must properly cite the person or source where the

information is taken from as well as include a detailed reference list attached to the assignment. While I am not looking for perfect APA referencing, it is expected that you will give proper attribution to authors and sources of information with a well enough developed reference list that allows us to find the sources that appear in your product or paper.

Assignment 1 – Community Profile Group Project (Due Session 6) – (Oct. 21st - **100 pts.**)

Assignment 2 – Mini Grant (Due Session 9) – (Nov.18th - **100 pts.**)

Assignment 3– Policy Advocacy (Due Session 13)–(Dec. 9th - **40 pts.**)

Class Participation (60 pts) – Participation will be assessed based on your attendance, preparedness, and contributions to classroom dialogues. Every Class is worth points, and in order to receive full credit, you must make regular contributions, not only in small groups, but to larger class discussions. It is an expectation that you will be present for every session, unless unforeseen circumstances arise, similar to a professional job. If you miss class it is expected that you communicate with the instructor about your absence, and work with your colleagues to catch up on missed material. If you will be missing class for religious observance, please let me know at the beginning of the semester as these absences will not penalize your final grade. Absences are not excused or unexcused, they are simply absences. Normally, students missing more than 2 classes should not expect to receive an A, students missing more than 4 classes should not expect to receive a B grade, and students missing more than 5 classes should not expect to pass the course. This is to ensure fairness for everyone as someone attending 13 sessions of class should not receive the same grade for participation, typically, as someone coming to 11 or 12 sessions; however, someone who attends all class sessions, but seldom or never contributes, probably should not receive the same grade as someone who regularly contributes in a meaningful way. Additionally, it is your responsibility to locate and sign in each class period or your attendance may not be counted.

General Course Requirements and Expectations

- All work must be an original contribution (including not used for another course).
- All assignments must be a product of your own personal work—unless otherwise noted as a group project.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.
- All assignments are due at the BEGINNING of a class session or day indicated. Any late assignment will receive a two-point deduction per calendar day it is late. A late assignment must be submitted to the appropriate drop box online. Extensions will be considered if the student contacts the instructor ahead of time with good reason for making the request.
- Please note that NO INCOMPLETES will be given without prior approval of

the instructor. Unless an extreme emergency situation arises, this should be planned in advance.

- **The proper way for turning in assignments is by C-Tools drop box.**

- **Confidentiality:**

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

- **Accommodations:**

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

- **Academic Honesty and Integrity:**

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

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 solely autonomous individual action, but by our ability to work together as a classroom community.

Climate:

Our class is structured around an adult learning philosophy that seeks 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. It is also imperative to the integrity of our classroom community to promote the exchange of ideas in a healthy way without fear of being attacked or put down. You may attack the idea but not the person who expressed it.

Assignment Overview

All written papers should include a title page of some kind. Every paper for the course that discusses findings and research, should include a brief works cited page and proper citations throughout. Title pages, references, and appendices do not count towards page minimums or limits.

Assignment I 100 PTS: Community Profile (Conducted in Groups of 3-4) Due Oct. 21st (Please upload a copy of your final product, meeting notes, interview Notes, and reflection paper as one larger combined file to your C-Tools drop box, if at all possible. Also, bring some copies of your visual tool to pass around class, while giving your presentation.

This assignment is designed to help you gain skills related to knowing, assessing, and understanding communities for the purpose of developing evidence based community interventions. This project will be conducted in groups of 3-4 colleagues, depending on the size of our class. Group members will decide on a focus for the project, which can be either a geographic community (Ann Arbor, West Willow) or an identity based community such as LGBTQ or older adults within a specific geographic region. If you chose to utilize a population based community, please make sure that you still research this community within a specific geographic area (Older adults living in Ypsilanti, MI). The main point of this project is to research a community, learn from quantitative and qualitative data about the community, both strengths and challenges, and develop informed

recommendations to facilitate community change. These projects will be informally shared in class.

Ethical Community Assessment and Practice Guideline

It is important to understand that communities have rich histories, cultures, and traditions. Communities may also have historical legacies of marginalization and stereotyping, just as groups of people do. One of the important tasks of any community assessment is to give equal attention to both assets and needs. It is also important to try and get to know the community that you are studying. Differing approaches to community practice will have different viewpoints about who should have the primary voice in the assessment, the purpose of the assessment, and the practitioner's role in conducting the assessment. Regardless of where your values and style may lie in relation to community practice, please try to respect the integrity, privacy, and strength of the community that you are studying. Simply driving down the road and staring out the windows, while jotting down details is not sufficient for this assignment. You will need to actually step foot into the community, talk to members of the community and/or those who work very closely with the community as well as examine quantitative census data and relevant documents (Newspapers, blogs, etc.). You should also pay close attention to what decision makers are saying about a community or not saying, being critical of power is a trademark of community practice.

Step 1: Group Formation and Problem Identification (Group Contracts should be submitted to me no later than Sep. 23rd via e-mail. Group meeting minutes will be turned into me on the day that you present) (5 pts.)

Form groups with individuals that have similar interests as you and that you can work with in a group. Groups should be comprised of 3-4 colleagues. Every group should plan on holding semi regular meetings, keeping meeting minutes, and agreeing to a group contract that will be used as enforceable policy if needed to mediate disagreements between group members. Groups should be formed around interest areas and geographic proximity to various communities. When in doubt use a community near to the school of social work. Also, for those wanting to study identity based communities, you must do so within a geographic location and you must be able to justify to me that you have a sound assessment plan for accessing the community, observing the community, and identifying relevant statistics. For the purpose of this assignment, I want to stay away from issue based communities or target populations. In other words, it is appropriate to study the West Willow community of Ypsilanti, but not low-income youth of color in West Willow.

Step 2: Identifying Gatekeepers

Identify a person or agency that can help act as a community gatekeeper. This person can be a group member or an agency that one of the group members is aligned with through work, internship, or volunteering. The gatekeeper is your first point of entry into the community and can help you to meet members of the community, point you towards places of interest, possible data sources, and often times give you relevant data about the community. The gatekeeper can be considered a local expert, but should not be your only data source. Try to identify a potential gatekeeper right away and set up a meeting with her/him.

Step 3: Project Description - Ungraded

As a group, bring to class on Sep. 23rd a brief paragraph project description that you can share with others for peer review and feedback purposes. Often times it is easiest for social workers to identify a relevant community issue (crime, environmental justice, substance abuse, affordable housing, etc.), but by doing so you are essentially biasing your assessment and thinking about intervention, before you have all the necessary information needed.

Step 4: Data Collection

Every group will utilize a combination of qualitative and quantitative data for this project.

Quantitative Data Collection

You will utilize census data to collect important demographic information about your community of interest, preferably by census tract, city, or county. This is why choosing an identity based community that you have no connections or

gatekeepers to help with entry may create serious challenges to completing this portion of the assignment. Sue Wortman, the social work librarian, will be conducting a workshop on using census data.

Qualitative Data Collection

Qualitative data is information that comes about through words as opposed to numbers. For your community assessment, you will need to conduct four interviews per group. You should try to interview stakeholders from differing perspectives. While I think it is super important in typical community assessment to interview community members, it may not be considered ethical practice for students to experiment in community members, especially from historically marginalized communities. If you are your own gatekeeper or are working in a community that you have insider knowledge about and a competent gatekeeper, you may interview community members with caution, but should always disclose that this assessment is for the purpose of a classroom assignment and the information will not go beyond the classroom. When writing up your results, never use the names of people, speak in general terms such as, “according to an area shelter worker homelessness is a growing community concern”. When interviewing people, you should develop basic questions beforehand. Think in terms of strengths, history, challenges, systems/resources, diversity, and inequality. Also, think about how to use interviews to verify or further explain your quantitative findings and observation data.

Additionally, you will conduct a windshield survey with great caution. Windshield surveys consist of driving through communities and taking notes as to what stands out to you by way of diversity, housing, businesses, spaces, recreation, etc. Please do this with great care and caution as you are a guest in the community and should act as such while there. This is best done with at least two group members, so one can take down notes, but preferably with everyone, if possible. You may also do this similarly by walking through or around the community, but remember to be respectful of the community and adhere to safety by going as a group.

You should also examine newspaper or online articles, blogs, or videos relating to your community for further information. Good sources of data include, city council meeting minutes, city reports, and editorials. You may also take pictures and/or video of the community as long as you are not recording people, close enough so that they are identifiable, and you are not infringing on community member privacy.

Finally, you will use Google Maps, along with your windshield survey and interview data to build a detailed community asset map of local resources. This will count as your visual assessment tool.

We will have the social work librarian conduct a workshop on identifying and using data sets, such as Census data for community assessments. You can also e-

mail our social work librarian, Sue Wortman at swortman@umich.edu for further assistance and consult.

Community Assessment Case Study – 80 Pts.

Your group will illustrate your findings by providing two major products to me and your peers: **1) as a group you will develop a concise but detailed power point or Prezi presentation that you should upload to Google docs for me and your peers' review.** As a part of your presentation, you will include a Google map of community assets. If technology becomes an issue, you may upload the Google asset map as a separate document. We will be sharing our projects with each other in class, but no formal presentation will be mandated, unless we as a class decide by consensus to do so. The length of your presentation is up to you, but you will want to strike a balance between comprehensiveness and conciseness. The main objective will be to provide brief community based assessments via Google public sharing, which uploads things to the web or via YouTube. It is for this reason that any qualitative data collected from people should be presented in more bullet form format that de-identifies individuals. Ex. The results of our key stakeholder interviews indicated that green spaces, public transit, and community pride were three major community assets as opposed to a local organizer stated that three major community assets were... Since you are not doing full assessments, are guests in the community, and students still learning, you want to proceed on the side of caution with regard to interview data. Additionally, you are discouraged from uploading your projects to the greater global audience, until I have provided feedback, graded them, and said they are ready for release to the public; **2) as a group you will write an executive summary highlighting key points as outlined below.** Your executive summary should be no longer than 3-4 single spaced pages. The executive summary should be single spaced, utilizes headings to break up the major sections, and be very concise. You should attach a reference page for any references cited (Ex. U.S. Census Bureau). You may use bolding, underlying, and other tools within your executive summary as needed. Other than for references, no other aspect of APA style is mandated in this project. Below is the framework that you should utilize for your executive summaries. The presentation should incorporate some of these elements as well, but also be engaging, concise, and aesthetic to community audiences in order for people to utilize your work.

- I. Community Background and Engagement
 - A. What is your target community?
 - B. How did you access this community? Discuss your gatekeeper (s) and entry process?
 - C. What geographic area or local does this community encompass?
 - D. What is the brief history of this community?

- II. Assessment Methodology (Process)
 - A. What data collection methods did you utilize in this assessment?
 - B. Discuss each method, how you used it, what data was collected, and what you did to develop your protocols.

- C. Describe how you conducted analysis on the data that you collected? I am not expecting a ton for analysis, but in lay person terms, explain how you analyzed data to reach your beginning level conclusions about community strengths and challenges
- III. Population Demographics and Characteristics
- A. How many people live in this community?
 - B. Provide data in regards to gender, race, age, SES, family vs. single adults, youth and children, educational level, unemployment, poverty rates, and other data that you deem important for the reader to know.
- IV. Assessment Findings
- A. What are the key strengths of the community?
 - B. What are the major barriers or challenges facing the community?
 - C. Discuss how these strengths and challenges are illustrated on your Google asset map or why some strengths and/or challenges do not.
- V. Cultural Sensitivity
- A. Discuss how diverse the community is or in what ways diversity was evident in your assessment? Also, discuss how diversity might be different throughout areas of the community or hidden from plain view.
 - B. What role do service providers and service provision play in the community, are they well received by community members or in conflict with them?
 - C. Discuss any findings from your assessment that may speak to the existence of or imbalance of privilege, inequality, and power within the community.
 - D. Speak to social participation or any data or evidence of the involvement of local peoples in community life.

Next Steps (Beginning Level Intervention Planning)

- A. Based on the limited data that you collected, provide some beginning level recommendations that maximize existing strengths, while addressing community challenges.
 - B. Think about and describe who might best be in position to help implement your recommendations and what roles various community actors might play in implementing them.
 - C. Are there any concerns or harm that could potentially result from implementing these recommendations, please discuss critically and justify?
- VI. Limitations of Community Assessment
- A. What are the major limitations of your community assessment?
 - B. What are some ways that you might attend to these limitations, if doing this assessment with more time?

Step 5: Project Praxis (20 points)

After completing your project, share your final results with your gatekeepers, and relevant community partners. If possible discuss the results and seek feedback from them. Also, be prepared to informally share your project and results with the class. You should make available to colleagues your Google asset map and executive summary at least one week prior to our praxis class.

Grading Criteria for Assessment Report

Criteria	Points Earned	Points Possible
Group Contract completed and signed by group members		5
At least two sets of formatted group meeting minutes turned in.		5
Assessment framework followed		10
At least 4 Interviews conducted		5
60 Minutes community observation conducted		5
Asset map properly developed using Google maps and assessment data.		10
Executive summary is between 3-4 pages in length and includes title page, executive summary, table of contents, references, and appendices (Asset Map). The page requirements do not include the title page or references.		10
Paper is properly formatted for the community audience using generous formatting, bullet points, tables, and culturally sensitive language		5
Paper follows strengths based approach by discussing community assets in an evenhanded manner with challenges		5
Paper is well written with proper spelling, grammar, punctuation, structure, and style		10
Report discusses the role and impact of privilege, diversity, inequality, and social justice where applicable.		5
Total Points for Report		80

Criteria	Points Earned	Points Possible
Presentation Praxis	20	
Group member attendance of session (5pts.) Executive summary and asset map shared with class (5pts.) Group members reflected on experiences with others in a meaningful way (10pts.)		
Total Project Points	100	

Assignment II: Mini-Grant Proposal – (100 pts.) Due Nov. 18th

This project involves the research and development of a well targeted funding proposal with an aim of securing funding for a new program, innovation, or development that will benefit a target population of interest or an agency providing services to a population of interest. This assignment can be used to write a proposal that can help your current agency (if applicable) or something that may interest you in the future. Although you will work individually on this assignment, you will be asked to partner with another colleague for the purpose of peer review. Your peer reviewer will provide support, help process ideas, and provide final editing assistance.

The proposal will consist of the following components:

1. Cover Letter (1 Page, single spaced)
2. Table of Contents
3. Proposal (8-12 pages, double spaced, with timeline)
4. Budget (1 page, along with a budget narrative and justification of 1 page, single spaced)
5. Appendices – Interview Notes, observation process notes, funder guidelines, and peer review feedback form (submit the one your partner did for your grant).

Step 1: Focusing the Proposal

During this step you will determine what type of grant you would like to write and for what purpose. You may write a proposal with the intention of formally submitting it, which in this case you will go by the funder's criteria, and not mine (you must submit the funders criteria with your proposal), or you can write the proposal hypothetically using my criteria. If you chose the second option, you still must research a potential funder, and submit to me their requirements, mission, etc.

Step 2: Locating a Potential Funder

During this step you will need to locate a potential funder for your idea. This will take some time and effort with internet and database searches. I will go over this more in class, but some good sources for finding grants include:

www.grants.gov (Government grants)

Foundation grants can be found through looking through larger databases, speak to a librarian for further assistance with locating an appropriate database. You do not have to find an exact funding match for the purposes of this assignment, but try to get a sense for the types of funders who might be interested in supporting projects of interest to you and choose one that seems like it could be a decent fit. Do not worry about following their requirements, unless you are writing the proposal, with the intention of submitting it, as we will be using different standards for our purposes.

Step 3: Prepare your Proposal with the Following Elements

Cover Letter: This should be one single spaced page addressed to the funder that conveys the purpose for requesting funds, dollar amount desired, and why they should support your project.

Agency Description: Describe your agency (or pretend agency) in relation to its history, mission, and scope of services, populations served, strengths, location, and contributions to the community.

Background/Needs Statement: Describe briefly the issue that you seek to address, why it is important, and who the issue affects. Use relevant statistical data and literature in this section. Include an APA style reference page as an Addendum to the proposal; this is not counted in the page totals.

Goals and Objectives: State and link the projects goals to concrete objectives. Remember that a goal is more of a general statement about what you hope occurs overall and objectives are more specific and speak to how you will attain your goal. Try to limit the goals to two or three as each one will have several objectives and this section can quickly grow into something that becomes difficult to manage.

Project Narrative: You may want to structure this section around addressing how you will meet each objective, describe how you will implement your plan or project, who will be involved, what steps will be taken, and over what length of time.

Evaluation Plan: Describe how you will go about evaluating the success of the project/program and what specific methods will you utilize to properly evaluate the programs' success at meeting each objective outlined in the grant. You may also want to include some discussion as to whom, when, and how you will disseminate the results of your evaluation plan. When will you present the results? How will you present the results? And who will you disseminate the results to?

Timeline: The timeline should provide a brief chart format of when specific project steps or activities will take place from submitting the grant to disseminating the results of the grant.

Budget: Estimate the costs associated with your project and put your calculations in the format of a line item budget. You may want to utilize Excel to do the calculations and then copy and paste into a Word document for readability purposes. Most foundations do not give support for indirect costs associated with a project, so think in terms of the fundamental concrete needs in relation to implementing your project. You may also want to provide some indication within

your budget for In-Kind donations by your agency or other sources. In-Kind refers to funding or a portion of funding for specific budget items that is being provided without charge by another source other than the funder.

Budget Narrative/Justification: Discuss, in one single spaced page, each major line item in your budget and justify the expense and how it relates to the success of the project.

Step 4: Peer Review

After you have drafted your proposal, you will submit it to a peer reviewer for feedback, editing, and suggestions. Everyone must review one grant from a peer. We will determine peer review partners in class. Peer reviewers will fill out a feedback form that will be uploaded with the final grant materials. You can find the form on C-Tools, and may type feedback out, but sign the form with your name and Student ID number, and submit the review that someone completed for you with your final grant materials to C-Tools.

*Submit to me your final proposal, cover page, addendums, grant guidelines or requirements, table of contents, and peer review feedback form, together as one Word document via C-Tools.

Mini Grant Proposal Grading Rationale

Component	Criteria	Points Earned	Points Possible
Appropriate Funder Identified	<ul style="list-style-type: none"> Funder guidelines attached. Proposal falls within funder's mission 		10
Cover Letter	<ul style="list-style-type: none"> Formal format followed Funder's name, contact info, and grant number if available Included. Includes dollar amount requested. Proper closing with your full contact information. 		5
Agency Description	<ul style="list-style-type: none"> Detailed overview of agency mission, history, and populations served. Recent agency successes discussed 		5
Background/ Needs	<ul style="list-style-type: none"> Problem or issue clearly stated Research and statistics incorporated with at least three properly formatted references. Justification for funding request stated. 		10
Goals and Objectives	<ul style="list-style-type: none"> Goals are clearly stated, concise, and measureable. Objectives state clearly how goals will be achieved. Goals and objectives are presented in an easy to read format. 		10

Component	Criteria	Points Earned	Points Possible
Project Overview	<ul style="list-style-type: none"> Overview of project or program provides clear and concise illustration of project or program. Overview discusses what you will be doing, how you will do it, and who will be involved 		10
Evaluation Plan	<ul style="list-style-type: none"> Provides concrete ways that you will measure the success of your project or program. Evaluation methods relate properly to the goals. 		5
Timeline	<ul style="list-style-type: none"> Comprehensive overview of the major steps of the project provided in sequential order. 		5
Budget	<ul style="list-style-type: none"> Major line-items provided with detailed account of dollars spent for each item. 		5
Budget Justification	<ul style="list-style-type: none"> Detailed narrative provided that describes how funds will be spent for each item of the budget. 		5
Reference Appendix	<ul style="list-style-type: none"> Reference page with APA references included. 		5
Overall Formatting	<ul style="list-style-type: none"> Double Spaced throughout (except cover letter, and budget) Generous use of headings, proper use of tables, graphics, and overall pleasing format. 		5
Spelling, Grammar, Punctuation, Style	<ul style="list-style-type: none"> Proper spelling, grammar, and punctuation used throughout with few mistakes 		10
Peer Review Completed	<ul style="list-style-type: none"> Peer Review form turned in with grant. Evidence in proposal that feedback was used to improve grant. 		10
Total Points for Report			100

Assignment III: Policy Advocacy Project (40pts.) DUE Dec. 9th

Advocacy is an effective tool in social work practice that takes on many different forms and relates to taking a stance on behalf of people regarding a specific issue or injustice. You will work on your own to come up with an issue, research relevant policy, and develop a strategy for taking action. You will have several options for completing this assignment and I am always open to alternative ideas. Some ideas for this project include:

1. Researching an issue of interest to social work and writing a well targeted editorial piece for a local or national newspaper or blogosphere.

2. Researching an issue and speaking out on it at a community forum or political meeting (PTO, Board of education, local board meeting, etc.)
3. Writing a letter to a congressional representative about an issue of importance
4. Making an appointment with a local elected official to speak about an issue of importance, and writing a transcript of your meeting
5. Creating a YouTube video giving intellectual testimony about an important policy related issue.
6. Writing a testimony to give at a congressional hearing.

Step 1: Choosing an Issue of Importance and Researching the Relevant Policy

During this stage you will decide what the issue of focus will be for this assignment. Since this is a Policy advocacy assignment, you will need to tie the issue back to a specific policy initiative that already exists and needs amending or does not exist, but needs to be enacted in order to address the issue. An example of an issue might be inferior educational services for students in a local school district; the policy focus might be on advocating for changes to No Child Left Behind, advocating for a local millage increase, or for an increase in state funding for local schools. Most issues will have a policy component at local, state, and national levels; choose one policy focus for this assignment. You will also need to understand different positions taken on the issue, potential or current effects on vulnerable populations, and how it relates to social justice. This requires that you do some research on the topic.

Step 2: Choosing an Approach

During this step you will decide on a strategy for policy advocacy. You will also need to understand the issue, differing positions, potential or current effects, and how it relates to social justice. This requires that you do some research on the topic. Most students will chose one of the following advocacy approaches; however, you are welcome to propose alternatives that meet the criteria.

1. Write a targeted advocacy letter to a political decision maker.
2. Produce a You-Tube video providing advocacy and policy education.
3. Write a targeted professional editorial or blog for submission to a local, national, or web based news affiliate.

Step 3: Advocacy in Action

During this step you will implement your advocacy plan. This may mean writing your editorial or advocacy letter, or meeting a political actor. I will need to see your final edited product, so a copy of your op-ed, blog, YouTube video, testimony, press release from the event, etc.

Grading Criteria for Policy Advocacy Assignment (40pts.)

Component	Criteria	Points Earned	Points Possible
Issue Clarity	Issue is clearly articulated, appropriate for social work, and manageable		10
Policy explicitly stated	Adequate knowledge of policy relating to issue is expressed clearly, and explicitly		10
Advocacy stance is clear to others.	Where you stand on the specific policy issue is clear to your reader or viewer.		5
Desired action requested clearly stated in advocacy project.	What you want others to do or the decision maker to do is clearly stated and understandable.		10
Proper introduction and closing provided.	See examples if this is not clear, but make sure to include your full contact info in letters to people, name and e-mail for editorials and blogs, and name and title for videos.		5
Total Points Possible			40

Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. 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+ 300 B+ 269-261 C+ 239-231 D <209 (no credit)
 A 285-279 B 260-249 C 230-219
 A- 278-270 B- 248-240 C- 218-210

Please note:

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

Students Needing a Learning Accommodation: If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs; the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

Addressing Conflicts Within Our Classroom Community

It is inevitable that over the course of the long semester that tension, conflict, or other issues may arise between yourselves and with me. It is the expectation that we will address conflicts as they arise and in a professional and courteous manner. Remember that dialogue is our preferred method of communication in this course, and when discussing tension or conflict, be aware of your choice of language. If you have an issue with me, or if I say or do something to offend you, please bring it to my attention as soon as possible. We can talk after class or set up an appointment to discuss it. When these thorny situations arise, we may have an excellent learning and teaching opportunity. Thus, if appropriate, we can discuss it in class. E-mail is not the proper channel to handle conflicts in most cases.

Outline of Course Sessions and Assigned Readings

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

Session 1: Sep. 9th: Engaging Our Classroom Community and Introduction to Macro Practice

Guiding Questions:

- *What do I want out of my experience in this course?*
- *What do I need in a learning community in order to thrive?*
- *What are my strengths and barriers in working with others?*
- *How does macro practice relate to interpersonal practice?*

Readings:

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

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.

Reich, R. 2013. Not Very Giving. *NYT*

Buffett, P. 2013. The Charitable-Industrial Complex. *NYT*

Session 2: Sep. 16th: History of Macro Social Work DUE: Introspective Community Paper

Guiding Questions:

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

Readings:

Alinsky, S. D. (1971). Of means and ends. In S.D. Alinsky (1971). *Rules for radicals: A pragmatic primer for realistic radicals* (pp.24-47) New York: Random House.

Fisher, R., & Shragge, E. (2000). Challenging community organizing: Facing the 21st century. *Journal of Community Practice*, 8(3), 1-19.
doi:10.1300/J125v08n03_01

Garvin, C. D., & Cox, F. M. (2001). A history of community organizing since the civil war with special reference to oppressed communities. In J. Rothman, J. L. Erlich, J. E. Tropman, J. Rothman, & J. L. Erlich (Eds.), *Strategies of community intervention* (pp. 65-100). Belmont, CA: Wadworth/Thomson Learning.

Session 3: Sep. 23rd: Introduction to Community Organizing

Guiding Questions:

- *What is community organizing?*
- *What does evidence based practice mean in and for CO?*
- *What are the approaches and frameworks relevant in CO?*

Readings:

Szakos, K. L., & Szakos, J. (2007). What is community organizing (2007). In K.L. Szakos, & J. Szakos, *We make change: Community organizers talk about what they do and why* (pp.1-27). Nashville, TN: Vanderbilt University Press.

Gutierrez, L., & Lewis, E. A. (1994). Community organizing with women of color: A feminist perspective. *Journal of Community Practice, 1*(2), 23-36.

Brady, S.R. (2012). Discovering how community organizing leads to social change: Developing formal practice theory for social workers engaged in empowering community organizing. Richmond, VA, Virginia Commonwealth University.

Rothman, J. (2008). Multi modes of intervention at the macro level. *Journal of Community Practice, 15*(4), 11-40.

Session 4: Sep. 30th: Community Building and Assessment – Sue Wortman

Guiding Questions:

- *What is the purpose of community building?*
- *How does community building relate to assessment, planning, and action?*
- *What role does assessment serve in community organizing?*
- *How can assessment create barriers to practice?*

Readings:

Staral, J. M. (2000). Building on mutual goals: The intersection of community practice and church based organizing. *Journal of Community Practice, 7*(3), 85-97.

Pyles, L., & Cross, T. (2008). Community revitalization in post-Katrina New Orleans: A critical analysis of social capital in an African-American neighborhood. *Journal of Community Practice, 16*(4), 383-405.

Lepischak, B. (2004). Building community for Toronto's lesbian, gay, bisexual, and transgender youth. *Journal of Gay & Lesbian Social Services, 16*(3/4), 81-99. doi:10.1300/JO41v16n03_06

***Assessment Reading TBD**

Session 5: Oct. 7th: Planning Strategies and Collective Action

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

- What occurs in the action stage of community organizing?
- How is CO evaluated?

Readings:

O'Sullivan, M. J., Waugh, N., & Espeland, W. (1984). The Fort McDowell Yavapai: From pawns to powerbrokers. In J. Rappaport, & R. Hess (Eds.), *Studies in empowerment: Steps toward understanding and action* (pp. 73-98). New York: Hawthorne Press. – **Focus on second chapter**

Mok, B. H. (2005). Organizing self-help groups for empowerment and social change. *Journal of Community Practice*, 13(1), 46-67.
doi:10.1300/J125v13n01_04

Bobo, K., Kendall, J., & Max, S. (2001). Developing a strategy (Chap.4). In K. Bobo, J. Kendall, & S. Max, *Organizing for social change: Midwest Academy manual for activists*. Washington D.C.: Seven Locks Press.

OCTOBER 14TH NO CLASS, FALL STUDY BREAK

**Session 6: Oct. 21st: Community Profile Praxis and Wrap-Up Session
DUE: Final Community Assessment Products**

Session 7: Oct. 28th: Introduction to Organizational Practice/Fund Development

***Identifying Funding Workshop – Karen Downing and Sue Wortman**

Guiding Questions:

- *What practices, strategies, and tools constitute organizational practice?*
- *How do organizations fund programs and services?*
- *Where do you search for funding opportunities?*
- *What are the major components of successful grant proposals?*

Readings:

Levine, S.J. (N.D.) Guide for writing a funding proposal. East Lansing, MI, Author.

Evans, S. B. (2000). Writing competitive federal grant proposals: Advice for novice grant writers. *Action in Teacher Education*, 22(2), 134-141.

Kivel, P. (2007). Social service or social change. In I. W. violence (Ed.), *The revolution will not be funded: Beyond the non-profit industrial complex*. Cambridge, MA: South End Press.

Maynard, B. R. (2010). Social service organizations in the era of evidence-based practice. *Journal of Social Work* , 10 (3), 301-318.

Session 8: Nov. 4th: Organizational Practices and Leadership

Guiding Questions:

- *What constitutes successful management in not-for-profits?*
- *How do organizations conduct strategic planning?*
- *What does cultural competency mean in organizational practice?*

Readings:

Briggs, H. E., & McBeath, B. (2009). Evidence-Based Management: Origins, challenges, and implications for social service administration. *Administration in Social Work* , 33 (3), 242-261.

Chesler, M. (1994). Strategies for multicultural organizational development. *The Diversity Factor* , Winter, 13-24.

Golensky, M., & Walker, M. (2004). Organizational change - too much, too soon? *Journal of Community Practice*, 11(2), 67-82.

Session 9: Nov. 11th: Programs, Capacity, and Sustainability in Not-for-Profits – Emphasis on Logic Models

Guiding Questions

- *How do organizations develop successful programs?*
- *What does capacity building mean and do in not-for-profits?*
- *What is the role of program development in not-for-profits?*

Readings:

Hasenfeld, Y. (2001). Program development. In Rothman, J., Erlich, J. L., & Tropman, J. E. (Eds.). (2001). *Strategies of community intervention* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Cramer, E. P., Brady, S. R., & McLeod, D. A. (In Press). Building capacity to address abuse of persons with disabilities. *Journal of Elder Abuse and Neglect*.

Mone, M.A., Mckinley, W., & Barker, V.L. (2009). Organizational decline and innovation: A contingency framework. *The Academy of Management Review*, 23 (1), 115-132.

Kellogg Foundation (2004). Logic Model and Program Development Guide. Battle Creek, MI: Author

Session 10: Nov. 18th: Introduction to Policy Advocacy

Guiding Questions:

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

Readings:

W.A. Gamson, (n.d.). Framing social policy, Manual handout

NASW and IFSW Code of Ethics

Overview of Michigan Government Document

U.S. Legislative Overview

Session 11: Nov. 25th: Policy Advocacy Introduction

Introduction to Policy Analysis and Advocacy

Guiding Questions:

- *What is policy advocacy?*
- *What is policy and how do we affect it?*
- *What roles do social workers take in social policy?*

Readings:

Schneider, R.L., & Netting, F.L. (1999). Influencing social policy in a time of devolution: Upholding social works great tradition. *Social Work*, 44 (4), 349-357.

Robinson, I. A. (2008). Influencing local housing policy. *Journal of Community Practice*, 15(4), 117-130.

YouTube Videos TBD

Session 12th: Dec. 2nd: Understanding the Influence of Policy and How to Influence Policy

Guiding Questions:

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

Readings:

Cramer, E. P., & Brady, S. R. (2011). Competing values in serving older and vulnerable adults: Adult protective services, mandated reporting, and domestic violence programs. *Journal of Elder Abuse and Neglect* .

Woodford, M. (2010). Successful community-government collaborative policy making: A case study of a workgroup to improve income support services to victims of intimate violence. *Journal of Policy Practice* , 9, 96-113.

Yoo, G. J. (2008). Immigrants and welfare: Policy construction and deservingness. *Journal of Immigrant & Refugee Studies*, 6(4), 490-507.

Session 13: Dec. 9th: Final Wrap-Up

Mini-Grant Due, uploaded to C-tools drop box by beginning of class.

Guiding Questions:

- *What are my take away points about macro practice?*
- *How do I see myself using macro practice as a social worker?*

Promoting Critical Understanding in the Classroom: Pedagogy for Adult Learning

Shane R. Brady, PhD, LLMSW, 2013
SSW Winter 2013

The classroom has the potential to be a catalyst for personal educative change, which can be achieved through building a healthy atmosphere of respect, dialogue, and critical reflection. The optimum classroom environment will favor dialogue over debate and everyone will be co-creators of the educative experience.

What is Discussion?

Discussion, in the most basic sense, is a cognitive conversation between people about something of interest. Many classrooms have discussion oriented atmospheres, where teacher and students discuss course material. Although discussions have their place, they seldom dive into deeper level meanings and leave everyone with only a very basic level of information.

What is a debate?

During a debate two or more people attempt to win an argument against others, usually without ever listening to the other's perspective. The driving force in a debate is to win; therefore emotions run high on both sides and little understanding is gained about alternative perspectives.

What is dialogue?

Dialogue is similar to a discussion, except that dialogue is comprised of both a cognitive and affective dimension. The goal of dialogue is to gain insight and understanding about alternative perspectives, one does not have to agree with the alternative position, only understand it. Dialogue takes trust, rapport, and active listening skills.

What is critical dialogue?

When I refer to critical dialogue, I am referring to the types of dialogues between different groups about a variety of issues, some of which may be emotional and value laden. Critical dialogue takes all of the before mentioned skills of regular dialogue, along with the ability to critically reflect and process information at a much deeper level.

Common Guidelines for Dialogue

1. Practice active listening in order to really understand the other person's position.
2. Try to reframe from interrupting others when speaking.
3. Set time limits for how long each person can speak, so everyone is heard.
4. Involve everyone in the dialogue, including silent members.
5. Silence does not mean agreement.
6. Understanding does not mean agreement.
7. Conflict is inevitable.
8. Being uncomfortable can be beneficial
9. All positions are subjective
10. All positions are entrenched in values of some kind
11. Involve participants in shaping the topics, guidelines, and focus
12. Rapport is everything