

COURSE TITLE:	Introduction to Community Organization, Management, and Policy Practice *
COURSE NUMBER:	560 (Fall Term, 2013, Section 007, Class# 15789)
TIME & PLACE	Wed 9:00-12:00, Room B770 - SSWB
CREDIT HOURS:	3
PREREQUISITES:	None
	Foundation macro methods; required for all students
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* This syllabus reflects the collaborative efforts of sw560 instructors Luke Shaefer, Lorraine Gutierrez, Shane Brady, Tony Rothchild, Trina Shanks, Diane Vinokur and Michael Woodford.

1. 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.

2. 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.

What is Macro Social Work Practice?

***...Efforts within and outside organizational, community, and policy arenas intended to sustain, change, and advocate for quality of life.
~F. E. Netting, 2005).***

***These efforts are “in concert with vulnerable and underserved populations [since] macro practice skills are necessary to confront inequalities”
~ Netting, Kettner, & McMurtry, 2004)***

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***“...helping people solve social problems and make social change at the community, organizational, societal, and global levels”  
~ Brueggemann, 2006.***

*Additional Comment by this instructor: Some recent definitions of macro social work practice are found in the textbox above.<sup>1,2</sup> My point of departure for this course is: macro practice is*

<sup>1</sup> Sources: Netting, F. E. (2005). The future of macro social work. *Advances in Social Work*, 6(1), p. 51; Netting, F. E., Kettner, P., & McMurtry, L. (2004). *Social work: Macro practice*, (3<sup>rd</sup> Edition). Boston: Allyn & Bacon, p. 10. Brueggemann, W. G. (2006). *The practice of macro social work* (3<sup>rd</sup> Ed.). Stamford, CT: Brooks/Cole, p. 7.

<sup>2</sup> “Macro” comes from the Greek, *macros*, meaning large.

*an integral part of the competencies that all professional social workers are expected to use to address social problems, exclusion, and injustice. Just as the goal of social work practice focusing on individuals, families and groups is to enhance the healthy articulation of individuals and their social environments, and especially to assist them during difficult life transitions, it is also, ultimately, the goal of macro practice. However, the emphasis in macro practice is more on changing or enhancing the larger social environment or conditions in which people are located, rather than on changing or enhancing the attitudes, behavior, or adjustment of a particular individual, family, or small group. Thus, macro practice specifically seeks to promote and enact social well-being, quality of life, and needed social change at the community, organizational, societal, and global levels. Moreover, current approaches to macro practice emphasize that social workers act in concert with those who are harmed or weakened by social problems, and that they approach and perform their professional roles with an attitude of cultural humility.*

### **3. Course Competencies and Practice Behaviors**

This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1.1 advocate for client access to the services of social work;

1.3 attend to professional roles and boundaries

COMPETENCY 2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

2.1 recognize and manage personal values in a way that allows professional values to guide practice;

2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;

2.4 apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

3.2 analyze models of assessment, prevention, intervention, and evaluation;

3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**COMPETENCY 4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

**COMPETENCY 5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

5.2 advocate for human rights and social and economic justice; and

5.3 engage in practices that advance social and economic justice.

**COMPETENCY 6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

**COMPETENCY 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

7.2 critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

8.1 analyze, formulate, and advocate for policies that advance social well-being

8.2 collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment Social workers

10.b.1 collect, organize, and interpret client data

10.b.2 assess client strengths and limitations

10.b.3 develop mutually agreed-on intervention goals and objectives; and

10.b.4 select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention

10.c.1 initiate actions to achieve organizational goals

10.c.2 implement prevention interventions that enhance client capacities;

10.c.3 help clients resolve problems;

10.c.4 negotiate, mediate, and advocate for clients; and

10.c.5 facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation

10.d.1 critically analyze, monitor, and evaluate interventions.

## **4. Course Objective**

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

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5 )
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

## **5. 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.

## **6. Theme Relation to Multiculturalism and Diversity**

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 Zeself, herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

## **7. Theme Relation to Social Justice**

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.

## **8. Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

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).

## **9. Theme to Relation to Behavioral and Social Science Research**

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.

## **10. Relationship to SW Ethnic and Values**

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.

## 11. Learning Philosophy and Environment

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

Each individual brings different strengths, knowledge, and various levels of understanding of macro practice to this class. Therefore, we can all benefit if we think of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others. In sum, we are all potential teachers and learners. Therefore, it is hoped that collaborative learning will occur between students, as well as between students and instructor. Furthermore, one of the class assignments is designed to provide an additional opportunity to reflect on collaborative effort.

Empowerment in the classroom occurs by each classroom actor

- ❖ Respecting one another
- ❖ Validating one another's experiences and insights
- ❖ Drawing on her/his own strengths and those of others
- ❖ Responsibly sharing her/his power
- ❖ Working collaboratively
- ❖ Taking responsibility for her/his own learning
- ❖ Thinking independently and critically

Huff, M.T., & Johnson, M.M. (1998). Empowering students in a graduate-level social work course. *Journal of Social Work Education, 34*(3), 375- 385.

### **Creating a Positive Learning Environment**

Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues.

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

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



### **Individual Learning Objectives**

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

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

### **Small Group Work**

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

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

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

## **12. Course Materials**

Our course will use two textbooks, in addition to a series of other required readings and an online lab.

### ***Required texts:***

1. Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012). **(Requires online lab at [www.Mysocialworklab.com](http://www.Mysocialworklab.com) Register for online lab using the class ID of cm 987153.)**
2. Coley, S. M. & Scheinberg, C. A. (2014) *Proposal Writing: Effective Grantsmanship*. (4rd Edition), Thousand Oaks, CA Sage Publications.

These books are available for purchase at Common Language BookBAR, (independently owned and handicapped assessable) 317 Braun Court, Ann Arbor, MI 48104 in Kerrytown (see directions at: <http://gibtbooks.com/>). These volumes can also be read in the library's reserves. However, the **online required lab, for videos, case studies and competency assessments, must be purchased for the Netting Text.**

### 13. Assignments

There are four assignments for this course. See assignment guide for a full description.

| Assignment |                                                | Course Area                            | Value for Grade | Due Date                                                                                                                                                                                                                                                                                     |
|------------|------------------------------------------------|----------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | Advocacy Project (Op-ed or Prepared Testimony) | Policy Analysis/ Advocacy              | 25%             | <ul style="list-style-type: none"> <li>▪ Part 1: Issue Selection Paper (5%) – <i>Due Wed. Sept 18</i></li> <li>▪ Part 2: Advocacy Project (20%) – <i>Due Wed. Oct 2</i></li> </ul>                                                                                                           |
| 2          | Community Profile                              | Community Organizing & Social Planning | 25%             | <ul style="list-style-type: none"> <li>▪ Part 1: Group Pre-profile Reflection (5%) – <i>Due on Wed, Oct 16</i></li> <li>▪ Part 2: Profile &amp; Presentation (15%) - <i>Due on Wed. Nov 6</i></li> <li>▪ Part 3: Individual Post-profile Reflection (5%) – <i>Due Wed. Nov 13</i></li> </ul> |
| 3          | Mini-grant Proposal                            | Management                             | 25%             | <ul style="list-style-type: none"> <li>▪ Due Wed. Dec 4 (25%)</li> </ul>                                                                                                                                                                                                                     |
| 4          | Class Participation and Competency Assessments | All                                    | 25%             | Throughout term per assigned chapter reading– <ul style="list-style-type: none"> <li>▪ 10% for class participation</li> <li>▪ 10% per My Social Work Lab assessments: Due Dec 11</li> <li>▪ 5% for Group Reading Facilitation</li> </ul>                                                     |

#### **An Opportunity to Consider. . .**

If you are participating in the School’s Portfolio Initiative, the products created for Assignments #1, #2, and #3 could make great artifacts. For Assignment #1, a group project, you should include a statement about how you contributed to the community profile and the team experience.



▪ **Please submit all assignments in an electronic file format via the Course C-tools site in the dropbox. For multi-component assignments, please put all parts into one electronic document.**

Feel free to consult with me as you prepare to complete your assignments. I will gladly respond to ideas, drafts and written outlines, if submitted at least 5 days in advance of the submission deadline.

#### **Religious Observances**

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

## 14. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment and class participation will be translated into letter grades according to the following formula:

|    |        |    |       |    |       |    |       |   |     |
|----|--------|----|-------|----|-------|----|-------|---|-----|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-79 | F | <60 |
| A  | 94-97  | B  | 84-86 | C  | 74-76 | D  | 64-66 |   |     |
| A- | 90-93  | B- | 80-83 | C- | 70-73 | D- | 60-63 |   |     |

### Grading Criteria

"A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguish the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal (from: <http://ssw.umich.edu/studentGuide/2007/page.html?id=3.02>, which also describes grades of D and F).

### Grading Philosophy

Our school is dedicated to promoting "a better society through individual and social change" (SSW-UM vision statement). Our MSW program is a primary way that we work to realize this vision. Therefore, in order to prepare you to contribute to realizing this vision, graduate education is meant to be both rewarding and challenging.

To develop your competencies as a social worker, feedback is vital. My tendency therefore is to provide significant comments highlighting both strengths and areas for improvement (we all have them!). I invite you to reflect on my feedback and, if you wish, to meet with me to discuss any of my remarks.

Working together, I want you to learn as much as possible and to be successful in the course. This goal requires that you accept responsibility for your learning and performance and that I support you in your development. As a student, you hold certain expectations for your performance and grades. Remember, this is graduate school, thus grading standards are likely higher than those you previously encountered. If you wish to perform at the A level, you will have to work at that level. "A" level grades will not be given without merit.

If a student performs poorly on an assignment (i.e., B- or lower), ze/she/he will be invited to meet with me to discuss the assignment, and the student may be offered the option to rewrite it or part thereof. This arrangement is to allow students who did not perform at the expected graduate level an opportunity to gain the required mastery. If the rewrite is acceptable, then the student can earn up to a grade of B, which is the expected passing grade for graduate work.

## 15. Instructor's Expectations for All Assignments

### Submission Instructions

All other written assignments are due at the beginning of class in hard copy. (To encourage ecological concern, I will accept two-sided printing if the text is clearly readable on both sides). Students should also submit an electronic file copy of the assignment via the C-Tools: Drop Box on the respective due date or earlier.

### Extensions

Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided.

### Late Assignments

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

### Incomplete Grades

Students should not request incomplete grades unless they face very serious circumstances, since an incomplete can imperil their academic standing at the School of Social Work. A grade of incomplete will not be granted unless it can be demonstrated that it would be unfair to hold you accountable to the normal expectations of the course. If a grade of incomplete is to be requested, you must do so prior to the final week of classes.

### General Evaluation Guidelines

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

Assignments are to be typed, one-inch margins, using Times New Roman 12 pt font. The exception is the community profile that should have ample white space, readable professional font and creative format, as described earlier.

### References and Referencing Style

When using others' work, it is mandatory to cite the original source. Social work publications generally follow the referencing format specified by the American Psychological Association (APA), therefore you are expected to follow this referencing style (see the Publication Manual of the American Psychological Association (5th ed.)). The library also offers an online resource for your use (see <http://www.lib.mich.edu/ug/research/citation/guide/AP5thed/pdf>).

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

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

*Intellectual Honesty and Plagiarism*

It is your responsibility to be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. For your convenience, standards relevant to this course are presented below. These are taken from <http://www.ssw.umich.edu/studentGuide/2007/>

## 16. Class Sessions, Learning Objectives, & Readings

### *Reading Tips*

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

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

*REMEMBER TO PROIRITIZE BIG ROCK FIRST!*

### Session 1: September 4

#### Beginning to Create a Positive Teaching-Learning Environment & Understanding the Meaning & Context of Macro Practice

In this first class, we will discuss the course objectives, content, readings, and assignments. We will work on getting to know one another and building a productive classroom space. We will begin to discuss macro practice and its importance to social work.

#### *Objectives*

- To review the course outline and begin to understand what is meant by macro practice and its significance to social work.
- To begin to establish a positive learning-teaching environment.

In Class Film: Women of Hull House

Demonstration: [www.Mysocialworklab.com](http://www.Mysocialworklab.com) Tour

#### *Readings*

- Course syllabus and schedule
- National Association of Social Workers, (1996). *Code of Ethics* (revised ed.). <http://www.socialworkers.org/pubs/code/code.asp>

## Session 2: September 11 - Meaning & Context of Macro Practice

This session will provide further introduction to the course with an emphasis on the core concepts of macro practice. Much of this class will focus on concept of community and history as a key basic skill of macro practice.

### *Objectives*

- To begin to understand the various areas of macro practice, namely community organizing, policy analysis/advocacy, and management of human service organizations.
- To understand the significance of these areas to social work's mission and our work with individuals, families, and groups.
- To identify contemporary issues and trends that reinforce the need for macro interventions, including issues and trends seen in clinical practice.
- To begin to form assignment teams.

### *Required Readings/Films*

- Austin, M. J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible? *Journal of Community Practice*, 13(4), 9-30.
- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).
  - Chapter 1: An Introduction to Macro Practice in Social Work
  - Chapter 2: The Historical Roots of Macro Practice
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos with multiple choice quiz

## Session 3 Sept 18 Policy Analyses and Social Action

This class, we will focus on policy and advocacy as tools for social work practice. We will focus on understanding advocacy as a tool and the issues and dilemmas that emerge when doing so. We will focus on core concepts, levels of advocacy work, and frameworks for social advocacy. This class will be very "tools" oriented. We will give special attention to using the media and internet in advocacy work, and on using op-eds and on giving public testimony for advocacy

### *Objectives*

- To understand the general process of policy analysis and advocacy, from issue identification to implementation/evaluation.
- To explore the levels at which advocacy can occur.
- To examine various ethical standards for advocacy practice.
- To examine various advocacy strategies, focusing on op-eds and prepared testimonies.
- To write a press release for issues – bring personal laptop to class

*Guest Speaker:* Kim Hunter, Social Justice Communication Coordinator, Progress Michigan, 10:30am

### *Required Readings*

- Ezell, M. (2001). The ethics of advocacy. In *Advocacy in the human services* (pp. 37-50). Belmont, CA: Brooks/Cole Thomas Learning.
- 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.
- 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.
- Gamson, W. (2000). Framing social policy. *Nonprofit Quarterly* 7(2), 40-42
- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).
  - Chapter 9: Building Support for the Proposed Change
    - Professional Readiness/Class Preparation:
      1. Core Competency Videos and multiple choice quiz
      2. Case Study with quiz

## Session 4: September 25 Defining, Entering communities

This session will provide theory framework to begin community work and understand how to engage with client systems as a professional social worker.

### *Objectives*

- To develop a self-awareness of one cultural, PODS, and an appreciation of the target population unique qualities, needs and strengths.
- To define community in the context of human rights and justice
- To become familiar with theories that pertain to communities and human behavior

### *Required Readings/Films*

- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).
  - Chapter 4: Understanding Populations
  - Chapter 5: Understanding Communities
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos and Multiple Choice quiz
- Henderson. (2003) *Skills in Entering Neighborhoods*, Chapter 2. Pages 36 -52.
- Hardcastle, D. *Community Practice: Theories and Skills for Social Workers (Third Edition)* Oxford University Press (2011) Chapter 7 : Assertiveness: Using Self in Community Practice

## Session 5: October 2 Community Assessment



This session will provide theory framework to begin community work and understand how to engage with client systems as a professional social worker.

### *Objectives*

- To gather information from a variety of sources including key informants, survey, observation
- To explore professional knowledge base on conditions, problem, need or opportunities
- To discuss ethical concerns within community context.

### *Required Readings/Films*

- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).
  - Chapter 3: Understanding Community and Organizational Problems
  - Chapter 6: Assessing Communities
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. Case Study with quiz

## Session 6: October 9 Data Collection

In this class we will focus on a key element of community practice—assessing and understanding a community. We will examine different tools to assess communities such as SWOT, windshield surveys, and focus specifically on Kretzman and McKnight’s strengths-based, community assets model. The second half of class will be a training session on using data for community practice. The location will be announced the week before.

### *Objective*

- To understand how to conduct a community assessment using census data

SPECIAL Library Lecture on Finding Data on Communities (American Fact Finder, U.S. Census, etc.) for part of session. Time TBA.

### *Required Readings*

- McKnight, J. & Kretzmann, J. P. (2005). Mapping community capacity. In M. Minkler (Ed.), *Community organizing and community building for health* (158-173). New Brunswick, NJ: Rutgers University Press.
- Delgado, M. & Barton, K. (1998). Murals in Latino communities: Social indicators of community strengths. *Social Work*, 43(4), 346-356.
- Nystrom, N., & Jones, T. (2003). Community building with aging and older lesbians. *American Journal of Community Psychology*, 31(3/4), 293-300.
- American Fact Finder website
- 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).

## Session 7: October 16 - Community Organizing - Tapping into the Passion, Using the Data, Organizer Roles

### *Objectives*

- To explore how to tap into the passion of community members in the change process.
- To understand one's roles as an organizer in a community change process

*In Class:* Mid-Term Evaluation

*Guest Speaker:* Charity Hick, East Michigan Environmental Action Council OR  
Maria Dambroimas, Tuition Equality

Optional: Guerilla Media Film. Through discussion and examples of radio and television spots, Tony Schwartz and others focus on how the average individual can use the media to promote social change.

### *Required Readings*

- Arizmendi, L. G., & Ortiz, 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.
- Staples, L. H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups* 23(2) 19-35.
- Fauri, D. P & Wernet, S. (2008) . Cases in Macro Social Work Practice. 3<sup>rd</sup> edition, Boston, Pearson Education, Inc. pp 61 thru 82: 2 Case Studies: Guatemalan Stove Project and the Reverend and Me: Faith Communities

## Session 8: October 23 - Community Observation Day

We will not meet today as a class. You should plan to use this time to observe a community with your team and prepare a summary of what you observed and learned. If you are conducting interviews, it is appropriate to do so during this class period.

Professional Readiness/Class Preparation: Tools

Select One Diagnosis Procedure (from the Eng and Blanchard article in the previous week) and be ready to include in Assignment 1: Community Profile

Windshield Survey: The Community Toolbox at <http://ctb.ku.edu/en/tablecontents/chapter3-section21-main> (Especially recommend if group desires to upload community profile top YouTube in powerpoint format)

## Session 9: October 30- Organizing and Mobilizing Communities

Today's class will focus on skills and strategies for working in and with community. We will explore the history of working in community and focus on various approaches to community work. We will also discuss power, privilege, ethics, and dilemmas in organizing work.

### Objectives

- To explore how to tap into the passion of community members in the change process.
- To understand one's roles as an organizer in a community change process

*In Class* Film: *Forgotten Americas* or *How to Survive a Plague*.  
Presentation Guidelines

### Required Readings

- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).  
Chapter 10: Selecting Appropriate Strategies and Tactic
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Video with multiple choice quiz
- 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.
- Rothman, Jack(1996) 'The Interweaving of Community Intervention Approaches', *Journal of Community Practice*, 3: 3, 69 — 99

## Session 10 Nov 6– Community Profile Presentation

Today's class allows each student group present their assignments before the class. Professional dress is encouraged.

### Objectives

- To develop experience with public speaking and presentation
- To be exposed to the various community profiles studied as presented by peers

### Required Reading

- Presentation Skills Materials (on course c-tool site)
- 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>

## Session 11 Nov 13- Program Development, Planning, Budget and Grant Writing

This class will focus on program development and planning as an important macro practice element. Specifically, we will focus on how to generate ideas, conceptualize programs, and write effective grant proposals. We will spend time on the skill of grant writing.

### *Objectives*

- To explore the process of developing social programs.
- To examine the common aspects of a grant application, including the qualities of successful grants.
- To be aware of individual donor fund development strategies

*In Class Film:* Terry Axelrod –Raising More Money

### *Required Readings*

1. Coley, S. M. & Scheinberg, C. A. (2007). *Proposal Writing: Effective Grantsmanship (Third Edition)*. Thousand Oaks, CA: Sage:

Ch. 1, pp. 1-12: An Orientation to Proposal Writing.

Ch. 2, pp. 13-18: Using Technology in Proposal Development

Ch. 3, pp. 19-24: Understanding the Agency, the Community, and the Funder

Ch. 4, pp. 25-38: Problem- or Needs-Based Program Development

Ch. 5: pp. 39-46: Writing the Needs or Problem Statement

### *Optional Tools*

- 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\\_budgt/index.html](http://foundationcenter.org/getstarted/tutorials/prop_budgt/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://npguides.org/guide/inquiry_letter.htm), &  
<http://foundationcenter.org/getstarted/faqs/html/loi.html>

## Session 12: November 20 - Program Implementation, Outcomes and Research

This class will focus on the tools and skills needed for program monitoring and evaluation. Specifically we will look at outcomes and logic models, and measuring progress. We will spend much of the class focused on evaluation strategies, and also consider ways to continuously improve programs.

### *Objectives*

- To explore the process of enacting, monitoring, and evaluating social programs.
- To understand the program logic model and its application to social programs.

- To explore research aids for evaluation

*Guest Speaker:* Foundation Program Officer, Katie Brisson, Community Foundation of Southeast Michigan: 10:30am Film

*Required Readings*

- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).
  - Chapter 11: Planning, Implementing, Monitoring and Evaluation the Intervention Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos with multiple choice quiz
- Coley, S. M. & Scheinberg, C. A. (2007). *Proposal Writing: Effective Grantsmanship (Third Edition)*. Thousand Oaks, CA: Sage:
  - Chapter 6: Writing Goals, Objectives, and the Implementation Plan
  - Chapter 7: Writing the Evaluation Plan

|                                        |
|----------------------------------------|
| Nov 27 - THANKSGIVING BREAK - NO CLASS |
|----------------------------------------|

|                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Session 13: Dec 4 - Participatory Evaluation and Continuous Program Improvement and Managing &amp; Strengthening Effective Community Based Organizations, Coalition Building</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This class will focus on the tools and skills needed for stakeholder participation in program evaluation. Specifically we will look at models for continuous improvement and measuring the involvement of grass-root efforts.

The secondary focus will explore: What are effective organizations? What are key skills for managing them. What are strategies for strengthening them? This class will focus on community-based organizations and organizational management, specifically looking at these questions. We will examine various approaches to assessing effectiveness and look at specific skills and tools, such as organizational assessment.

*Evaluation Objectives*

- To explore the process of enacting, monitoring, and evaluating social programs.
- To explore approaches and tools for continuous quality improvement. (e.g., flowcharts, Gantt charts)

*Organizational Management Objectives*

- To understand the essence of organizational effectiveness.
- To examine various organizational assessment frameworks and their application.
- To understand the complexity of human service organizations and the dynamic environments in which they exist.

- To examine the significance of leadership in communities and organizations, including the qualities of exemplary leadership.
- To examine the role of and process of building coalitions in order to promote social change.

### *Evaluation Readings*

- Coombe, C. M. (2005). Participatory evaluation: Building community while assessing change. In M. Minkler (Ed.), *Community organizing and community building for health* (368-385). New Brunswick, NJ: Rutgers University Press.\*
- ©2005 Joe Tidd, John Bessant, Keith Pavitt *Managing Innovation Tools: Continuous Improvement: Specific Techniques* retrieved on August 5, 2012 at <http://www.managing-innovation.com/tools/Continuous%20Improvement.pdf>
- The Aged Agency. 2006 Standard and Accreditation Agency, Continuous Improvement for Residential Aged Care: AN Educational Package Retrieved on August 6, 2012 at [http://www.accreditation.org.au/site/learning\\_packages/FINAL%20Cont%20Improvement%20self%20directed%20package.pdf](http://www.accreditation.org.au/site/learning_packages/FINAL%20Cont%20Improvement%20self%20directed%20package.pdf)

### *Organizational Management Readings*

- Netting, F. E., Kettner, P. and McMurtry, Steven L and Thomas, M. *Social Work: Macro Practice: Connecting Core Competencies Series (Fifth Edition)*. Boston: Pearson/Allen & Bacon. (2012).
  - Chapter 7: Understanding Organizations Understanding Community and Organizational Problems
  - Chapter 8: Assessing Human Service Organizations
  - Professional Readiness/Class Preparation:
    1. Core Competency Videos and multiple choice quiz
    2. ABC Videos and Multiple Choice quiz
- Wandersman, A., Goodman, R. M. & Butterfoss, F. D. (2005). Understanding coalitions and how they operate as organizations. In M. Minkler (Ed.), *Community organizing and community building for health* (292-313). New Brunswick, NJ: Rutgers University Press.
- Brown, C. R. (2005). Coalition Checklist. In M. Minkler (Ed.), *Community organizing and community building for health* (438-443, Appendix 3). New Brunswick, NJ: Rutgers University Press.
- Combatting Racism in Organizations. Western States Center. (2003). *Dismantling racism: A resource book* (pp. 6-8, 56-75, 90-103). <http://www.westernstatescenter.org/resources/drresourcebook.pdf>

### *Tools*

- The Organizational Life Cycle (to be distributed during class).
- Allison, M. & Kaye, J. (1997). Appendix C: Elements of an effectively managed organization (EEMO™) – A self-assessment tool. In *Strategic planning for nonprofit organizations* (pp. 235-247). New York: John Wiley & Sons, Inc.

- Technical Assistance for Community Services. Nonprofit Self-Assessment Tool (accessed August 15, 2008)  
[http://www.tacs.org/qa/TACS\\_OrganizationSelfAssessment.pdf](http://www.tacs.org/qa/TACS_OrganizationSelfAssessment.pdf)
- Mullaly, B. (2007). Appendix: Structural analysis of agency/field placement. In *The new structural social work* (3<sup>rd</sup> ed.) (pp. 364-366). Don Mills, ON: Oxford.
- Greater Twin Cities United Way. Checklist for Planning Assessment for Nonprofit Organizations  
[http://www.managementhelp.org/org\\_eval/uw\\_plng.htm](http://www.managementhelp.org/org_eval/uw_plng.htm)  
Edited by Carter McNamara, MBA, PhD

### Session 14: December 11 Top Take Away and Course Evaluation

In this class we celebrate the conclusion of the course by sharing lessons learned and presentation of final assignment.

#### *Objectives*

- To administrator end of course evaluation as a part of a transparent organization
- To Discuss the Grant proposal preparation process

#### *Required Readings*

- I highly recommend that online core competency assessments are completed on a weekly basis. However, today is the final to the [www.mysocialworklab](http://www.mysocialworklab) competency assessment
- Demonstration of Mastery of Course Competency  
11 All Core Competency Assessment Submission

### Session 15: December 18 - Final Exam Week – No Class

## 17. SW 560 Semester Calendar

| 2013 Date | Session # | Topic                                                                                                                                                                                                                                                                                                                    |
|-----------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sept 4    | 1         | <ul style="list-style-type: none"> <li>▪ Beginning to Create a Positive Teaching-Learning Environment &amp; Understanding the Meaning &amp; Context of Macro Practice</li> </ul>                                                                                                                                         |
| Sept 11   | 2         | <ul style="list-style-type: none"> <li>▪ Meaning &amp; Context of Macro Practice</li> </ul>                                                                                                                                                                                                                              |
| Sept 18   | 3         | <ul style="list-style-type: none"> <li>▪ Policy Analysis-Advocacy and Social Action</li> <li>▪ <i>Guest Speaker : Kim Hunter, Progress Michigan</i></li> <li>▪ Assignment I: Part 1 Advocacy Project (Issue Selection Paper) Due</li> </ul>                                                                              |
| Sept 25   | 4         | <ul style="list-style-type: none"> <li>▪ Advocacy Practice: Strategies &amp; Action for Social Change</li> </ul>                                                                                                                                                                                                         |
| Oct 2     | 5         | <ul style="list-style-type: none"> <li>▪ Assignment I: Part 2 Advocacy Project (Op-ed or Prepared Testimony) Due</li> <li>▪ Models of Community Practice/Understanding Community</li> </ul>                                                                                                                              |
| Oct 9     | 6         | <ul style="list-style-type: none"> <li>▪ Community Assessment</li> <li>▪ Library Session on Community Surveys</li> </ul>                                                                                                                                                                                                 |
| Oct 16    | 7         | <ul style="list-style-type: none"> <li>▪ Entering and Engaging Communities</li> <li>▪ Assignment II, Part 1: Group Pre-Profile Reflection Due</li> </ul>                                                                                                                                                                 |
| Oct 23    | 8         | <ul style="list-style-type: none"> <li>▪ Community Observation – no class</li> </ul>                                                                                                                                                                                                                                     |
| Oct 30    | 9         | <ul style="list-style-type: none"> <li>▪ Mobilizing &amp; Organizing Communities</li> <li>▪ Mid-term Evaluation</li> <li>▪ <i>Guest Speaker – Charity Hicks, SE Michigan Environment Council</i></li> </ul>                                                                                                              |
| Nov 6     | 10        | <ul style="list-style-type: none"> <li>▪ Assignment II, Part 2 Community Profile Presentations and Profile Due in Class</li> </ul>                                                                                                                                                                                       |
| Nov 13    | 11        | <ul style="list-style-type: none"> <li>▪ Program Development, Program Planning, &amp; Grant Writing</li> <li>▪ Assignment II, Part 3: Individual Reflection Paper Due</li> </ul>                                                                                                                                         |
| Nov 20    | 12        | <ul style="list-style-type: none"> <li>▪ Program Implementation, Outcomes, and Research</li> </ul>                                                                                                                                                                                                                       |
| Nov 27    |           | Thanks Giving Break – No Class                                                                                                                                                                                                                                                                                           |
| Dec 4     | 13        | <ul style="list-style-type: none"> <li>▪ Participatory Evaluation, and Continuous Program Improvement</li> <li>▪ Managing and Strengthening Effective Community-Based Organizations</li> <li>▪ Coalition Building and Strengthening Macro Practice;</li> <li>▪ <i>Assignment III, Mini Grant Proposal Due</i></li> </ul> |
| Dec 11    | 14        | <ul style="list-style-type: none"> <li>▪ Course Wrap Up</li> <li>▪ Course Evaluation</li> <li>▪ <i>Assignment IV- All MysocialworkLab competency and quizzes</i></li> </ul>                                                                                                                                              |
| Dec 18    | 15        | <ul style="list-style-type: none"> <li>▪ Exam Week - No Class</li> </ul>                                                                                                                                                                                                                                                 |



LEO Lecturers' Employee Organization, Local 6244, AFL-CIO



# SW 560 ASSIGNMENT GUIDE

Professor Janet Ray  
Fall 2013

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<sup>3</sup> Hoefler, R. (2006).

### **Step 1: Select an Issue**

Select an issue or cause that is connected to a particular marginalized group or a social justice cause. For this assignment, you could address an issue identified in your community profile project or another issue in which you are particularly interested. It is also appropriate to select an issue related to a policy you have studied in your social welfare policy course.

If you are currently in placement, you may want to focus on an issue affecting your agency's service users, for example, a gap in a public service. However, if you are planning to undertake an agency related project, please discuss this with me in terms of agency support and approval. It will also be helpful to consult your field instructor.

Critically reflect and describe for the paper below on the following questions. 1. Name and definition of topic. 2. Why you selected the topic? 3. How this topic relates to PODS? 4. In view point of a micro practitioner, would this issue affect individual lives or you personally? 5. How as a macro practitioner, would this issue affect a whole community or an agency? 6. How could you use your privilege to affect change toward this issue?

### **Assignment 1: Part 1 - Submit to the Instructor – Due Wednesday, September 18**

❖ 3 page Issue Selection Paper - see step 1.

### **Step 2: Research Issue**

You are expected to research the issue in order to provide background information and to begin to develop a position on it (this does **not** mean write a research paper). This may include an analysis of relevant policies that are currently in effect, policy discussion papers, media reports, and other related sources. Depending on the issue, it might be necessary to interview someone knowledgeable about it, such as the director of a community agency advocating with/on behalf of the affected community. You will be asked to provide a bibliography of the sources reviewed and any interviews held during your research process.

### **Step 3: Write an Op-ed or Prepare a Testimony**

Based upon your research, either prepare an op-ed piece for a newspaper or testimony to give at a board meeting or a similar venue. We will be discussing each of these advocacy strategies during our class session on advocacy strategies. If you develop an op-ed piece, identify newspapers where you want to submit your piece. If you create a testimony, identify the body to which you would present.

In developing your op-ed or testimony, keep the outcome or result you want central. As we will discuss in class, you also need to identify the broad stakeholders and their general interest in the issue, particularly those who have power over the solution. Given the issue and the desired outcome, you need to consider how best to realize the change you want in terms of the stakeholders. The analysis you perform around this will help to shape your op-ed or testimony.

#### **Step 4: Search for Local Media Outlets**

What local neighborhood media outlets did you find? Is there community or local business association newspaper available in your area? If you are in an ethnic community, are there any non-English language newsletters/newspaper? Who is your local state representative? Could you find any on line issue groups? Submit your Op Ed or testimonial to one of these sources.

#### **Step 5: Reflect on the Process**

In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, including who the key stakeholders are and their stance to your desired outcome. Outline the objectives for your strategy.
- In terms of the strategy you created, what did you learn about advocacy? What do you see as the strengths of your project? What are the areas for improvement? What might you do differently next time? (Here you are not limited to considering only the product that was developed, rather reflect on the process you used to develop your op-ed or prepared testimony.)
- Detail how you searched for a media outlet to publish your opinion. What were the publishers or community group's policy on article submission?
- Using your power and privilege as a social worker, how might you integrate advocacy into your future social work practice?

#### **Assignment 1: Part 2 - Work to Submit to the Instructor – Due Wednesday, October 2**

- ❖ Op-ed piece or testimony
- ❖ Bibliography (articles, documents, websites, and interviews)
- ❖ Reflection paper

#### **Assignment #2: Community Profile (Team Project)**

Imagine that you have moved to a new community and want to work there as a social worker regarding a particular social problem. How would you go about understanding key dimensions and characteristics of the community, and their importance for the social problems about which you are concerned? This assignment will provide you with some key skills to access such needed information, to engage in reflective practice, to gain experience in communicating it in a professional manner to a relevant audience in both written and verbal formats, and in the process, to work effectively as a group member.

More specifically, you will work collaboratively with several other classmates in self-selected groups (the size of which will be determined in session five, to develop a profile of a selected community within Michigan. This profile will give both an overview of the community and a particular focus on a social problem area of your interest. Your profile will include both qualitative and quantitative data. The profile you develop will be presented to the class in the form of a small booklet, supplemented with a presentation. Both of these products are to be delivered as though you were presenting them to a public task force, agency board of directors, a group of concerned citizens, or a similar audience.

As an alternative submission format is the submission of a PowerPoint with music that is uploaded to YouTube.com. This format provides the student the opportunity to contribute to the social science knowledge based as be self-published as well as give immediate exposure to the studied community. See samples on Ctools assignment aids folder

The assignment has four main purposes:

1. To learn the skills necessary for profiling and analyzing a community;
2. To gain experience engaging in reflective practice at the community level;
3. To learn and practice skills important to working in a team; and,
4. To learn how to present your analysis in a professional manner.

The assignment is broken into three elements (listed according to due dates). Each is explained further below.

1. Pre-profile Reflection (prepared as a group) ***Due Wednesday, Oct 16***
2. YOUTUBE upload powerpoint with music or prezi following grading subsections
3. Summary of qualitative data (observations and/or interviews and interview guides), team minutes; work plan and process evaluation (prepared as a group) ***Due Wednesday, Nov 6***
4. Post-profile Reflection Paper (prepared as an *individual*) ***Due Wednesday, Nov. 13***. The following steps should serve as a guiding framework for the assignment. See grading rubric for grading criteria.

### **Step 1: Develop Teams**

You will form self-selected teams by session five, assign roles (i.e., facilitator, reporter, recorder, time keeper, and process evaluator; roles are to rotate so that each team member will experience each role), identify ground rules, and develop an evaluation process for your team in terms of strengths and areas for improvement. It is recommended to include an informal evaluation process in each meeting and it required to evaluate your group process at the end of the project. Sample evaluation tools for that purpose will be available on our course C-tools site.

All effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore you are expected to keep minutes of your meetings. Templates for minutes will be available on our course C-tools site. Minutes should be at least one page in length for each meeting.

To ensure your project is a success, it may be helpful to develop a work plan to help guide your overall project and assign tasks. Tools to help create your work plan will be presented in class and will be available on our course C-tools site.

### **Step 2: Select Community & Complete Pre-profile Reflection**

Each team will select a community to assess – that means, looking at both needs and assets. The community you choose can be geographic or population based (also called target population). If you select a population-based community, you should plan to observe and assess them within a geographic-based context. If you choose a geographical neighborhood, it should be one that is considered underserved or disenfranchised. The same applies to the selection of a target population.

You may choose any community. It is important to select one about which you are interested in learning more. You may be interested in selecting a community based on one team member's field placement, a particular interest within your team for a specific issue/population/ neighborhood area, a team member's personal history, your team's access to a particular community, or any other criteria you choose.

I encourage you to select a community that you can easily observe and assess. In making your selection, you should consider elements such as geographic proximity and access to the community.

As a future MSW, you are especially concerned about communities facing a social problem. To analyze whether there is a social problem, here are some relevant dimensions, from the work of Merlin Taber,<sup>4</sup> that are appropriate for a busy human service manager to use when considering how best to serve a community.

I. Problem for Society

- (a) A resource cost for society
- (b) A threat to the health and safety of members of society
- (c) A threat to societal values such as social integration

II. Problem for individuals

- (a) A deprivation of a minimum standard of health and decency
- (b) A threat of abuse or exploitation
- (c) A barrier to full social participation

III. Factors contributing to the problem's existence or prevalence:

|                        |      |            |
|------------------------|------|------------|
| A. Biological/physical | or.. | Individual |
| B. Behavioral          |      | Family     |
| C. Social              |      | Community  |
| D. Psychological       |      | Societal   |
| E. Economic            |      | Historical |
|                        |      | Political  |

Examples of communities that have been assessed in past 560 classes include homeless persons in Ann Arbor; older adults of Detroit; the African American aging community in Ypsilanti; Grove Park Homes, Ypsilanti; the neighborhood of Morningside; youth in Flint; the Hikone neighborhood in Ann Arbor; the low-income community of Willow Run; the Osborne neighborhood in Detroit; and ex-offenders in Washtenaw County. Notice that target populations are located in a particular geographic community.

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<sup>4</sup> See Taber, M. (1987). A theory of accountability for the human services and the implications for human service design. *Administration in Social Work, 11*(3/4), 115-126, discussed in Rapp, C. A. & Poertner, J. (1992). *Social Administration: A Client-Centered Approach*. White Plains, NY: Longman., pp. 40-41.

## **Assignment #2, Part 1 - Work to Submit to the Instructor – Due Wednesday, October 16**

After you have selected your community, in the spirit of reflexivity or reflective practice, as a group, write a two-page, double-spaced paper addressing the following points:

- what community and why,
- what are some of the things you might examine (both quantitatively and qualitatively),
- what do you expect to find and why, and
- what comparisons do you expect to make and why.

Also, feel free to list any questions or issues that you would like to consult me about.

Please ensure each team member's name is listed on the top of the page in the header. Point form or short paragraphs are fine. The use of headings is encouraged. This is not a research paper, thus references to the literature are not necessary but it is important to integrate ideas from the course.

### **Step 3: Developing the Community Profile**

Once you determine your focus, you will research the selected community using both qualitative and quantitative data.

Qualitative Data: Your small group will conduct an observational study of a neighborhood/community. If you select a particular target population, then the location you observe would be one where members of that group would be found (see the previous textbox for what to do and assignment expectations when that is not the case).

The windshield survey observation will be supplemented with key informant interviews and possibly document analysis, which should enable you to get important insights about the community. Interviews could be held with one or two community leaders and/or local service providers; interviews are **not** to be held with members of vulnerable populations. Please consult with me in selecting key informants. Secondary data sources such as census, newspaper stories, agency reports, community needs assessments and other related documents can also be valuable sources of information. In some cases, books about the history of the community may be available, which can provide rich information about the community's roots.

As a team you will find a mutually convenient time to observe the community. We will **not** have class on October 23, and I encourage you to use that class time to conduct your observation and collect any other qualitative data.

Observation: When your group begins to observe the neighborhood, you might walk through the area, stand on a corner, or drive by slowly using a windshield survey. Use all of your senses to begin to understand the neighborhood. You will take photographs of the area, but any people captured in them are not to be identifiable. To avoid this risk, it is best to take photographs that do not capture people. Record your observations as soon as possible; a tape recorder is useful for this purpose. It might be helpful to consider the following dimensions of the neighborhood.

- What is the name of the community/neighborhood? Where is it located? What are the main geographic boundaries and natural barriers? If a neighborhood, is it geographically isolated or cut off from surrounding neighborhoods? If a population, where do the majority of the people live in the community?
- Is there evidence of what people in the community do for a living? What kinds of commercial enterprises do you see? Do you see evidence of unemployment? What type of transportation is available?
- What kinds of people do you observe (e.g., social class, race, ethnicity, age)? How do people react to you? Are there distinct sub-communities within the larger community? What do people do who live here?
- Are there many religious buildings? What types of parks, recreational areas or cultural resources are present? What are the housing conditions like? Where are the schools, the primary stores, bars, and community centers? Are they accessible?
- What is the condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure?
- What kinds of schools are located in the community? What is their condition? Is there a local library?
- What kinds of voluntary agencies and public service agencies are located in/available to the community?
- What would it be like to walk your community if you were a child? An older adult? A minority? What would you pass if walked from that person's house to their school?

Other community dimensions you may consider will be discussed in class and through the readings.

Key Informant Interviews: Your group will likely find it helpful to talk with community leaders and/or service providers in the area. For example, you could do a brief telephone interview with an elected official, the head of a community agency, or a social worker practicing in the area. You might want to ask informants about what they see as the community's strengths and needs. You should prepare an interview guide before contacting key informants. The guide should list the key questions you want to explore with informants. Remember it is a guide, thus if the need arises, it is appropriate to diverge from your pre-determined questions. The majority of the questions should be open-ended. Include a copy of the guide with the materials you submit with your profile.

Please ensure you clearly state that you are completing the interview as part of a course assignment and that no information will be released beyond the classroom. In reporting information gleaned from key informants, ask them if they would like their identity to be kept confidential when you present your profile. If they do, anonymize the data (e.g., "a long-term social worker with a community agency noted that ....." versus "Jean Zometa, a social worker in the local community center, reported....").

Documents: Depending on your selected community, you likely will find relevant documents, which might include agency or government reports, newspaper stories, or even historical documents. Try doing an internet search and see what you will find.

In Michigan, each county is mandated by the State to have a multi-stakeholder human services planning collaborative. In some cases, such as Washtenaw County, the collaborative group may have broadened its mandate beyond human services. Once you have selected your community of interest, go to the particular county government's site to see if the county collaborative has any published reports, such as needs assessments. You might find some useful information about your community of interest there.

Also, when you interview community leaders or service providers, ask them for copies of any relevant documents.

**Analysis:** Your group should process your observations, key informant data, and information from documents and prepare a one- to two-page summary (single spaced; point form or brief paragraphs, includes graphs) about what you learned regarding the neighborhood/community from these sources. Here you are looking for common themes and other important points; an idea does not have to be repeatedly recorded in order for it to be important. As part of the summary, identify what your group considered strengths or assets in the neighborhood as well as its needs, problems, or shortcomings. This information is useful in preparing your profile.

**Quantitative Data:** Your small group will use the American Community Survey produced by the U.S. Census Bureau to find social, economic, housing and demographic data for your community or geographic area. Your group will use quick tables, data profiles, multiyear profiles, and narrative profiles provided in the *American Community Survey* to describe the selected neighborhood/community. Your group will also develop your own custom tables. You will focus on general characteristics, social characteristics, and economic characteristics.

Additionally, to help the reader/audience understand your community you should include comparisons to other communities. For example, if you are examining the aging population in Ann Arbor, your team may also want to compare this population with the aging population in Detroit to assess how they are similar or different. Here you are comparing and contrasting each community along key characteristics (this involves deciding what indicators are most meaningful). Finally, it is also helpful to provide some comparison of your population to the broader population at the state and/or national levels.

Note: Some counties may have relevant datasets available online. For instance, here in Washtenaw County, the Department of Public Health makes the Health Improvement Plan data public. Search the respective county's website – you never know what you might find until you look!

#### ***Using Quantitative Datasets***

On October 9, library staff will lead the class through a workshop on how to use relevant datasets. Other resources: <http://guides.lib.umich.edu/census>

### **Step 4: Prepare Community Profile**

You will prepare an internet uploadable powerpoint with music that analyzes and synthesizes the information you gathered qualitatively and quantitatively.

Using the Community Toolbox Windshield Survey students record their observation, using subheadings per the grading rubric for slide title and heading for you community profile.

In class, you will share your key findings with your colleagues as though they were a group of concerned citizens and elected officials. The presentation can be in Power Point or some



other visual display, such as profile booklet. You have 10-15 minutes for this presentation, including a brief question and answer period. The presentation should not simply repeat what is in your booklet, but it should highlight the most important findings and the need to build on community strengths and address community needs.

**Work to Submit to the Instructor as a Team – Due Wednesday, November 6**

Upload to Ctool's Drop Box:

- ❖ 1 page with the YouTube link
- ❖ Workplan
- ❖ Minutes from your group meetings
- ❖ Copy of your team process evaluation tool and a summary of the results (analysis at the group level and not at the individual member level)
- ❖ Summary of your qualitative data
- ❖ Copy of your interview guide of a community key informant
- ❖ Copy of your Power Point slides (or other visual aids)
- ❖ Thank you letter to community stakeholders

**Step 5: Individual Reflection on the Profile and Presentation**

In the spirit of being a reflective practitioner at the community level, each person is to submit a three-page, double-spaced reflection paper. Here you are expected to:

- Outline the key assumptions you held about the community prior to the project (likely as an outsider to the community of interest) and discuss how your assumptions may have been challenged and/or changed as a result of your project.
- Reflect on the strengths and limitations of how your team gathered information about the community, and how you see this fitting with your evolving professional identity and practice style.
- Consider the importance to understanding community in your future practice.
- Reflect upon your group process – what you learned about effective teamwork and your individual specific strengths and areas for improvement.
- Consider issues related to your social location/identity and how it relates to the community you profiled and your fellow team members. That is, reflect on issues of power and privilege in relation to the community you examined and your group experience.
- Integrate and/or reflect on the course readings as they relate to your own thoughts.

**Work to Submit to the Instructor – Due Wednesday, November 13**

Reflection paper as described above.

**Assignment #3: Mini-grant Proposal (Individual Project or Group )**

This assignment involves the development of a mini-grant proposal to support program innovation/development. This assignment's central goal is to learn skills associated with proposal development. In achieving this goal, you will conceptualize and draft a mini-proposal, addressing all of the elements associated with such a professional document. The document is to be prepared as though you were submitting it to a potentially interested

foundation or other funder. You should look for such a funder through such sources as the *Foundation Directory* database, or [www.guidestar.org](http://www.guidestar.org). If you wish to submit an actual grant to a real foundation, please discuss the grant guidelines in advance with me.

The assignment, totaling a maximum of 11 pages, will consist of the following:

- Cover letter (1 page, single spaced)
- Proposal (8 pages, single spaced)
- Budget (1 page; form to be provided) and budget narrative (1 page, single-spaced).

You should plan to write this grant as though you were a director or development officer of a community-based agency. You should plan to give your agency a name and provide a brief background on your agency. If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that was connected to your community profile or to your advocacy issue, but it is not required. You may use a real agency or could create your own.

### **Step 1: Choose Agency & Prepare Background Information**

Decide on your agency and prepare a short background statement (i.e., issues addressed, population served, orientation of agency, scope of agency). This does not need to be extensive but will help you with the development of your proposal. If you are using an actual agency, you may find it helpful to examine the agency's website for a mission statement and agency description.

### **Step 2: Brainstorm Project Ideas**

Based on the agency, brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular population served at your agency or (if using a real agency) by building on a current program, but you could also brainstorm a project that fills a current gap in services. For those in field placements, you may want to address a program needed within your agency. In brainstorming, you should consider the scope of the project. You may consider a project that would be one to two years in length and have a budget of \$25,000-\$100,000.

The first time one writes goals and objectives, and then outlines how the objectives will be evaluated, can be a challenge. Feel free to submit a one-page draft of these aspects of the proposal for feedback. Remember to allow sufficient time for feedback.

### **Step 3: Prepare Mini-Proposal**

Prepare a mini-proposal that includes the following elements, using points 2 to 10 as headings. Follow the order as specified below.

1. **Cover Letter**: Include a cover letter (also called transmittal letter) with the proposal. This single-spaced letter should highlight the main points of the proposal and indicate to the potential funding source why this project is important for them to fund. Brief reference to the project name, the amount requested and what it will enable the agency to achieve should be included. Letters should be signed by Executive Director, you!
2. **Agency**: A brief description of the agency, namely its mission, target population(s), and primary services. Can also include any key collaborators related to the proposed services and a sense of the agency's strengths in relation to the proposal.
3. **Background/Needs Statement**: A brief description of the problem you propose to address and why it is important (include relevant literature/statistics/research/policies, document need for the intervention/project proposed).
4. **Goals and Objectives**: State the project's goals and objectives (link the goals and the objectives to your description of the project in the next section, stated in SMART format).
5. **Project Description**: Discuss principal components of the project and its anticipated measurable outcomes (include enough information for the potential funding agency to understand how its money will be used to address the identified need and intended goals).
6. **Evaluation**: Describe how you will evaluate the project's success (this is linked to the objectives). You should also refer to particular tools you might use in the evaluation.
7. **Timeline**: Provide a specific timeline giving the funding source an idea of the project steps and activities (use a Gantt chart). You can reference the timeline in your narrative and attach separately, if desired.
8. **Budget**: Estimate the project costs (how much money will be needed to implement the project). You should also include budget lines (i.e., the specific budget items for the project such as staffing, supplies, in-kind). A budget form will be provided.
9. **Budget Narrative**: Provide a one page, single-spaced narrative of the budget. Explain each budget line, clearly articulating how the item relates to the project. For positions, give an overview of the key duties, required qualifications (if any), hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget. (Note: The Woodford Foundation does not pay indirect costs.)
10. **Conclusion**: A final, persuasive, summary paragraph to "sell" the project.

### **Submit to the Instructor – Due Wednesday, December 4**

- ❖ Cover letter
- ❖ Mini-proposal (sections 2 through 10 listed above)

### **Assignment #4: Class Participation**

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, please let me know so you can get any handouts.

Your participation grade will be based on your:

1. Attendance;
2. Active participation in class and small group discussions;
3. "Taking the Lead" on class discussion on assigned Reading Facilitation day;
4. Ability to discuss ideas with colleagues in a respectful manner;
5. Ability to engage in reflective learning; and,
6. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics.
7. Demonstration of weekly completion of [www.mysocialworklab](http://www.mysocialworklab) required reading/view video or case study assessment

### ***Assignment 4: - Work to Submit to the Instructor – Due Wednesday, December 11***

- ❖ Submission of all 11 core competency assessment and ABC videos from [mysocialworklab](http://mysocialworklab).