SW560-009: Introduction to Community Organization, Management, and Policy Practice

Fall 2014

Wednesdays, 9a – 12N
Room #2609 SSWB

Instructor:	Daphne Brydon, M.S., MSW, LMFT, LMSW
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Office Hours:	After class on Wednesdays / by appt *(Please call/email to schedule an alternate time)*

REQUIRED TEXT:

Coley, Soraya M. & Scheinberg, Cynthia A. (2013). Proposal writing: Effective grantsmanship (4th ed.).
Thousand Oaks, CA: Sage.

RECOMMENDED TEXT:

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). Social Work Macro Practice
(5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

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 OBJECTIVES: Upon 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)

COURSE DESIGN: This course will be run primarily as a seminar with small group work and class discussions, although there will be some lectures and presentations via video or audio recordings. In order for a seminar course to be successful, all students need to come to class prepared and ready to discuss the readings and the larger issues covered that day. We will also employ other pedagogical strategies such as experiential exercises, role-plays, case examples, presentations from macro-practitioners, and other activities in order to facilitate understanding of the course content.

Students will be able to access C-Tools for resources relevant to the course such as, but not limited to, course readings and course assignments.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES:
(1) Multiculturalism and 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.

(2) Social Justice and Social Change 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.

(3) 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).

(4) Behavioral and Social Science 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.

SOCIAL WORK ETHICS and VALUES: This 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.

INTENSIVE FOCUS ON PODS (Privilege, Oppression, Diversity, and Social Justice): This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students [in] developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks, as well as strengthening critical consciousness, self knowledge, and self awareness to facilitate PODS learning.

LEARNING NEEDS AND ACCOMMODATIONS: If you need or desire an accommodation for a disability, please let me know as soon as possible. Many aspects of this course can be modified, as appropriate, to facilitate your participation and progress throughout the term. The earlier you make me aware of your needs, the more effectively we will be able to use the resources available to us through the Student with Disabilities office, the Adaptive Technology Computing site and the like. If you do decide to disclose your disability, I will (to the extend permitted by law) treat that information as private and confidential.

Also, please notify me as soon as possible if religious observances conflict with class attendance or dues dates so that we can make appropriate arrangements.

COURSE REQUIREMENTS: Students are expected to attend all classes for the full time frame, complete assigned reading(s) for each week, participate in class activities/discussions, and complete all assignments on time.

If you need to miss a class, in part or in total, you need to notify me in advance of our class meeting time. Missing more than one class, in part or in total, can and will result in a deduction of points. Good attendance and participation will help your final grade, particularly if it falls on the margin. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

Your attendance and participation reflects the basic elements of any social work relationship – to show up **and** remain present. For this reason, as well, I ask you not to open computers and/or utilize your phones in class unless we are using them for a class exercise.

Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity.** There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content - and this is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please ***honor this process***.

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SW560_Fall 2014: ASSIGNMENTS and GUIDELINES

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YOUR GRADE WILL BE BASED ON:

10%	Class Attendance and Participation	
20%	Advocacy Project (Individual) –	DUE OCT 8
20%	Mini-Grant Proposal (Individual or in pairs) –	DUE NOV 5
40%	Community Profile (Group) –	DUE NOV 26
10%	Final Exam (in class) –	DEC 3

DUE DATES: All assignments and papers are due IN CLASS, at the beginning of class on the dates posted in the syllabus. Any assignments or papers turned in after the class begins will result in an automatic reduction of points.

ATTENDANCE & PARTICIPATION: Attendance is a requirement. Students who attend every class, are attentive and present, responsive to others, and regularly contribute to discussion and in-class exercises/role-plays will receive all 10 points.

If you are not able to attend a particular class session, please notify the instructor **prior to the class session** so arrangements can be made to address the material you missed. If more than one session is missed –whatever the reason- the final grade at the end of the term will be lowered 2 points for each session over one.

ADVOCACY PROJECT: Select an issue/cause connected to a particular marginalized group or a social justice issue. This project includes a 750 word OpEd or Letter to the Editor, along with a brief (3-4 page) paper.

MINI-GRANT PROPOSAL: Development of a grant proposal for a program innovation/development within a community agency (real or hypothetical). This project will include a cover letter, proposal (including timeline), and budget; the entire assignment will not exceed 10 pages.

COMMUNITY PROFILE: Each group will select a community to assess, identifying a particular focus. Once identified, each group will gather qualitative (observations) and quantitative data (community reports/ACS data) to prepare a community profile report to present in class.   Groups will also submit team meeting notes and a brief (1-2 pages) group evaluation/reflection report to the instructor.

GRADING PROCEDURE AND SCALE: Points from each assignment will be added together.
The total point to final grade is as follows:

A = 100 – 95	B+ = 89 – 86	C+ = 79 – 76
A- = 94 – 90	B = 85 – 83	C = 75 – 73
	B- = 82 – 80	C- = 72 – 70

FOR ALL ASSIGNMENTS, YOU WILL BE GRADED ON:
• **Meeting assignment parameters** (we will review parameters for each assignment ahead of time)
• **Good writing skills**: clarity of thought, organization, and flow (also see below)
• Effort/ability to **self-reflect and think critically**
• **Demonstration of social work values** (PODS, empathy, strengths-based thinking, etc)
• **Insightfulness and clinical acuity**
• **Integration of reading** materials, as requested

WRITING SKILLS: Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this and in most of your classes, you will be asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual; however, I do encourage you to access it and other writing resources online (e.g., http://apastyle.apa.org/ and/or http://grammar.ccc.commnet.edu/grammar/). When you cite a source for one of your papers, please use APA style citation. Please be aware that I will deduct points for poor writing skills, including grammatical errors. I encourage you to use the Sweetland Writing Center if you require writing assistance.

PLAGIARISM: Representing someone else's words, statements, ideas of works as one's own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic and professional conduct:

http://archive.ssw.umich.edu/studentGuide/2012/page.html?section=12&volume=1

Another helpful resource: http://www.lib.umich.edu/academic-integrity/resources-students. Please note that using web resources increases your risk of "accidental plagiarism." Do not let that happen to you.

OTHER NOTES: I try to provide clear, thoughtful feedback that is aimed at helping you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. _**If I write or say something that confuses or upsets you, please make an appointment so we can discuss it**_! If I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.

SW560 COURSE OUTLINE: Fall 2014

September 3: Session One
Introductions, Course Expectations, and Defining Macro Practice
> Get to know one another
> Review Syllabus

September 10: Session Two
History, Context, and Meaning of Macro Practice

> Readings:

> Carlton-LaNey, I. (2014). The importance of place in the life and career of a social work pioneer: insights from interviews with Hortense King McClinton. _Affilia: The Journal of Women and Social Work, 29(3),_ 1-13.

> Carlton-LaNey, I. (1999). African American social work pioneers' response to need, _Social Work_, 44(4), 311-321.

> Chambers, C.A. (1963). Social service and social reform: A historical essay, _Social Service Review, 37_, 67-90.

> Richmond, M.E. (1906). The retail method in reform, _International Journal of Ethics, 16(2),_ 171-179.

September 17: Session Three
Understanding Community: What is it and What Does it Need?

> Readings:

> DeVillaer, M. (1990). Client-centered community needs assessment, _Evaluation and Program Planning, 13_, 211-219.

> McKnight, J. & Kretzmann, J. P. (1997). Mapping community capacity. In M. Minkler (Ed.), _Community Organizing and Community Building for Health_ (157-172). New Brunswick, NJ: Rutgers University Press.

> Nolin, J., Wilburn, S., Wilburn, K., & Weaver, D. (2006). Health and social service needs of older adults: Implementing a community-based needs assessment, _Evaluation and Program Planning_, 29(3), 217-226.

> Ohmer, M. L., & DeMasi, K. (2009). Step one in the community analysis: Understanding communities-their history and current conditions. In _Consensus Organizing: A Community Development Workbook. A Comprehensive Guide to Designing, Implementing, and Evaluating Community Change Initiatives_ (pp. 139-160). Thousand Oaks, CA: Sage. **Read only pp. 139-149**.

September 24: Session Four
Understanding Community Toward a Call to Action

    Readings:

    Bring one example of an OpEd and one example of a Letter to the Editor (published within the last 30 days)

    Complete worksheet using American FactFinder:
    http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

October 1: Session Five
A Call to Action: Policy Analysis and Advocacy

    Readings:

    Delgado, M., & Barton, K. (1998). Murals in Latino communities: Social indicators of community strengths, *Social Work, 43(4),* 346-356.

    Freddolino, D.P., & Moxley, D.P. (2004). A differential model of advocacy in social work practice, *Families in Society, 85(1),* 119 – 128.

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

October 8: Session Six   ADVOCACY PROJECT DUE
A Call to Action: Policy Analysis and Advocacy

    Readings:

    Flyvbjerg, B. Rationality and power. In Campbell, S. & Fainstein, S., eds. (2003). *Readings in planning theory* (2nd ed.). Oxford: Blackwell, 318-329.

    Hoefer, R. (2005). Altering state policy: Interest group effectiveness among state-level advocacy group, *Social Work, 50(3),* 219 – 239.

    Woodford, M., & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human services managers and practitioners, *Journal of Community Practice, 19(2),* 159 – 174.

    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. (2002). Constructing deservingness, *Journal of Aging & Social Policy, 13(4),* 17-34.

October 15 – NO FORMAL CLASS   (Consider working on Community Profile Project)

October 22: Session Seven
Organizing and Mobilizing Communities: Development and Organization

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.

Fabricant, M., & Fisher, R. (2002). Agency-based community building in low income neighborhoods: A praxis framework, *Journal of Community Practice, 10(2),* 1-22.

Horton, M., & Freire, P. (1990). The difference between education and organizing. In Bell, B., Gaventa, J., & Peters, J. (eds.). We Make the Road by Walking: Conversations on Education and Social Change, pp. 115 – 121.

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.

Sieber, T., Cordeiro, G.I., & Ferro, L. (2012). The neighborhood strikes back: Community murals by youth in Boston's communities of color, *City & Society, 24(3),* 263-280.

October 29: Session Eight
We Know What we Need and we Have the People, How Are we Going to Fund It?
Fund Development & Grant Writing

Readings:

*** **Students are responsible for the full content of the following book by this class session. References to the book will be utilized throughout both session 8, 9, and 10.**

Coley, S.M. & Scheinberg, C.A. (2013). *Proposal writing: Effective grantsmanship* (4th ed.). Thousand Oaks, CA: Sage

November 5: Session Nine   MINI GRANT PROPOSAL DUE
Leadership at the Top

Readings:

Austin, M. (2002). Managing out: The community practice dimensions of effective agency management, *Journal of Community Practice, 10(4),* 33-48.

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.

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

November 12: Session Ten
Managing Programs and Supervising Staff

Readings:

Aarons, G., et al. (2009). Implementing evidence-based practice in community mental health
  agencies: A multiple stakeholder analysis, *American Journal of Public Health, 99(11),* 2087-2095.

Curceu, P. (2011). Intra-group conflict and teamwork quality: The moderating role of leadership styles,
  Administrative Sciences, 1, 3-13.

Knuth, R. (2004). The negative uses of power. *Principal Leadership, 5(3),* 44-49.

Sieben, I. (2007). Does training trigger turnover – or not? *Work, Employment, & Society, 21(3),* 397-416.

November 19: Session Eleven
Is It Working? Program Evaluation
Guest Lecture: Laura Sundstrom, Curtis Center Program Evaluation Group

Readings:

To be determined by guest lecturer and provided to students by Session Ten.

November 26: Session Twelve   COMMUNITY PROFILE PRESENTATIONS in CLASS
Group Presentations

December 3: Session Thirteen   FINAL EXAM in CLASS
Final Remarks, Reflections, and Exam

Readings:

Case Study provided in class

Austin, M., 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.