



COURSE TITLE: Introduction to Community Organization, Management, and Policy Practice

COURSE NUMBER: 560 (Fall Term, 2014, Section 010, Class# 28127) **TIME & PLACE** Wed 5:00-8:00, Room 3752 SSWB

CREDIT HOURS: 3

PREREQUISITES: None

LOCATION: Foundation macro methods; required for all students

INSTRUCTOR: Tony Rothschild, MSW, LEO Intermittent Lecturer

CONTACT DETAILS: SSWB- Rm. 2798

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Phone: 248-425-9017 (call or text)

OFFICE HOURS: Wednesday- by appointment

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.

3. Course Competencies and Practice Behaviors

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.

3

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

Social workers

- 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

Social workers

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

4. Course Objectives

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

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations.

5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practice.

5. Course Design

Cooperative learning structures and facilitated discussion will be the primary pedagogical strategy. Class sessions will also include in-class presentations, skill-building activities and exercises, videos, and outside speakers.

6. Relationship of this Course to the SSW's four Curricular Themes

1. *Multiculturalism and Social Diversity* are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from the client system, the worker (i.e., the community organizer, manager, and policy analyst/advocate), as well as the organizational, community, and policy contexts.
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. *Behavioral and Social Sciences 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 theories, political science theories, and theories of community will be important basis for class analyses.
4. *Promotion, Prevention, Treatment, and 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 prevention and 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).

7. Relationship of the Course to Social Work Ethics and Values

This course will address ethical and value issues related to working with and in organizations, communities, societies, as well as in conducting policy-focused research in these domains. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all community members, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. Our course will also focus on social workers' responsibility as professionals to promote general welfare by 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.

8. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students [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.

9. 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

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.

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.

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 enough 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 them. 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).

Since we can all learn most from critical dialogue, below are some definitions and guidelines, shared by Dr. Shane Brady.

Promoting Critical Understanding in the Classroom: Pedagogy for Adult Learning

Shane R. Brady, PhD, LLMSW

SSW Winter 2013, Brady_SW560_W2013_Outline

The classroom has the potential to be a catalyst for personal educative change, which can be

achieved through building a healthy atmosphere of respect, dialogue, and critical reflection. The optimum classroom environment will favor dialogue over debate and everyone will be co-creators of the educative experience.

What is Discussion?

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

What is a debate?

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

What is dialogue?

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

What is critical dialogue?

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

Common Guidelines for Dialogue

1. Practice active listening in order to really understand the other person's position.
2. Try to refrain from interrupting others when speaking
3. Set time limits for how long each person can speak, so everyone is heard.
4. Involve everyone in the dialogue, including silent members.
5. Silence does not mean agreement.
6. Understanding does not mean agreement.

7. Conflict is inevitable.
8. Being uncomfortable can be beneficial
9. All positions are subjective
10. All positions are entrenched in values of some kind
11. Involve participants in shaping the topics, guidelines, and focus
12. Rapport is everything

10. Small Group Work in and out of Class

Assignment #1, the Community Profile, entails group work. Depending on class size, the groups will range from three to five students per group.

Additionally, in order to facilitate discussion of the course readings, small groups will be assigned to “take the lead” on opening up the readings. This approach will start in Session 2, 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 the content of the course.

11. Course Materials

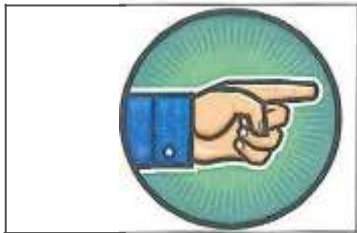
Our course will use a textbook, in addition to a series of other required readings. These additional required readings will be available on-line under the resource section of our class C-tools site.

Required text:

1. Hardcastle, David (2011) *Community Practice: Theories and Skills For Social Workers* (3rd Edition), New York City, Oxford University Press
2. Coley, S.M., & Scheinberg, C.A. (2007). *Proposal Writing: Effective Grantsmanship* (Third Edition), Thousand Oaks, CA: Sage

12. Assignments

Assignment	Value for Final Grade	Due Date
Pre-profile memo and work plan.	Not graded	September 24, 2014
Community Profile Presentation and Report	30%	October 22, 2014
Mini-Proposal	30%	November 19, 2014
Policy Advocacy Op-Ed	30%	December 09, 2014
Class Participation	10%	Throughout the term.



- Please submit **one hard copy** and upload an electronic file copy of assignment in the Course C-tools folder under assignments. 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 and written outlines; however, I am unable to review drafts of the assignments because of time constraints.

An Opportunity to Consider. . . .

If you are participating in the School's Portfolio Initiative, the products created for Assignments I, II, and III could make great artifacts. For assignment I, you may need to include a statement about how you contributed to the profile and the team experience.

Religious Observances

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

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?

13. 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:

100-98 = A+
94-97 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
64-66 = D
60-63 = D-
0-59 = F

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.

14. Instructor's Expectations for All Assignments

Submission Instructions

Students should submit an electronic file of the assignment via the C-Tools site on the respective due date or earlier and one hard copy at the start of class.

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, double-spaced with one-inch margins, using Times New Roman 12 pt font. The only exception is the community profile, which should be single-spaced and with ample white space, as described in the assignment instructions.

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). The website citation machine (<http://citationmachine.net/>) also is an aid in creating citation.

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.**

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/>

4.0311: Cheating

Cheating is an act of fraud or deception by which the offender gains or attempts to gain undeserved benefit. Examples of cheating include, but are not limited to the following:

1. Lying about the performance of academic work; obtaining a copy of an examination before it is available officially, or learning an examination question before it is available officially;
2. Lying about circumstances presented as an excuse from examinations or other academic work;
3. Submitting the work one has done for one class or project to another class or project without obtaining the informed permission of the second instructor;
4. Misappropriating another student's work;
5. Allowing another person to do all or part of one's work and to submit the work under one's own name;
6. Receiving and rendering unauthorized assistance on an examination or other paper offered for credit; using unauthorized notes, study aids, and/or information from another person on an examination or paper;
7. Misrepresenting financial affairs or the status of family relationships for the purpose of securing financial aid, residency, or some other benefit from the University;
8. Misrepresenting any information required by or offered to the Admissions Office;
9. Altering a graded work after it has been returned and then submitting the work for re-grading.

4.0312: Plagiarism

1. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism, include, but are not limited to
 - a. Using or otherwise taking credit for someone else's work or ideas.
 - b. Using the language of another without full and proper quotation or source citation.
 - c. Implicitly presenting the appropriated words or ideas of another as one's own.
 - d. Using Internet source material, in whole or in part, without careful and specific reference to the source.
 - e. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
 - f. Self-plagiarism, that is, reusing one's own work without acknowledgement that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented at the following website: <http://www.lib.umich.edu/handouts/plagiar.pdf>

4.0316: Unacceptable Collaboration

Collaboration is unacceptable when a student works with others on a project, then submits a work to be graded with the explicit or implicit representation that the work is the student's own independent work. Using answers, solutions or ideas that are the result of collaboration without citing the fact of collaboration is also improper.

Class Sessions, Learning Objectives, & Readings

Session 1: September 3 Beginning to Create a Positive Teaching-Learning Environment & Understanding the Meaning & Context of Macro Practice

Learning/Course Objective:

- To understand the requirements of the course outline, including the course objectives, content readings, and assignments, by reviewing and discussing.
- To become familiar with what is meant by macro practice.
- To begin to get to know one another.
- Rules of the class by the class for the class.
- To become familiar with social work ethics in macro practice.

In Class Activity:

- Course syllabus and schedule
- Review NASW Code of Ethics
- Where do Social Work jobs come from?
- Distribute History

Required Readings in class:

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

Session 2: September 10th – Great moments in Social Work History

Learning/Course Objective:

- 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 reinforces the need for macro interventions, including issues and trends seen in clinical practice.
- Form teams for Community Profile Assignment

Required Readings:

- Adams, J. (1899). The Subtle Problems with Charity. The Atlantic, 156(2),
- DuBois, W.E.B. (1901). The Freedman's Bureau. Atlantic Monthly, 87,
- Hardcastle Class Text – Chapter 1 Community Practice and Introduction, 1-31

Session 3: September 17 - Understanding Models of Community and Community Organization Practice

Learning Objectives:

- To understand how to engage community members in the change process.
- To evaluate organizers' insider and outsider roles in community work.
- To understand theory based, model based community practice.

Required Readings:

- Staples, L.H. (2000). Insider/Outsider Upsides and Downsides. *Social Work with Groups*, 23(2) 19-35.
 - Hardcastle Text, Chapter 2 - **(Forum)**
 - Hollingsworth, et al. (2009). Using the Miracle Question in Community Engagement and Planning.

Session 4: September 24 - Case Studies and Problem Diagnosis

Learning Objective:

- Understanding how to think about problems.
- To see application of different models of practice.
- Group topic and Pre-profile Reflection Due

Required Readings: (Forum)

- Arizmendi, L. G., & Ottiz, L. (2004). Neighborhood and Community Organizing in Colonias: A case study in the development and use of Promotoras. *Journal of Community Practice*, 12(1/2), 23-35.
- Hardcastle Text – Chapter 3 The Nature of Social and Community Problems
- Branch, Taylor-Parting of the Waters, Montgomery Bus Boycott (This article must be read by October 8th but don't wait until the last minute) **(not for forum)**

Session 5: October 1 – Community Assessment

Learning/Course Objective:

- To become familiar with the use of American Census Data
- Team Meeting

Special Guest Susan Wortman

Required Readings:

- McKnight, J. & Kretzmann J.P. (2005). Mapping Community Capacity. In Minkler, (Ed.), *Community Organizing and Community Building for Health*. (pp. 158-173) New Brunswick, NJ: Rutgers University Press.
- Delgado, M. & Balian, K.(1998). Murals in Latino Communities: Social Indicators of Community Strengths, *Social Work*, 43(4), pp. 346-356.

- Hardcastle, Text – Chapter 5 Assessment: Discovering and Documenting the Life of a Community

Session 6: October 8 – Community Assessment and Dynamics

Learning/Course Objective:

- To learn the fundamental components of community assessment
- Examination of Community Stakeholders and Community Power

Required Readings:

- Continue last week's readings

Session 7: October 15 – Introduction to Program Development and Funding

Learning/Course Objective:

- To understand the different ways programs are funded
- To articulate the qualities of successful grants
- To become familiar with a successful fundraising method
- To understand the logic model

Required Readings:

- W.K. Kellogg Foundation. Logic Model Development Guide. <http://www.wkkf.org/lcnowledge-center/resources/2010/Logic-Model-Development-Guide.aspx>
- Benevon - <http://www.benevon.com/online-video>
- Coley – Pages – to be determined.

Session 8: October 22 – Community Profile Presentations

Learning/Course Objective:

- To develop and strengthen understanding of the qualities and aspects of and effective professional presentation.
- To develop and strengthen effective teamwork competencies
- To be wowed by your presentations

Required Readings

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

Session 9: October 29 – Management

Learning/Course Objective:

- To understand the complexity of human service organizations and the dynamic environments in which they exist.
- To be understand human service organizations from the perspectives of multiple stakeholders.
- To understand the significance of leadership in organizations and their communities.

Required Readings:

- Hardcastle Text – Chapter 8 Using Your Agency
- Matthews, L. (1996). Culturally competent models in human service organizations. *Journal of Multicultural Social Work*, 4(4), 131-135
- Article on Cultural Humility (TBD)
- Western States Center. (2003). Dismantling Racism: A Resource Book (pp.6-8, 56-75). <http://www.westernstatescenter.org/tools-and-resources/Tools/Dismantling%20Racism>

Session 10: November 5 – Jobs, Jobs, Jobs for Social Workers

Learning Objectives:

- Hear firsthand from recent UMSSW graduates and the different jobs they have at one agency (Common Ground, where else?)
- Demonstrate learning through questions based on your past readings on human service agencies.

Required Readings:

- **To Be Decided**

Session 11: November 12 – Advocacy Practice: Strategies & Action for Social Change

Learning/Course Objective:

- To understand the general process of policy analysis and advocacy, from issue identification to implementation and evaluation.
- To explore the levels at which advocacy can occur.
- To examine various ethical standards for advocacy practice.
- Review the Advocacy Assignment and Understand the meaning of a Policy Editorial

Required Readings:

- <http://www.socialworkers.org/pubs/code/code.asp> Sections 3, 4, & 6.
- Hardcastle, Text – Chapter 12 – Using the Advocacy Spectrum
- Mini-grant due!
- Example Op-Ed

Session 12: November 19 – Case Study Analysis –**Learning Objectives:**

- **Demonstrate understanding of past readings through participation on class discussion on the Montgomery Bus Boycott and Salt of the Earth**

Required Viewing:

- View Salt of the Earth (92 min) - <http://www.youtube.com/watch?v=i9oY4rmDaWw>

November 26 – Happy Thanksgiving**Session 13: December 3 – Policy Practice: Strategies & Social Action for Social Change****Learning/Course Objective:**

- To examine various advocacy strategies.
- Class Exercise designing an advocacy campaign

Required Readings:

- Ezell, M. (2001). The ethics of advocacy. *In Advocacy in The Human Services* (pp. 37-50). Belmont, CA: Brooks/Cole Thomas Learning.
- Janson, B.S.Dempsey, D., McCroskey, J., & Schneider, R (2005) Four Models of Policy Practice: In M. Weil, (Ed.) (2005). *Handbook of Community Practice* (pp.319-328). Thousand Oaks, CA: Sage Publications
- Gamson, W. (200). Framing Social Policy. *Non Profit Quarterly*, 7(2), 40-42.
- Schneider, R.L. & Netting, F.E. (1999). Influencing Social Policy in a time of Devolution: Upholding Social Work's Great tradition. *Social Work*, 44(4), 349-357.

Session 14: December 09 – Advocacy Paper Due Today!