Instructor: Julie D. Cushman, LMSW, ACSW, CAADC  
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Cell: 734-845-0867  
jcushman@umich.edu  
Classroom: Room 3816 SSWB  
Wednesday's 2:00 p.m. – 5:00 p.m  
Office hours: TBA/by appointment  
Prerequisite: None  
Foundation macro methods; required for all MSW students

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

Course Content:
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.  
Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

Course Competencies and Practice Behaviors:
This course addresses the following competencies and practice behaviors:

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

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;
7.2 critique and apply knowledge to understand person and environment.

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

8.1 analyze, formulate, and advocate for policies that advance social well-being
8.2 collaborate with colleagues and clients for effective policy action.

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

9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9.2 promote sustainable changes in service delivery and practice to improve the quality of social services.

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

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. (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)
Relationship of the Course to Curricular Themes:

- **Theme Relation to 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.

- **Theme Relation to 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.

- **Theme Relation to 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 early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

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

Relationship of the Course to Social Work Ethics 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.

Course Design: Pedagogical Approach & Teaching Philosophy

This course employs an adult learning philosophy to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on assigned readings, classroom discussions, group activities, and critical analysis and thoughtful, reflective dialogue about privilege, oppression, diversity, and social justice as it relates to macro practice. Class sessions will also include skill building activities and a variety of assignments (oral, written, presentations and meeting participation).

Course Requirements:

Attendance and participation: Attendance and participation are 10% of the final grade. Attendance will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading prior to
class, to reference for informed class participation, attending class on time, and participating in all class activities and group assignments. Class attendance is important for you to keep up with course work. It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days. Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my prior approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences may result in failure of the course. Coming to or leaving class mid-way is considered an absence. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student’s responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed. Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

There are 3 graded assignments for this course, and various homework assignments along with the expectation of class participation. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be handed out in class. These due dates have been noted on the class schedule in Bold letters.

Assignment 1: Advocacy Project-(Individual Project) - due 2/4/15 (25%)

Advocacy practice occurs when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. While there are many ways to do this, for this assignment you are asked to either develop an op-ed piece for a newspaper or a prepared testimony that you could potentially deliver in front of public group (e.g., city council, school board, or county mental health board), along with a brief 3-4 page paper to reflect on the project

Assignment 2: Community Profile (Team Project) – due 2/28/15 (30%)

Working collaboratively in groups of 3-4, you will develop a profile of a neighborhood or community within Southeast 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 during a 10-15 minute presentation in the form of a PowerPoint, prezi some other visual display such as a profile booklet. The products from this assignment is 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. There will be smaller homework/reflection assignments (reflection papers) in the developing of this project and class time will be made available for working in your groups.
Assignment 3: Mini-Grant Proposal (Individual or Team Project) - due date 4/8/15 (25%)  
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. If you wish to submit an actual grant to a real foundation, please discuss the grant guidelines in advance with me. 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.

Assignment 4: Homework/Reflection Papers (10%)  
The class is structured with a strong focus on dialogue, group work, and presentation to help build skills that are key to macro practice. In order to do this there will be exercises/study questions, self-assessment and 1 reflection paper (Due 3/11/15) written about anything from the class reading, material, discussions, self-assessment, community assessment, etc to be done during the week. These assignments will be discussed before their due date. These reflections are tools to help you, thus they will be graded on a pass/fail basis. A grade of “pass” will be converted to an “A” for computation of the final grade. All must be turned in for full credit of this assignment.

Class participation  
Class attendance and participation are very important in this class. In addition to the above, your class attendance and participation will be considered in determining your grade (10% of your final grade). Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Format of papers  
All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA® 6th Edition for your papers, including proper headings and citations.
I grade all papers for my classes anonymously. With each paper submission, include a title page without your name on it, and provide a separate duplicate title page with your name. Only after I have read and graded all the papers, will I determine which paper belongs to whom.

General Expectations for Written Work  
I expect that in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or http://www.socialworkers.org/pubs/code/default.asp

Academic Integrity:

**Plagiarism** – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. Please refer to your Student Guide to the Master’s in Social Work Degree Program for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions. The student guide is electronic: [http://www.ssw.umich.edu/studentGuide/](http://www.ssw.umich.edu/studentGuide/). The library also has an excellent area to advise about issues of plagiarism and other ethical issues. Please visit this site [http://www.lib.umich.edu/acadintegrity](http://www.lib.umich.edu/acadintegrity).

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment’s (paper’s) due date. Unless an extension contract has been arranged between a student and me, before the due date of the assignment, any assignment that is not completed on the due date will be assigned 0 points. All assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- **A-, A, or A+** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment is exceptional. The difference between A-, A, and A+ is based on the degree of superiority to which these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations.
- **B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- **C+, C, or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- **E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. For assistance with writing or if you want feedback on written work contact the Office of Student Services [http://ssw.umich.edu/current/student-services.html](http://ssw.umich.edu/current/student-services.html) or the **Sweetland Writing Center** ([http://www.lsa.umich.edu/swc/](http://www.lsa.umich.edu/swc/)). As an “fyi” Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they’re open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They’re located in 1139 Angell Hall and I don’t think they take walk-ins.

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or
phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I need to include here a word about grading. I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above, I grade all papers anonymously. Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another. If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

**Course materials:** There are two required texts, several required readings from materials/journals available in the library, on-line, C-tools, and handouts to supplement the lecture topic. It is highly recommended you obtain a binder to organize the tools/handouts you will be given throughout this course.

**Required Text**
(Both are available at Ulrich’s Book Store, 549 E. University Avenue)

(Readings from the texts will be designated as “Netting” or "Coley" on the class schedule)

**Course Conduct**
This class adheres to the following Ground Rules for the Class:
1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time.
3. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other alternative lifestyles - we are taught misinformation about ourselves and others regarding forms of difference and discrimination.
4. We acknowledge that our notions of privilege - privilege of ethnicity, religious belief gender, sexual orientation and class - can distort our understanding of individuals, families, communities, organizations and infrastructure, and can undermine the development of authentic relationships and understanding.

5. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.

6. Victims are not to be blamed for their oppression.

7. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.

8. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.

9. We will share information about our groups with other members of the class, and will not demand, devalue, or 'put down' people for their experiences.

10. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.

11. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.

**Housekeeping and Relevant Policies**

**Electronic Devices**

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is your time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office knows that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

**Computers in class**

Please use your lab top during class for taking notes. It is not to be use during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop.

**Special Circumstances**

If there are any circumstances that require that I and/or the class adapt to your special needs, please consult with me at the beginning of the semester so that I may adequately address these needs. Please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential.

**Religious Observances**

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: [http://www.provost.umich.edu/calendar/religious_holidays.html](http://www.provost.umich.edu/calendar/religious_holidays.html)
# Class Schedule: SYLLABUS: tentative

The Course Schedule that follows is tentative and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic &amp; Assignments</th>
<th>Readings</th>
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| 1 1/7/15    | Course introduction and Overview  | 1. “Netting”: Chap 1 (on-Ctools)  
| 2 1/14/15   | Macro Practice: History, Elements, Context & Meaning | 1. “Netting”: Chap 2 (on-Ctools)  
| 3 1/21/15   | Advocacy Practice: Strategies & Action for Social Change | 1. “Netting”: Chap 9 (on-Ctools)  
| 4 1/28/15   | Community Organizing: Understanding Communities, & Populations | 1. “Netting” Chap 4 and 5 (on-Ctools)  
              |                     | 2. "Coley”: Chap 4 (on-Ctools)  
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<th>Readings</th>
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| 5 2/4/15   | Community Assessment & Data Collection | 1. “Netting”: Chap 3 and 6 (On-CTools)  
5. American Fact Finder Website: http://factfinder.census.gov/  
| 6 2/11/15  | Community Observation day | No Class-Use this time to observe/interview a community with your team and work on your community profile assignment |
| 7 2/18/15  | Organizing and Mobilizing Communities | 1. “Netting”: Chap 10 (On C-Tools)  
| 8 2/25/15  | Assignment 2 Due: Community Profile & Presentations | 1. Presentation Skills Materials (on course c-tool site)  
<p>| 9 3/4/15   | Spring Recess: NO CLASS | |</p>
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<tr>
<th>Week &amp; Date</th>
<th>Class Content/Topic &amp; Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>11 3/18/15</td>
<td>Fund Development &amp; Grant Writing</td>
<td>1. &quot;Coley&quot;: Chap 1, 2, 5, 8, 9 and Appendices A &amp; B</td>
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<td>12 3/25/15</td>
<td>Assessing Organizations</td>
<td>1. “Coley”: Chap 8</td>
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<td>2. &quot;Coley&quot;: Chap 3 and 4 (on-C-tools)</td>
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<td>13 4/1/15</td>
<td>Program Implementation, Monitoring &amp; Outcomes</td>
<td>1. &quot;Coley&quot; Chap 6 and 7 (on-C-tools)</td>
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<td>14 4/8/15</td>
<td>Social Policy, Community Practice In Social Work</td>
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<td><strong>Assignment 3 Due: Mini-Grant</strong></td>
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<td>15 4/15/15</td>
<td>Wrap-up, reflections &amp; Future of Macro practice</td>
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<tr>
<td>16 4/23/15</td>
<td>Exam Period</td>
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