1. Course Description:

This course will prepare students to engage in integrated practice focused on utilizing community and social systems to support and empower individuals, families, and communities and envision and work towards social justice goals. This will include skills for entering, assessing, and working collaboratively with client systems and their social networks, including assessment of power differences and building on diversity within the community. This course will build on practice methods presented in the foundation courses and give special attention to partnership, strengths based, and empowering models of practice and those that further social justice goals. Special emphasis will be placed on conducting this work in a multicultural context with vulnerable and oppressed populations and communities and to identify and reduce the consequences of unrecognized privilege.

2. Course Content:

This course will cover practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with the primary and secondary mediating structures in communities, such as schools, neighborhood associations, self help organizations, community centers, and faith based organizations. Emphasis will be placed on ways in which different levels of practice, including interpersonal, organizational, community, and policy practice, can be involved in this kind of work. The focus of this practice will be on systems ranging in size from individuals to communities and national or international organizations.
Specific practice methods will include feminist, multicultural, structural, and community social work models of practice. These models will include techniques for group work of various kinds, crisis intervention, advocacy, and service coordination; consultation with community members, groups, and organizations; conducting community outreach and education; convening and working with community committees, coalitions, and planning boards; organizing and facilitating mutual aid and self help groups; and collaborating with communities to develop local programs and services. Undergirding all of these methods will be a focus on methods for encouraging community participation and empowerment and in reducing barriers to these activities for members of different subgroups and who are disempowered and marginalized by mechanisms of oppression. Topical issues will include: enhancing individual, family, and community safety and security; the mediation of community conflicts; the social integration of newcomers and returnees to communities; promoting positive intergroup relations; and the promotion and protection of human rights and environmental justice. Students will engage in activities that allow them to examine and expand their understanding of their own group memberships and identities and how they are relevant in different practice situations.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of how community and social systems can play a role in Improving the well-being of individuals, families, organizations, and communities and in Promoting greater social justice.

   a) To demonstrate several methods that engage, strengthen and build well being and social justice, particularly at the community level.

   b) To promote capacity building and preventive approaches via strengthening the student’s knowledge, skills and resources so that they may assist individuals, groups, and communities to develop more socially just practice.

   c) To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities.

2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels.

   a) Demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another.

   b) Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels.
3. Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affects the needs and assets to be mobilized in practice.
   
a) To be able to locate oneself as a practitioner incorporating multiple social positions, Statuses, and cultures, and to understand the implications of these for worldview, Values and biases.

4. Demonstrate skills for engaging community systems and encouraging the participation of community members with attention to their diversity and for reducing barriers to that participation.
   
a) To demonstrate skills in negotiating differences and conflicts at system interfaces.

b) To work across social system boundaries and apply multiple strategies for building linkages across boundaries.

5. Identify how social work ethics and values can guide practice with community and social systems.

4. Course Design:

In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Guest speakers may be utilized to provide examples of current and past practice. Students may also participate in field visits to community-based organizations. Course assignments will include readings, papers, group projects, case studies, and action projects that involve these methods.

5. Relationship of the Course to Four Curricular Themes:

• *Multiculturalism and Diversity* will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: “Ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence.”

• *Social Justice and Social Change* will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

• *Promotion, Prevention, Treatment, and Rehabilitation* will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the
treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

- *Behavioral and Social Science Research* will form the basis of this course and will guide practice in working with community and social systems. For example, community and social systems practice is supported by research that suggests that well-being is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

### 6. Relationship of this Course to Social Work Ethics and Values:

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

### 7. 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 developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Course Statement Approved: Governing Faculty Meeting Nov. 8, 2006.

### 8. Learning Philosophy and Environment

Teaching and learning in this course will be guided by the principles of adult education and empowerment. These frameworks approach all participants in an educational endeavor as active, self-directed learners. A core concept of each tradition is valuing your experiences and the potential for sharing these perspectives to deepen individual and group learning. So, you

---

<table>
<thead>
<tr>
<th>Empowerment in the classroom occurs by each classroom actor</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Respecting one another</td>
</tr>
<tr>
<td>✗ Validating one another’s experiences and insights</td>
</tr>
<tr>
<td>✗ Drawing on her/his own strengths and those of others</td>
</tr>
<tr>
<td>✗ Responsibly sharing her/his power</td>
</tr>
<tr>
<td>✗ Working collaboratively</td>
</tr>
<tr>
<td>✗ Taking responsibility for her/his own learning</td>
</tr>
<tr>
<td>✗ Thinking independently and critically</td>
</tr>
</tbody>
</table>

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 to share your views and queries in order to promote your learning and that of your colleagues.

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

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

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

For instance, if you are interested in identifying the needs of a particular population, you may want to develop a specific learning objective related to conducting community needs assessments. The possibilities are endless—just be sure you select an objective that you can achieve.
Small Group Work
Assignment #3 entails group work. For this assignment, your group’s membership will be self-selected; however, you are strongly encouraged to work with others in the class whom you do not know yet. Depending on class size, the groups will range from two to three students per group. Group size will be determined during session three.

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

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

9. Special Supports

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

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

Electronic Devices
In consideration of your classmates and your own learning, please turn off all cell phones during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If so, please set it to vibrate only. Laptops can be used to enhance class lecture material, not for personal use.

10. Course Materials

Our course will use a textbook, in addition to a series of other Required Media (Readings, Film, Internet Podcasts. The text will be on reserve at the undergraduate library. Required Films are on reserve at the Ask with Library’s reserves located also in the undergraduate library. You can
support local social justice businesses by purchasing the written text at Common Language Books. Their address is 317 Braun Court, Ann Arbor, MI 48104, located in Kerrytown.

**Required texts:**


### 11. Assignments

All assignments are geared to practice professional and course competence skills. The accompanying assignment guide will provide a detail explanation of each assignment.

Assignments are to be typed in 12 point font and single spaced. Late papers will have 5% deducted for each day late including weekends. The offices below are helpful for students desiring to improve their professional writing.

- Sweetland Writing Center swcinfo@umich.edu
- Refer to the SSW Office of Student Services

#### An Opportunity to Consider . . .

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

### Assignment Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective</th>
<th>Value for Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3 Ctools Forum Discussion</td>
<td>(1a&amp;b, 2b) engagement methods, capacity building, theories of change</td>
<td>15%</td>
<td>Feb. 15th, Feb. 18th, Mar. 10th, Mar. 11th, Mar. 29th, Apr. 1st</td>
</tr>
<tr>
<td>2 Rich Map: Situational Concept Diagram</td>
<td>(1c, 2a&amp;b) Identify critical and secondary community structures</td>
<td>30%</td>
<td>Part 1 &amp; 2 Feb. 23rd</td>
</tr>
</tbody>
</table>
|   | Assessment, Marketing, and Engagement Plans. Team Evaluations | (4a&b) Engage community systems. Insure community participation. Barrier reduction. | 35% | Part 1 – Mar. 16<sup>th</sup>  
Part 2 – Mar. 30<sup>th</sup>  
Part 3 – Apr. 13<sup>th</sup>  
Part 4 – Apr. 20<sup>th</sup> |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Class Participation</td>
<td>(5) Social work ethics and value. Professionalism</td>
<td>20%</td>
</tr>
</tbody>
</table>

### 13. Grading

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

- A+ 98-100
- A 94-97
- B 84-86
- B+ 87-90
- C+ 77-80
- C 74-76
- C- 70-73
- D <69 (no credit)
- A- 91–93
- B- 81-83

### 14. Instructor’s Expectations for All Assignments

**Submission Instructions**

Unless otherwise noted, all written assignments are due at the beginning of class and should be submitted via the C-Tools: Drop box site by the respective due date or earlier.

**Extensions**

Requests for extensions will be considered for a valid reason only (e.g. funerals, illness). These requests are to be made by EMAIL at least 48 hours in advance of the assignment due date. Please provide a rationale for your request.

**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, comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing. In particular, you are strongly urged to proofread your papers. Do not just rely on spell-checking. Adhering to the grading rubric is strongly recommended.

Assignments are to be typed, single spaced with one-inch margins, using Times New Roman 12 point font.

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

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

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

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

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

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.

15. Class Schedule and Readings

The Delgado text is required reading for the class. There are also many background readings that will greatly enhance your learning experience. Other media will also be required such as film, and reputable media outlets via the internet.

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 community engagement and social participation?

What points, if any, do you like, agree with or find helpful in terms of understanding issues related to the social system? Why?

What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to community service delivery? 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 a diverse and socially just practice?

16. Sessions, Learning Objectives, & Readings

**Session 1: January 12: Community Practice Methods, Theories of Society and Social Change, Getting to know Communities, Cross Cutting Community Practice Skills**

**Assignment Due:** None

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

**Competency Skills**
- Prior Skill Rubric

**In Class Activity:**
- Syllabus Review
- CTools Introductions
- Cooperative and Adult Learning
- Building a Mistake Welcome Zone and Safe Learning Environment

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:** None

**January 19 - MLK DAY - No Class – University Wide Service Day**

**Session 2: January 26: Understanding the intersection of Poverty and Class; Entering Different Communities**

**Assignment Due:** None

**Learning/Course Objective:**
- 3a. Student consciousness on social positions affects community practice
- 4b. Working across social system boundaries
Competency Skills

- Community Engagement Skills

In Class Activity: Understanding Poverty Surveys (pp 53-62)
Non Tradition Setting discussion exercise

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


Delgado Text:

Ch. 1: Introduction (3-12)
Ch. 2: Urban Communities (13-26)
Ch. 3: Caring and Helping (27-46)
Ch. 4: Principles and Strategies (47-66)

Session 3: February 9: Traditional and non-Traditional Service Sectors; Citizen Participation and Empowerment, Conflict: Facilitation, Fighting Fair(ly), and Resolution Skills

Learning/Course Objective:

- 4a. Negotiating differences and conflicts
- 2. Identify the critical primary and second community structures

In Class Activity:

- Small group discussion: Conflict Style Questionnaire
- Online community tool resources:

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


**Session 4: February 16** Analytical techniques to assess strengths and needs. Process Flows and identifying social and service boundaries and barriers

**Assignment Due:** Forum Posting #1: Student Last Names N-Z Post by Sun. Feb 15 at 8:00 pm  
Student Last Names A-M Reply by Wed. Feb 18 at 8:00 pm

**Learning/Course Objective:**

- 1c. Apply analytical techniques to assess strengths, needs and capacities
- 4b. Work across social system boundaries

**Competency Skills**

- Flow Diagrams
- Concept Mapping
- Rich Picture

**In Class Activity**

- Competency skill practice – see above
- Ctools Forum Discussion
- Eco Map and Rich Maps

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**


*Eco-Map case scenario retrieved on January 8, 2013 at http://www.youtube.com/watch?v=uMKfTcY9Eww*

Delgado Text
Ch. 5: Nontraditional settings: conceptual, dimensional, and services (69-92)
Ch. 6: Nontraditional Settings: literature and case illustrations (93-122).
Ch. 7: Framework for practice (123-140).
Chapter 10. Engagement of Nontraditional Settings (159-174)

**Session 5: February 23:** CBPR, Empowerment Theory, Community Leadership Programs; Identity Politics, Binary Lenses Conflict and Context in Community Work
Assignment Due: Assignment 2: Parts 1 & 2: Rich Map Topic Selection Paper & the Rich Map

Learning/Course Objective:
- 1a. Methods of community engagements
- 2a. Knowledge of primary and secondary community structure
- 2b. Knowledge of and applying of theories of change

Competency Skills /Tool
- Community build and research models
- Presentation of Rich Maps

In Class Activity: Presentation of Rich Maps

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


March 2 – No Class - Spring Recess

Session 6: March 9: Working with Religious Service Sectors; Infusion of Religious Communities in Community Practice

Assignment Due: Forum Posting #2: Student Last Names A-M Post by Tues. Mar 10 at 8:00pm
Student Last Names N-Z Reply by Wed. Mar 11 at 8:00pm

Learning/Course Objective:
4b. Working across social system boundaries and applying multiple strategies of building linkages across boundaries

Competency Skills

- Coalition Health Check List
- SWOT analysis

Required Out of Class Learning: Readings, Film, and Internet Podcasts:

Delgado: Ch. 13: “Reflections on collaborative practice” (212-221).


Session 7: March 16 Working with organizations and inter-organizational collaborations

Assignment Due: Assignment 3: Part 1 – Assessing Resident/Client Involvement

Learning/Course Objective:

1a. Methods of engagement, strengthen and build well being & social justice communities

Competency Skills

- Community based community assessments and individual treatment plans

In Class Activity:

- Demonstration of Force field analysis, Gantt charts, flow diagram

Required Out of Class Learning: Readings, Film, and Internet Podcasts:
Delgado: 8, 9, And 11: Identification and Assessment (143-154), Mapping (155-158) Delivery of Services (175-201)


Visual Media: Art therapy in the community - ArtWorks retrieved at [http://www.youtube.com/watch?v=B03vwPDZkto](http://www.youtube.com/watch?v=B03vwPDZkto) on January 5, 2011

---

### Session 8: March 23: Work with Labor and Economic Sectors; Cross Sector Partnership

**Learning/Course Objective:**

- 2a Understand how structures impact community systems and stakeholders

**Competency Skills**

- Work place organizing and Right to Work laws Implications

**In Class Activity:**

- Film: Walt Mart: The High Cost of Low Prices
- Guest Speaker: TBA

**Required Out of Class Learning: Readings, Film, and Internet Podcasts:**

Louise B. Jennings, PhD, Deborah M. Parra-Medina, MPH, PhD, DeAnne K. Hilfinger Messias, PhD, RN, Terry McLoughlin, MA “Toward a Critical Social Theory of Youth Empowerment” Journal of Community Practice, Volume 14, Numbers 1-2, 1 August 2006, pp. 31-55(25).


Assignment Due: Assignment 3: Part 2 - Engagement Plan

Forum Posting #3: Student Last Names N-Z Post by Sun. Mar 29 at 8:00pm
Student Last Names A-M Reply by Wed. Apr 1 at 8:00pm

Learning/Course Objective:

- 1b. Capacity building and preventive approaches
- 1c. Analytical techniques to assess the strengths, needs and capacity of community stakeholders

Competency Skills

- Reporting: online, written, visual, verbal, GIS mapping, blogging, photo voice

In Class Activity:

- Film: The Water Front
- Guest Speaker: TBA

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


Mary E. Rogge, MSW, PhD, Kimberly Davis, PE, Deborah Maddox, Milton Jackson Leveraging Environmental, Social, and Economic Justice at Chattanooga Creek: A Case Study


Susan Jo Roberts, Cecelia Gatson Grindel, Carol A. Patsdaughter (2006) , “Mental Health Problems and Use of Services of Lesbians: Results of the Boston Lesbian Health Project II” Journal of Gay and Lesbian Social Services, Volume 17, Number 4./5, pp. 1-16(16)

Visual Media: Mari Gallagher Food Desert Reports (online)
Session 10: April 6: Housing and Educational Inclusion

Learning/Course Objective:

- 1b Preventive approaches to strengthen communities for social justice & health
- 5. Social work ethics and values can guide practice for community health

Competency Skills

- Multi-Service Centers through partnership
- Community Based Educational inclusion

Required Out of Class Learning: Readings, Film, and Internet Podcasts:


Session 11: April 13: Student Presentations

Assignment Due: Student Assignment 3: Part 3 - Group Presentations

Learning/Course Objective:
Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels.

Public speaking, oral communication

Competency Skills

Presentation skills

In Class Activity: Student Presentations and peer critiques; Course take away and collective evaluation

Required Out of Class Learning: Readings, Film, and Internet Podcasts: None

Session 12: April 20: Student Presentations

Assignment Due: Student Assignment 3: Part 4 - Group Process Reflection and Evaluation

In Class Activity: Student Presentations if more time is needed,

Course take away and Class Evaluations

SW 697: Social Work Practice with Community and Social Systems

Assignment Guide
Syllabus Appendix
Professor Adisa Chaney

Assignment 1: CTools Forum Posting (due Feb 15, Feb 18, Mar. 10, Mar. 11, Mar. 29, Apr. 1-15%) – Individual
Three times during the course, students will be asked to summarize the material and post on Ctools. The Ctools posting is to be viewed through three lenses; PODS, the “ladder of citizen participation” (see February 2 for citation), and concepts of community well-being. Half of the class will post while the remaining half will respond. This assignment is worth up to 15% of your grade.

Assignment 2: Rich Map/Concept Diagram (30% total) – Individual

The assignment will follow the author’s (Monk and Howard.) model explained in publication Interactions, March/April, 1998. The purpose is to assist the student in analyzing a system process and representing that system in a visually pleasing and culturally competent fashion.

Part 1: Topic Selection- (due Feb. 23 – 15%) In addition to the actual map, the assignment will include 4-5 page paper, single spaced answering the following questions.

1. Explanation of who are the key stakeholders and how were they selected. Is your stakeholder an individual/s, group/s, organization/s or community? A combination?
2. What are the strengths, needs and resources of the stakeholders?
3. When were the stakeholders interviewed?
4. What type of participatory design was included? Brainstorming. Surveying. Personal Interviews. Describe how people were included in your process.
5. How is system illustrated through a Rich Map comparable to an Interpersonal Ego-Map used in therapy for individuals?
6. What ethical implications are involved? Please cite to specific NASW code of ethic sections.
7. What did student learn from this assignment regarding process social work ethnic and value in the community setting?
8. What social justice issue and PODS issues do stakeholders face?

Part 2: The Rich Map – (due Feb 23 – 15%) A brief explanation of the map can be summarized as “The rich picture depicts the primary stakeholders, their interrelationships, and their concerns. It is intended to be a broad, high-grained view of the problem situation. There is no single best way of producing a rich picture; the same analyst will use different styles under different circumstances” (Monk/Howard, 1998)

The Monk and Howard guide for a Rich Map is listed below. The assignment should include all the elements below.

1. Structure/Boundaries refer to aspects of the work context that are slow to change. These might be things such as the organizational hierarchy of a firm, geographic localities, physical equipment, and so on. Most important, it includes all the people who will use or could conceivably be affected by the introduction of the new system.
2. Process refers to the transformations that occur in the process of the work. These transformations might be part of a flow of goods, documents, or data.
3. **Concerns** are the most useful component for the purposes of this paper. Checkland calls them “issues.” We prefer the word “concern” because it captures more clearly the idea of a particular individual’s motivation for using the system. These different motivations give rise to the different perspectives each person has. Each of the people captured in the rich picture will have concerns.

4. Use the **language of the people** depicted in Map.

5. Incorporates stakeholders in the map design process.

**Assignment 3: Engagement Plan (Community Outreach/Marketing Plan).** (35% total) - Group Project

Your team will develop a plan to analyze the current practice of client/community/resident engagement with your selected agency/community. As a reflective practitioner (and wise business manager) you will propose a plan to engagement your client system. This will result in enhanced services and greater community impact.

The assessment portion will utilize three or more methods for community assessment taught in SW 560, 521, and in this class. In order to integrate the course content, the focus of this assignment will be to assess and document what you learned from one “case assignment” you are working on in the field. This assignment will be broken down into four parts.

The entire plan should be approximately 10 pages in length. Where needed (and sparingly) use the footnote function in MS Word with the reference material included in APA format. No other aspects of the APA style guide will be used. Instead, you are expected to prepare all assignments as “professional reports,” i.e., single-spaced, generous use of headings & sub-headings, underlining, *italics*, **bold**, etc. In no way should any reference to this course or the instructor appear on your report. The report is being prepared for the director and/or board of directors and/or community group that you will be reporting. Finally, write the report in 3rd person instead of 1st person. For example, instead of saying, “I will describe this project . . . ,” try, “this report will describe . . .”

**Part 1 - Assessing Current Level of Resident/Client Involvement** (due March 16-10%)

Use at least three assessment tools you learned in this class as well as SW 560 or 521 such as SWOT, logic model, concept map, stakeholder map, sign graph, causal diagram, force field analysis, gantt charts, and flow diagram. Pro/Con list, etc. that you use in the assessment process.

The assessment should include the following topics:

1. **Organization Description:** A description of the (community and social system).
2. **Client Description:** Who do you proposed to reach? i.e. clients, residents, other social service agencies.
3. **Assessments of Client Engagement:** Use of 3 **Assessment tool graphics**, a short introduction to the assessment tool and Findings: how it was created, interpretation of the each assessment tool results.
4. **Findings:** The major strengths/resources and weakness of this client system.
5. Findings: The major strengths/resources and weakness of the associated and relevant social systems.

6. Findings: How social justice issues of power, gender, ethnicity, race, age, class, sexual orientation and other identities impact on this case.

7. Findings: Reference Arnstein’s ladder of participation, Schlossberg and Shuford’s public participation model, or Delgado and Staples’ model to locate and discuss the intended type of resident participation.

**Part 2 - Community Outreach / Marketing Plan** - (The Authentic Engagement Plan - due March 30 -10%)

**The proposed plan should maximize engagement, participation, ownership and power for the targeted population.** This is a professional report. The plan should include an attractive cover page, executive summary, credits to community collaborators, introduction, assessment graphics, findings, recommendations, evaluation, financing, justification and conclusion. The plan format should include section headings and page numbers. See grading rubric for detailed components of each section. The grading rubric can be accessed via the ctools “Resources” tab in the “Assignment Aids” folder.

**Part 3 – Engagement Plan Presentation.** (April 13– 10%)

Your group work will be presented to your colleagues as though they were a group of concerned citizens or elected officials. You will have approximately 20 minutes including a question and answer period. Presentations will occur on either April 13 or 20, 2015. Groups will be called in random order therefore, each group **MUST** be prepared to deliver their presentation on April 13th. **Please bring six copies of your plan to class to circulate among the class.** This assignment is not for the purpose of generating knowledge for public dissemination outside the classroom. This is an educational assignment and as such will not require human subject review by the Institutional Review Board.

**Part 4 - Group Process Reflection and Evaluation** (April 20 - 5%)

Each member of the group will evaluate their individual efforts as well as the efforts of every other member of the group. Evaluations of the group process are confidential and should only be shared with the instructor.

**Assignment 4. Class Participation** (ongoing – 20%)

Students are expected to attend every class session, come on time, read the required out of Class Learning: Readings, Film, Internet Podcasts, and participate in class discussions and exercises.

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

Your participation grade will be based on your:

1. Attendance;
2. Active participation in class and small group discussions;
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning;
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics;
6. Demonstrate your have covered the out of class readings.
7. Facilitation for reading discussion at least one time

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