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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To demonstrate several methods that engage, strengthen and build well-being and social justice, particularly at the community level. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)
   c. To apply analytical techniques to assess the strengths, needs and capacities of individuals, groups, organizations, and communities. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)

2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice at all levels. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   a. To demonstrate knowledge about how the structures and development of individuals, families, groups, organizations, communities and social systems affect one another. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
   b. Demonstrate knowledge of and the ability to apply theories of social change, from the individual through societal levels. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

3. Describe how the gender, racial, religious, economic, or other diverse characteristics of a community affect the needs and assets to be mobilized in practice. (Practice Behaviors 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)
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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

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. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS, 10.d.IP, 10.d.CO, 10.d.SPE, 10.d.MHS)
   a. To demonstrate skills in negotiating differences and conflicts at system interfaces. (Practice Behaviors 10.c.IP, 10.c.CO, 10.c.SPE, 10.c.MHS)
   b. To work across social system boundaries and apply multiple strategies for building linkages across boundaries. (Practice Behaviors 10.a.IP, 10.a.CO, 10.a.SPE, 10.a.MHS)

5. Identify how social work ethics and values can guide practice with community and social systems. (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 10.b.IP, 10.b.CO, 10.b.SPE, 10.b.MHS)

4. Course Design
In-class activities will include discussions, self-assessment activities, case presentations, and practice simulations. Videos and guest speakers will 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. Course Curricular themes

Theme Relation to Multiculturalism & 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."

Theme Relation to Social Justice
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.

Theme Relation to Promotion, Prevention, Treatment & 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.

Theme Relation to 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-
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

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.

9. RELEVANT POLICIES

A. Religious Holidays

Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. 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

B. Learning Needs and Disabilities

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and
resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

C. Attendance

The School of Social Work attendance policy can be found in the Student Guide. Attendance is recorded in this course and is reflected as part of the scoring for class participation.

D. Electronic Devices

In consideration of your classmates and your own learning, please mute all devices during class. If you must be on call for personal or work reasons, let them know this is only for emergencies that no one else can handle. Personal communications such as texting or surfing are fine during breaks and are not during class time. Interruptions, no matter how brief, affect your ability to focus and research has found that it takes 20-40 minutes to get back to your level of productivity prior to the interruption. Computer use during class time that supports the mission of the course (e.g. taking notes) is encourage. There will be times that I ask for screens down during some parts of the class and I expect ready compliance with that request.

E. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.

10. Course Materials

Our course will use a textbook, in addition to a series of other Required Media (Readings, Film, Internet Podcasts.

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<th>Required texts:</th>
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11. Assignments

Assignment 1: Community Engagement Reflection (10 points) Due 2/3

This assignment requires you to observe and reflection on a meeting or activity that seeks to involve community, its members and other connected social systems in promoting social justice and well-being for individuals, families and communities. The observation must take place this semester Consider all aspects of PODS in your reflection. Apply these to reflection about the leader/facilitator, attendees and yourself. Students will share their experience and reflection in class. Your 4-page paper will:

1) The Event: Give the name, date, location, sponsoring agency/individual, number of attendees. What was the purpose? And to what larger purpose did it promote well-being and social justice? In brief, what happened? What role did the facilitator see the targeted
system(s) play a role in improving the well-being of individuals, families, organizations and communities?

2) **Attendees:** Who was the intended audience (what system, group, etc.)? Who actually attended? If some intended systems or groups were absent, or if attendance seemed lower than expected, what questions would you ask the facilitator about how s/he/they conducted outreach for the event in order to better understand how to improve outreach for future events?

3) **Structure and Engagement:** What techniques, facilitation skills and structures were used to engage attendees? In your view, how effective were these? Give specific observations about the interaction between attendees, between attendees and facilitator to support your analysis. Were you to repeat this session, what adjustments could you make to structures, techniques and attention to skills to increase the impact?

4) **Social Positions:** Describe the social positions, as you understood them of the facilitator and the attendees. How did their similarities and differences seem to affect engagement? What questions would you ask of attendees to understand this further?

5) **The self:** Why did you choose this event? What did you hope to learn? What did you learn? How does your own social location affect your choices and reactions to this event?

**Assignment 2: Skills Facilitation (10 points); to be scheduled**

Each student will take responsibility for facilitating their small group in one technique for engaging community systems. You will develop a brief session to explore with greater depth an engagement in an aspect of practice (crisis intervention, coalition, consulting, advocacy, program development, service coordination, planning board, evaluation/needs assessment) in a traditional or non-traditional setting. You can develop a brief simulation, develop a case study, plan a discussion or other meaningful ways to help yourself and your group members understand how to do this.

**Assignment 3: Rich Map/Concept Diagram (20 points) due 2/24**

Students will create a rich map of a system in which they work/worked and program or concern they are addressing or seek to address. The rich map depicts the many systems that affect the program or the issues of concern and how they interact with each other. This is a tool for assessment and discussion. The purpose is to assist the student in analyzing a system process and representing that system in a visual pleasing and culturally appropriate fashion. The assignment will follow the authors Monk and Howard’s model explained in Interactions, March/April, 1998. Students will share their rich maps in class.

**Part 1: Narrative-** (10points) In addition to the actual map, the assignment will include 3-4 page paper, answering the following questions.
1. **Introduction**: The agency, the program or issue? What aspect of well-being and social justice addressed? How will greater community engagement with one or more systems be meaningful?

2. **Key stakeholder**\(\text{(individuals, groups, organizations, community, systems)}\): Who are they? What are the strengths/resources and the needs/concerns? How did you determine these strengths and needs? What social position and PODS issues do stakeholders face? Reflect on those that speak to the importance of the stakeholder involvement in addressing the issue, as well as affect their interest in engaging with you/organization and your skills in engagement?

3. **Participatory Improvement**: What type of participatory design did you complete for this map (i.e. brainstorming, surveying, personal interview) and with whom? What more would you like to do to engage these stakeholders in defining these? How would you include consideration of social positions, both yours and the stakeholders, in this?

4. **Ethics**: In working with this issue, systems and people, what ethical implications are involved? Please cite specific NASW code of ethic sections.

5. **Reflection**: What did you learn from this assignment? Reference the course readings; include learning based on techniques used(mapping and any other), the value of the product, stakeholder engagement, social work ethics in the community setting.

**Part 2: The Rich Map** – (10pts) This is a one page, visually attractive graphic representation of the issue/program, structures, stakeholders, processes and concerns of stakeholders that related to the issue/program. 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)

Below Monk and Howard’s guide for a Rich Map is listed. The assignment should include all elements.

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.” The word “concern” 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 4: Community Engagement.** (45 pts) - Group Project

In teams (2-3 people), you will develop a plan to analyze the current practice of client/community/resident engagement with your selected agency/community/issue and use this to propose a plan to further engage your client system(s). This will result in enhancing services and having a greater community impact. Teams will do verbal reports of progress in class prior to assignment completion.
The assessment portion will utilize three or more methods for community assessment taught in SW 560, 521, and 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 includes four parts.

Part 1 - Assessment (due March 31-15pts)
Assess the current level of community engagement. Use two tools (assessment, planning, problem solving etc) from this or other classes (i.e. SW 560 or 521) to complete the assessment. Potential tools are SWOT, logic model, concept map, stakeholder map, sign graph, causal diagram, force field analysis, gantt charts, and flow diagram. pro/con list, etc. Reference course readings to support assessment choices and decisions. Quality assessment requires stakeholder engagement. The Rich Map created in assignment 2 provides a starting point for the assignment. Include the following:

1. Organization Description: What is the organization and the issue being addressed? Where is it, mission, population and services? What are the systems relevant to it? What are the key issues and elements here? Why is it important to act now or in the near future to strengthen engagement?
2. Current community engagement: What are the stakeholders’ perceptions of the issue, agency or other systems? How are stakeholders currently involved? or not? (specify techniques, practice type) What are the strengths of the engagement with each system? What are the barriers, weaknesses and problems of the engagement with each system? What resources and assets are available to further engage? Reference Arnstein’s ladder of participation, Schlossberg and Shuford’s public participation model, or Delgado and Staples’ model to locate and discuss the type of engagement, participation.
3. Assessment tools (part of above section): for each tool, give a brief statement of what the tool is, how you created, who was involved, what did you determine to be the most useful aspects of it for assessment and future community engagement?
4. Impact of PODS: How do social justice issues of power, gender, ethnicity, race, age, class, sexual orientation and other identities impact on this case-your own, members of the agency or team and the stakeholder systems.
5. Target system(s): what do you propose to reach? I.e. clients, residents, other social service agencies, specific systems. With what tentative goals and objectives?
6. Appendix: references

Part 2 - Engagement Plan. due April 14-15 pts
The proposed plan should maximize level of engagement, participation, ownership and power for the targeted population. This is a professional report. In addition to items below, the plan should include an attractive cover page, executive summary, credits to community collaborators, an introduction, brief summary of assessment findings, graphics, and a conclusion.

2. System(s): What system(s) is the focus of engagement? How was this determined? Why is it needed? How is this plan going to benefit the agency?
3. Goals, objectives, actions steps, timelines of engagement
4. Considerations: demonstration how this includes a socially just framework, uses traditional and non-traditional settings, effectively builds relationships and show an understanding of the bias, values, priorities, perspectives between different systems and people within the
system, shows that you have done research about working with this population and have an understanding of the tools and techniques for working with community systems.

5. **Interactions:** Conflicts and barriers that occurred or are anticipated to occur and how to manage

6. **Tools:** Identify at least one planning and monitoring tool that will be used in carrying out the engagement

7. **Evaluation:** How will you evaluated effectiveness of this plan

8. **Reflection:** How has this helped further your skills in working with community and social systems

**Part 3 – Engagement Plan Presentation.** (April 14 or April 21– 10pts)

Present your engagement plan to the class as if they are the decision makers on your proposal. Include copies of assessment tools, report and visual materials as needed. You will have approximately 20 minute segment that includes a question and answer period. 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 subjects review by the Institutional Review Board.

**Part 4 - Group Process Reflection and Individual Effort (April 21-5pts)**

Each member will other members of the group using a feedback form provided. Members will give each other feedback and then share the form with the instructor for final grading.

**Assignment 4. Class Participation** (ongoing – 15 pts)

Students are expected to attend every class session, come on time, complete 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.

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.

**12. Assignment Due Dates**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective</th>
<th>Value for Grade</th>
<th>Due Date</th>
<th>Draft &amp; in-class review</th>
</tr>
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</table>

SW697.004 Winter 14 Okasinski
### Community Engagement Reflection
1, 3, 4 a
10
2/3

### Rich Map
1c, 2, 5
20
2/24
2/19

### Engagement Plan
1, 2, 4
45
Part 1-March 31
Part 2-April 14
Parts 3, 4-April 14 or
21
Part 1-March 17
Part 2-April 7

### Class Participation and Reading Facilitation
3, 5
15
Ongoing

### Small group skills facilitation
10
TBD

#### 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
- **A-**: 91-93
- **B+**: 87-90
- **B**: 84-86
- **B-**: 81-83
- **C+**: 77-80
- **C**: 74-76
- **C-**: 70-73
- **D**: <69 (no credit)

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

**Submission Instructions**
All written assignments are due at the beginning of class in hard copy. Students must also submit an electronic file copy of the assignment via the C-Tools: Drop box site on the respective due date or earlier.

**Extensions**
Requests for extensions will be considered for a valid reason only (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**
Late assignments will have their points reduced by 2 for each day late.

**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.

All assignments are geared to practice professional and course competence skills. The grading rubrics found in ctools give detailed requirements. All papers are single-spaced, with headings and subheadings to guide the reader and written with a practitioner rather than an academic audience in mind. Use APA format for references. 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 & subheadings, a non-Times New Roman font, underlining, *italics*, **bold**, etc. Write the report as if it is for the director and/or board of directors, and/or community group affected. Finally, write the reports in 3rd person instead of 1st person. For example, instead of saying, “I will describe this project...,” try, “this report will describe...” For the part the assignment that is personal reflection, 1st person voice is correct to use.

You are strongly encouraged and sometimes required to submit a draft for review prior to submitting the final paper. I will review the draft and provide feedback based on the rubric. Most students have found this helpful in producing a quality paper that earns the grade they desire.

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

**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 subheadings) 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/
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.

15. Class Schedule and Readings
Reading Tips

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

- What are the central points of the reading? What is your assessment of these in terms of 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 justice practice?

16. Sessions, Learning Objectives, & Readings

*These readings and topics may be re-arranged as guest speakers or other meaningful activities are added. All readings, outside of Delgado are posted in c-tools/resources readings by session.*

Session 1: January 14: Community Practice Methods, Theories of Society and Social Change, Getting to know Communities, Cross Cutting Community Practice Skills

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic &amp; Activities</th>
<th>Out of Class Readings</th>
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<tbody>
<tr>
<td>1. Jan 13</td>
<td>Course overview Developing community</td>
<td>none</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<tr>
<td>5. Feb 10</td>
<td>Areas of macro practice In class review: draft rich map</td>
<td>Delgado: Chapters 8, 9, 10</td>
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<td>No.</td>
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<td>Presentations</td>
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**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

**References:**

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