SW 560: Introduction to Community Organization, Management, and Policy/Evaluation Practice  
Tuesdays, 9AM-12PM, Fall Term, 2015

Contact Information
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Office Hours: by appointment

Course Description
This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy and evaluation. 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. Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

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

a. 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)

b. 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)

c. 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)

d. 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)

e. 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)

f. 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)

g. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)
The full list of core competencies and practice behaviors can be found at:

Course Design
The course will use multiple pedagogical methods: short lectures, participatory discussions, videos, written assignments, student presentations, and experiential exercises. Guest speakers may be invited to address special topics.

Relationship of the Course to Four Curricular Themes

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.

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.

Promotion, Prevention, Treatment, & Rehabilitation are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

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

Intensive Focus Statement 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.

Relationship of the course to Social Work Ethics and Values
This course will address ethical and value issues related to working with, and in, organizations, communities, societies, 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.
RELEVANT POLICIES

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 UM 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

Learning Needs and Disabilities: Students with specialized learning needs are encouraged to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please submit the disability certificate prior to the Drop/Add date. 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.

Academic Integrity and Plagiarism: We adhere to the LS&A statement on academic integrity: “The LSA undergraduate academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. The College holds all members of its community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the College promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Conduct, without regard to motive, that violates the academic integrity and ethical standards of the College community cannot be tolerated. The College seeks vigorously to achieve compliance with its community standards of academic integrity. Violations of the standards will not be tolerated and will result in serious consequences and disciplinary action.”

Plagiarism is cheating. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from The University of Michigan. There are no exceptions. Please make sure that you understand what constitutes plagiarism or cheating.

Grading System

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<tr>
<td>B</td>
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<td>C</td>
<td>76-79</td>
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<td>D</td>
<td>&lt;69</td>
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One last note about the class: As social workers, we should be prepared to reflect on and explore our own family history, social systems, experiences, identity, cultural background, and assumptions regarding all forms of diversity. Be prepared to share your opinions and feedback with others in discussions and exercises, and to do so in a respectful and constructive manner. Also prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field. Lastly, if you are triggered by a topic or comment in class, please feel free to excuse yourself, discuss it with me after class, and/or seek out resources.

REQUIRED TEXTS


All article readings will be made available on the course site.
SW 560 Assignments and due dates

Attendance and participation (15 pts) – Individual  Weekly
Attendance in class is expected. Missing more than one class in part or in total can result in a deduction of points. Your attendance and participation reflects the basic elements of any social work relationship – to show up and remain present. For this reason, I ask you not to open computers and/or utilize your phones in class unless we are using them for a class exercise. Non-adherence to this policy will result in a lower grade. All students are expected to have read the weekly readings and contribute to the class discussion and online forums.

Reflective essay (5 points) – Individual  September 22
This 1-2 page essay should describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

Describe your personal and professional goals. What do you hope to be doing 5 years from now? 10 years? How will the MSW degree and this course in particular assist you in meeting your goals?
Discuss your own strengths and limitations with regard to participating in this course.
Describe the things you hope to learn in the course.

Advocacy assignment (20 pts) – Individual  October 27
Select an issue/cause connected to a particular marginalized group or a social justice issue. This project includes a 750 word OpEd or Letter to the Editor, along with a brief (3-4 page) paper. More details will be handed out in class.

Community profile (25 pts) – 3 to 4 person groups  September 29; December 1
Each group will select a community to assess, identifying a particular focus. The group will write and submit an introductory 2-page paper on September 29, prior to any observation. Once identified, each group will gather qualitative (observations) and quantitative data (community reports/ACS data) to prepare a community profile report to present in class on December 1. Groups will also submit team meeting minutes and a brief (1-2 pages) group evaluation/reflection report to the instructor. More details will be handed out in class.

Grant proposal (30 pts) – Individual or in pairs  December 15
Development of a grant proposal for a program innovation/development within a community agency (real or hypothetical). This project will include a cover letter, proposal (including timeline), and budget; the entire assignment will not exceed 10 pages. More details will be handed out in class.

Pecha Kucha (5 points) – Individual  December 15
Japanese for “chit chat,” a pecha kuecha is a presentation format in which each presenter is allowed 20 images, displayed for 20 seconds each. Select 20 different pictures of images to describe what you’ve learned during the semester. You can write a few notes for each to relate to class materials or insights. Start collecting pictures and images throughout the semester.

Ideas to consider: What specific knowledge and skills have you developed in this course that you can use in future practice? How has this experience this term affected your ideas about social justice and/or social work practice? How have you shifted your goals or expectations?
SW 560 Class schedule and topic outline

Week 1, September 15   History and components of macro practice, introductions

Readings:

Week 2, September 22   Advocacy as a form of social action

Readings:

Week 3, September 29   Models of community organization practice and their implications
Guest speaker

Readings:

Week 4, October 6   Organizing and mobilizing communities
Guest speaker

Readings:

Week 5, October 13   Assessing community needs and strengths

Readings:

Week 6, October 20   Fall break, no class

Week 7, October 27   Understanding community-based organizations

Readings:
Netting, Kettner, McMurtry, & Thomas. (2012). *Social Work Macro Practice*. Chapter 7 (pp. 208-251)
Week 8, November 3  Human resources management: Managing staff in organizations

Readings:

Week 9, November 10  Ethical and legal issues in macro practice

Guest speaker

Readings:
Netting, Kettner, McMurtry, & Thomas. (2012). *Social Work Macro Practice*. Chapter 10 (pp. 333-361)

Week 10, November 17  Community observation day (no class)

Readings:

Week 11, November 24  Program development, implementation, monitoring, and evaluation

Guest speaker

Readings:
Coley & Scheinberg (2014). *Proposal Writing: Effective Grantsmanship*. Chapters 5, and 6 (pp. 51-80).

Week 12, December 1  Community presentations
Coley & Scheinberg (2014). *Proposal Writing: Effective Grantsmanship*. Chapters 7, 8, and 9 (pp. 81-118).

Week 13, December 8  Social policy

Readings:

Week 14, December 15  The future of macro practice and wrap-up

Readings: