**INTRODUCTION**
Welcome to 560. The course is an introduction to macro practice overall, including the four methods Community Organization, Management, and Social Policy, and Evaluation.

Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW560”. For brief questions, I will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and [https://caps.umich.edu/](https://caps.umich.edu/) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other mental health resources available on and off campus, visit: [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/).

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<thead>
<tr>
<th>Course Title: Introduction to Community Organization, Management, and Policy/Evaluation Practice</th>
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<td>Course Number: SW 560 SEC 001</td>
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<td>Term: Winter 2016</td>
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<td>Credit Hours: 3</td>
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<td>Prerequisites: None</td>
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<td>Instructor: Barb Hiltz, MSSW</td>
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<tr>
<td>Contact Details: <a href="mailto:bshiltz@umich.edu">bshiltz@umich.edu</a>, 734-883-2213 (c)</td>
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<td>Time/Place: Monday, 6:00 pm - 9:00 pm, Location TBA</td>
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<td>Office Hours: By appointment</td>
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This course utilizes Canvas as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.

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

COURSE CONTENT
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. 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
On completion of this course, students will be able to:
1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work.

2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.

3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.

4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations.
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions.

6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.

7. Identify salient connections between macro practice and interpersonal practices.

**COURSE COMPETENCIES & PRACTICE BEHAVIORS**

This course addresses the following competencies and practice behaviors:

1. **Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers advocate for client access to the services of social work and attend to professional roles and boundaries.

2. **Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles; apply strategies of ethical reasoning to arrive at principled decisions.

3. **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. **Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers: recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; and recognize and communicate their understanding of the importance of difference in shaping life experiences.

5. **Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers: advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.

6. **Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers: use research evidence to inform practice.

7. **Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers: analyze,
formulate, and advocate for policies that advance social well-being and collaborate with colleagues and clients for effective policy action.

9. **Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and promote sustainable changes in service delivery and practice to improve the quality of social services.

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Through **assessment** social workers: collect, organize, and interpret client data, assess client strengths and limitations, develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies. Through **intervention** social workers: initiate actions to achieve organizational goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings. Through **evaluation** social workers: critically analyze, monitor, and evaluate interventions.

**COURSE DESIGN**

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videos.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Relation to Multiculturalism &amp; Diversity</th>
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<td>are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural 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.</td>
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**Social Justice**
secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

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

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

**Relationship to SW Ethics and Values**
The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

**CLASS SCHEDULE**
Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most up to date class schedule.

- **Class 1 (1/11/16)** Introduction, Course Overview and Overview of Macro Practice
- **(1/18/16)** No Class. Martin Luther King Jr. Day
- **Class 2 (1/25/16)** Structure of Communities
- **Class 3 (2/1/16)** Structure of Community Organizations
- **Class 4 (2/8/16)** Understanding Communities and Organizations, Part 1
• **Class 5 (2/15/16) Understanding Communities and Organizations, Part 2**
• **Class 6 (2/22/16) Intervention Planning** [Assessment Assignment Due 2/26/16]
• **(2/29/16) No Class**
• **Class 7 (3/7/16) Solving Community Problems**
• **Class 8 (3/14/16) Human Resources Management, Staff & Planning**
• **Class 9 (3/21/16) Funding Organizations and Change Efforts**
• **Class 10 (3/28/16) Influencing Social Change through Storytelling. Intervention Plan Due**
• **Class 11 (4/4/16) Program Development, Implementation, Monitoring & Evaluation**
• **Class 12 (4/11/16) Community Presentation Due**
• **Class 13 (4/18/16) The Future of Macro Practice**

**COURSE MATERIALS**

Our class will utilize Canvas, where required articles and reading materials as well as lecture notes/slides will be posted. Login to the Canvas portal at: [https://canvas.umich.edu](https://canvas.umich.edu) to find the course materials.

Recommended Texts:


**ASSIGNMENTS**

There are three assignments in this course. The assignments will be completed in assigned group work teams. The assignments will build off one another, but each is considered a separate and unique endeavor.

The first assignment, due 2/26/16, will be the identification of a community or organizational problem. The second assignment requires the development of an intervention plan for this identified problem, due 3/28/16. The third assignment will be an original presentation detailing both the problem and the proposed solution, due 4/11/16. As a way to reflect on the experience of each assignment, a self evaluation and peer evaluation are required, due on the same day as each assignment.

Students are to use APA “citation format” for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in
preparing proper citations for assignments using APA format. Go to:
(http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf)

**Assignment 1: Community or Organizational Assessment: Understanding the Problem**
**DUE: 2/26/16, at 5:00 PM**

The first assignment is designed to identify and understand a problem within a community or a community organization. You will spend some time identifying and analyzing one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other problems not listed that you could pursue.

a. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, poor access to food.

b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

The assignment has several purposes:

- To learn the skills necessary for understanding and analyzing a community or organization;
- To gain experience in reflective practice at the community or organizational level; and
- To learn and practice skills important to working in a team.

This assessment assignment has no maximum or minimum page length. That said, it must reflect an understanding of your problem, as that problem is situated within the specific organization or community, it should demonstrate your understanding of course material, and must be in alignment with the requirements outlined here. This assignment should be turned in double spaced.

The submitted assignment must include:

- **A detailed description of the community or organization you are assessing.** Include significant events in the community or organization, as well as a current picture of the structure and leadership. You may choose to include pertinent data, media or news coverage, or public documents to gain a better understanding of the community or organization.

- **A reflection of your initial expectations.** What did you expect to find as you approached this community or organization and why?

- **A summary of key findings.** What did you find from this assessment? Which do you see as most significant and why?

- **A SWOT analysis of the community or organization.** Include strengths, weaknesses, opportunities, and threats within the organization or community.
Please note: While only one group member need turn in assignment #1 for your group, each group member must turn in a self and peer evaluation. This should be turned in the same day as the assignment. A detailed description for this self and peer evaluation can be found below.

YOUR FINAL GRADE WILL BE A CALCULATION OF THE FOLLOWING:
SWOT analysis: 5%
Summary of findings: 5%
Community/organization choice and description: 5%
Reflection: 5%
Self and Peer Evaluation: 5%
Total: 25%

Assignment 2: Intervention Plan
DUE: 3/28/16 at 5:00 pm

An intervention plan should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing the behavior of individuals by intervening in their environment. This can vary greatly. An intervention plan may be a new policy, a change in programing, new practices, or a combination.

This assignment has several purposes:
- To explore what an intervention plan may look like for an organization or community;
- To learn when and why to use an intervention plan;
- To practice the creation and development of a realistic intervention plan.
- To learn and practice skills important to working in a team.

The assignment has no minimum or maximum page length, but should be turned in double spaced. This assignment should reflect a well thought out, measurable, and realistic intervention plan, that is specific to the organization or community as well as the problem you have identified.

This intervention plan assignment requires that you take the information you learned in your assignment #1 and produce a strategy for a solution. Your submitted assignment must include:
- A project or intervention description. This section should include well defined goals, objectives and methods. While a specific evaluation plan is not required, you should be sure that each objective listed is SMART.
- A logic model for your intervention. It is critical that the reader be able to identify clear linkages between the logic model and the to the project description.

Please note: While only one group member need turn in assignment #2 for your group, each group member must turn in a self and peer evaluation. This should be turned in the same
day as the assignment. A detailed description for this self and peer evaluation can be found below.

YOUR FINAL GRADE WILL BE A CALCULATION OF THE FOLLOWING:
Plan description: 10%
Logic model: 10%
Self and Peer Evaluation: 5%
Total: 25%

Assignment 3: Group Presentation Based on Assessment
DUE: 4/11/16

Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

This assignment has several purposes:
- To practice the skills necessary for effectively presenting information and material to stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.

The third assignment requires each group to create a 10 minute presentation detailing their needs assessment, as well as their intervention plan (proposed solution). Each team will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to a potential funder, the class will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions from your classmates. Only a self and peer evaluation must be submitted for this assignment.

Your presentation must include:
- A chosen audience, examples include funders, foundations, community members, or the board of directors chairing your organization. Be prepared to discuss the thought behind your decision.
- A visual aid. This can be virtual or tangible, examples include posters, handouts, brochures, or powerpoint presentations. If your visual aid is in the form of a handout or pamphlet please provide hard copies for the class.

Please note: While nothing need be turned in for your presentation itself, each group member must turn in a self and peer evaluation. This should be turned in by presentation day. A detailed description for this self and peer evaluation can be found below.
YOUR FINAL GRADE WILL BE A CALCULATION OF THE FOLLOWING:
Presentation Quality and Clarity: 5%
Choice of Audience: 5%
Self and Peer Evaluation: 5%
Total: 15%

**Self and Peer Evaluation Rubric**
**DUE: 2/26/16, 3/28/16, 4/11/16**

For each assignment, you are required to turn in both a self and a peer evaluation, due the same day as each of the three assignments. This rubric will be used for all three self and peer evaluations you are required to complete. Evaluations must be turned in by each group member and will not be shared.

**Part 1. Self-Evaluation (Suggested maximum length: 1 page)**
Describe your participation in the assignment. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's work. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this work, using the following guidelines:
1 = Extraordinary; far exceeded the basic requirements for group work
2 = Very good work; generally exceeded the basic requirements
3 = Met the basic requirements for group work
4 = Fell below the basic requirements for group work

**Part 2. Peer Evaluation**
Write the name of each member of your group, and beneath each person’s name, provide 2-3 sentences describing their participation in and contributions to the assignment. Provide each person a grade using the above criteria.

**GRADING**

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<th>Due Dates</th>
<th>Weight</th>
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<td>Assessment Assignment</td>
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<tr>
<td>Intervention Plan</td>
<td>03/28/16</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Quizzes*</td>
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<tr>
<td>Class and Group Participation</td>
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*Quizzes will be based on the assigned readings and given at unannounced times. Five (5) quizzes will be given, the lowest one (1) grade will be dropped. Quizzes cannot be made up. Missed quizzes will be awarded a grade of 0.

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

- 97-100 = A+
- 93-96 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-

**ATTENDANCE POLICY**

Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays) without detriment to their grade. There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classes may result in a non-passing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. **Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for in class assignments or quizzes to be made up.**