COURSE DESCRIPTION
This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is a general introductory course 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 using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. *(Practice Behaviors 5.3, 7.2)*

7. Identify salient connections between macro practice and interpersonal practice. *(Practice Behaviors 3.2, 7.1, 7.2)*

**COURSE DESIGN**
This course will use multiple methods including, but not limited to, lectures, role plays, demonstrations, readings, discussions, written assignments, individual, and group exercises. The course will be assigned using a point system out of 100 total available points, which will then be converted into letter grades at the end of the semester.

**COURSE COMPETENCIES AND PRACTICE BEHAVIORS**
This course considers the following competencies and practice behaviors:

**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; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**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.

**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.

**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.

Understand and utilize culturally competent and intercultural methods of practice, emphasizing methods to:

- Assess and diagnose community needs and assets in ways which gather information, increase participation, and strengthen social diversity;
- Build organizational capacity and institutional structures that regularize roles and relationships, strengthen representation and dialogue of diverse social and cultural groups, and increase influence by building coalitions with other organizations;
- Formulate plans and strategies that involve individuals and groups in efforts to set goals, generate program ideas, make organizational decisions, respect differences in communications and conflict styles, and take steps for collective action;
- Implement plans, programs, actions or tactics conductive to organizational or community situations, build constituency support, and collaborate and negotiate with diverse groups relevant to implementation.
- Monitor and evaluate activities through techniques that assess activities and outcomes, raise critical consciousness, motivate participation, and contribute to improvement and change.

RELATIONSHIP OF THE COURSE TO THE FOUR CURRICULAR THEMES

Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of tools that explore multi-cultural and diversity issues from perspectives of the (1) community organizer and community planner (2) manager (3) policy analyst/advocate; (4) organization or program; and (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 skills that enable macro practitioners 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 skills 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: 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.
SOCIAL WORK 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. 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.

STUDENT MENTAL HEALTH AND WELLBEING
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/ 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 or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

COURSE AND ASSIGNMENT POLICIES
Class section email address – all class participants, and only class participants can use:
SW560.003-W16@umich.edu

Assignments are due by the dates and times listed on the course Canvas site, and should be submitted via Canvas. Assignments 2-5 are due by 18:00 on the day they are due. Assignment 4.2 is due in class on the last day. All assignments will be graded by a points system, with a total of 100 points at the end of the semester. Points will then be converted to letter grades, using the following scale:

- A+: 97-100
- A: 93-96
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72

Please use an 11-point sans serif font, single spacing, and 1-inch margins on submitted assignments. Sans serif fonts include Arial, Calibri, Franklin Gothic Book, Lucida Sans, Microsoft Sans Serif, Tahoma, Trebuchet, and Verdana.

Computers and food are allowed in class. Instructor reserves the ability to request computer-free time during course sessions.

READINGS
Class readings will be linked on the course Canvas site. Those labeled “required” are the required readings for that week, while those listed “optional” are optional for the week.

OFFICE HOURS
By appointment, and I will often be in the classroom before class starts weekly. Please email crheinga@umich.edu with the subject, “SW 560 Office Hours Appointment Request” to set up an appointment.
CLASS SESSION OUTLINE
Weekly readings available on Canvas.

January 11 – Session 1
Practitioner panel. Orientation to the course

January 18 – NO CLASS – MLK Symposium

January 25 – Session 2
Working in teams in macro social work. History, context, and components of macro practice

February 1 – Session 3
Advocacy – individual, community, policy. Ethics in macro practice

February 8 – Session 4
Understanding communities. Models of community organizing

February 15 – Session 5
Community Assessment – Library presentation. Defining community, collecting data (quantitative and qualitative), identifying assets

February 22 – Session 6 – NO CLASS – Community Observation Day

February 29 – NO CLASS – WINTER BREAK

March 7 – Session 7 – Assignment 3, Advocacy, DUE
Organizing and mobilizing communities

March 14 – Session 8 – Assignment 4.1, Community Profile Report, DUE
Human Service Organizations / Community Based Organizations

March 21 – Session 9
Program development, implementation, monitoring, and evaluation

March 28 – Session 10
Organizational management, strategy, and vision

April 4 – Session 11
Social policy and community practice

April 11 – Session 12 – Assignment 5, Mini-Grant Proposal & Budget, DUE
Integrating all levels of social work practice – individual, organizational, community, policy

April 18 – Session 13 – Assignment 4.2, Community Profile Presentations – DUE
Group presentations of community assessment. Future of macro social work

February 7 – Register to vote in Michigan by the time the Secretary of State closes in order to vote in the Michigan Presidential Primary

March 8 – Michigan Presidential Primary – VOTE!
Assignments

Assignments are due before class on the day they are due, and are to be submitted on Canvas.

**Assignment 1:** Report on Panel  
Write a 1-2 page report to me as if I were your supervisor, and you had attended this panel at a conference.  
*Due session 1, January 11 (in class) - 5 points*

**Assignment 2.1-2.8:** Current Events  
Eight total one-two page summaries. Use the description on Canvas class site to compose these each week that one is due.  
*Due various weeks throughout the semester - 10 points*

**Assignment 3:** Advocacy  
Detailed assignment description on Canvas class site. You will attend or watch a public meeting of a governing body, such as a city council or board of directors, and research one issue that may be relevant to this group – current or future – and write a 2-3 page advocacy statement about the issue. You’ll also describe it in class.  
*Due session 7, March 7 – 15 points*

**Assignment 4.1:** Community Profile Report  
*Due session 8, March 14 – 20 points*

**Assignment 4.2:** Community Profile Final Presentations  
*Due Session 13, April 18 – 15 points*

**Assignment 5:** Mini-Grant Proposal & Budget  
Detailed assignment description on Canvas class site. You will write a brief grant proposal to address one of the gaps identified through the written community profile your team conducted.  
*Due session 12, April 11 – 25 points*

**Assignment 6:** Class Attendance and Engagement – participation in class activities and assignments.  
*Overall – 10 points*