

**SW 512.003 (3629 SSWB)**  
**COMMUNITY ORGANIZATION, MANAGEMENT, AND POLICY/EVALUATION**  
**LABORATORY COURSE**

**COURSE DESCRIPTION**

This laboratory course will focus on developing practical skills for community organization, management of human services, and social policy and evaluation, including tools and techniques for successful work in the field. This course provides opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice. Special emphasis will be placed on approaches that strengthen socially just and culturally sensitive practice.

There is a commonality among macro skills across fields of practice (community organizing, management, social policy and evaluation); many of these common skills are covered in this skills lab (project management, community engagement, advocacy, etc.). This particular section will be a broad cross-section of skills needed by all macro practitioners.

**COURSE CONTENT**

The course is designed to be taken in coordination with SW 560. All sections of the course will provide practical skills for community organization, management, and policy/evaluation overall, although some instructors will organize their section around their specific area of expertise and concentrate on one of these fields. Across all sections, all students will engage in hands-on, skill-based learning in the areas of data analysis and visualization, identification of key community stakeholder groups, power analysis, and program/project management.

The course content aligns with the core competencies of each respective field, and will support students who are enrolled or expected to enroll in their field placement. To this end, the Office of Field Instruction has provided information on common macro practice tasks which will be infused into this course; some tasks include, but are not limited to, memo writing, project management, excel or other spreadsheet program competence, and meeting and project management. The course assumes that each student will start the course with a different level of experience, and its learning activities will be designed to move each one further along from his or her starting point.

Consistent with social work core values, the primary mission of the work of social workers in Community Organization, Management, and Policy/Evaluation is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty, and to understanding of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

**COURSE OBJECTIVES**

Upon completion of the course, students will:

1. Understand the importance of macro practice skills for effective macro practice.

2. Develop knowledge of practical skills for community organization, management, and policy/evaluation.
3. Critically analyze best practices and research findings in these respective fields.
4. Gain competence in the appropriate adaptation of these practical skills for particular target communities or populations.
5. Understand approaches that strengthen socially justice and culturally sensitive practice.
6. Employ practice skills to support effective community and organizational interventions.
7. Understand the applicability of these methods for the development, implementation and evaluation of social programs and policies.
8. Examine questions of social work ethics and core values.

## **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 primary pedagogy will be experiential, involving problem solving, project planning, and hands-on applications of real-world situations arising in the field. A list of illustrative assignments will be prepared and provided to instructors and prospective instructors of the course. 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 conducive 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.

### **COURSE AND ASSIGNMENT POLICIES**

Class section email address – all class participants, and *only* class participants can use: [SW512003F18@umich.edu](mailto:SW512003F18@umich.edu)

Assignments are due by the dates and times listed on the course Canvas site, and should be submitted via Canvas. Assignments are due by 18:00 on the day they are due. 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	B+: 87-89	C+: 77-79
A: 93-96	B: 83-86	C: 73-76
A-: 90-92	B-: 80-82	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](mailto:crheinga@umich.edu) with the subject, “SW 512 Office Hours Appointment Request” to set up an appointment.

<b>Week 1: Introduction (9/10)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<ul style="list-style-type: none"> <li>• Introduction to macro social work skills by a panel of macro practitioners</li> <li>• Understand your instructors' experiences</li> <li>• Acclimate students to course content and objectives</li> </ul>	<b>PANELISTS</b> <ol style="list-style-type: none"> <li>1. Bevneet Grewal</li> <li>2. Missy Kloos</li> <li>3. Katie Postmus</li> </ol>	<ul style="list-style-type: none"> <li>• Dinner in class</li> <li>• Macro practitioner panel and Q/A</li> </ul>

<b>Week 2: Policy Advocacy (9/17)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Identify a policy to be changed or created</li> <li>• Articulate a change in policy</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Identify a policy's level and decision-makers</li> <li>• Determine allies and opponents</li> </ul>	<ul style="list-style-type: none"> <li>• Power Mapping for policy advocacy</li> </ul>

<b>Week 3: Professional Writing, Communications, &amp; Meetings (9/24)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Describe the importance of professional communications inside and among organizations</li> <li>• Understand barriers to efficient meetings</li> <li>• Run effective meetings</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Stages of a Meeting</li> <li>• Meeting Agenda Development</li> <li>• Facilitation</li> <li>• Meeting Notes/Minutes</li> <li>• Agency Websites, Marketing, &amp; Branding</li> <li>• Public &amp; Media Relations</li> <li>• Online Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings Reflection</li> <li>• Meetings Practice</li> <li>• Impromptu feedback exercise</li> </ul>

<b>Week 4: Community Data Collection (10/1)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Describe different community engagement strategies</li> <li>• List methods of collecting community data</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Select key informants for interviews</li> <li>• Design, recruit for, conduct, and analyze focus groups</li> <li>• Design and host a town hall meeting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DUE:</b> Assignment 1, Power Map</li> </ul>

<b>Week 5: Group Decision-Making (10/8)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Describe different decision-making strategies</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Select decision-making strategies</li> </ul>	<ul style="list-style-type: none"> <li>• In-class simulation of various decision-making strategies</li> </ul>

# FALL BREAK (10/15)

<b>Week 6: Project Management and Action Planning (10/22)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>Define projects</li> <li>Identify stages and phases of projects</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>Monitor work plans</li> <li>Assign and follow up on tasks</li> </ul>	<ul style="list-style-type: none"> <li><b>DUE:</b> Assignment 2, Community Engagement and Data Collection Plan</li> <li>Gantt Chart</li> <li>Plan Thanksgiving Dinner</li> </ul>

<b>Week 7: Data, Factsheets, Graphs (10/29)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>Enter raw data into a spreadsheet</li> <li>Create graphs and charts from raw data</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>Use spreadsheets for data analysis and visualization</li> </ul>	<ul style="list-style-type: none"> <li>Create graphs from data</li> <li>Take High5Test survey on Canvas <b>COMPLETE ONLINE BY FRIDAY, 11/2, AT NOON</b></li> </ul>

<b>Week 8: Leadership (11/5)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>Describe their own strengths</li> <li>Articulate how to build on these strengths to advance their careers</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>Identify their own key strengths</li> <li>Describe different leadership styles</li> </ul> <p><a href="http://high5test.com/">http://high5test.com/</a> Answer 100 questions and then copy/paste your results and complete the google form to send me your results</p> <p>Form will also be emailed</p>	<ul style="list-style-type: none"> <li><b>DUE:</b> High5Test survey <b>COMPLETE ONLINE BY FRIDAY, 11/2, AT NOON</b></li> <li>Facilitated discussion of strengths in class</li> </ul>

<b>Week 9: Coaching Simulation (11/12)</b> <b>**NO CLASS MEETING THIS WEEK**</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Provide coaching to fellow employees</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Provide actionable feedback to colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DUE:</b> Assignment 3, Fact Sheet</li> <li>• SIMmersion simulation on coaching</li> </ul>

<b>Week 10: Generations &amp; Professionalism (11/19)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Describe differences and similarities among generations in the work place</li> <li>• Identify professional behaviors</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Employ the NASW Code of Ethics</li> <li>• Identify ways to work across generations</li> </ul>	<ul style="list-style-type: none"> <li>• NASW Code of Ethics</li> </ul>

<b>Week 11: Budgeting (11/26)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Develop a high-level program budget</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Use spreadsheets and formulas to develop program budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Budget case example</li> <li>• Use formulas for budgets</li> </ul>

<b>Week 12: Final Presentations (12/3)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Know each other's career goals</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Make professional presentations</li> <li>• Provide useful feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DUE:</b> Assignment 4, Career Elevator Speech</li> </ul>

<b>Week 13: Final Presentations (12/10)</b>		
<b>Objectives</b>	<b>Skills Content</b>	<b>Assignment/ Exercise</b>
<i>Students will be able to:</i> <ul style="list-style-type: none"> <li>• Know each other's career goals</li> </ul>	<i>Students will know how to use/do:</i> <ul style="list-style-type: none"> <li>• Make professional presentations</li> <li>• Provide useful feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Finish class final presentations</li> </ul>

## **Assignments**

Assignments are due before class starts (due at 18:00 or 6:00 PM) on the day they are due, and are to be submitted on Canvas.

### **Assignment 1: Power Map**

Choose a policy of interest and develop a one-page visual power map, along with a one-page plan to reach identified targets. More information, including sample power maps, on Canvas class site.

*Due week 4, 10/1 – 20 points*

### **Assignment 2: Community Engagement and Data Collection Plan**

This group assignment will feed into your community profile assignment in 560. Your team will create a plan for community engagement and data collection for your community profile.

*Due week 6, 10/22 – 20 points*

### **Assignment 3: Fact Sheet / Data Visualization**

Detailed assignment description on Canvas class site. You will create a one-page fact sheet using trend data. Must contain one graph and a succinct description of why this trend data matters.

*Due week 9, 11/12 – 20 points*

### **Assignment 4: Career Elevator Speech**

Present a five-minute summary of your career plan and skill portfolio from this course.

*Due week 12, 12/3 – 20 points*

**Assignment 5: Class Leadership and Engagement** – participation in class activities and assignments.

*Overall – 20 points*