



SW 512
Community Organization, Management,
Policy & Evaluation Skills Laboratory

Barry Checkoway
Fall 2018

Course Description

This laboratory course will focus on practical skills for community organization, management, policy, and evaluation for a diverse democratic society.

These fields are distinct, and the course will introduce some of the practical skills identified with each one of them. They also share social work values to strengthen social justice and social change of people of various social identities --- e.g., race, ethnicity, gender, sexual orientation, age, religion, ideology, national origin, or immigrant status, mental or physical ability, and other identities --- with emphasis on those in economically disinvested and racially segregated areas

This semester the course will include a (1) community assessment (2) issue-based advocacy campaign, and (3) grant proposal intended to engage young people and community members in a youth program in metropolitan DeTroy.

Course Objectives

- **Understand the changing context and core concepts of macro practice for a diverse democratic society.**
- **Develop knowledge of tools and techniques for socially just and culturally sensitive practice with particular population groups.**
- **Critically assess case studies and lessons learned from community-based practice.**
- **Identify issues of underrepresented groups in economically disinvested and racially segregated areas.**
- **Examine questions of ethics and values arising in the field.**

Competencies

Social workers are expected to:

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 engage in practices that advance social 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 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.**

The Office of Field Instruction provides information on competencies, and students are encouraged to familiarize themselves with their materials.

Relationship of Course to Curricular Themes

Multiculturalism and Diversity: Students will identify ways to address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification of inequality.

Social Justice and Social Change: Emphasis is placed on how to strengthen social change and social justice through organizational and community capacity-building in economically disinvested and squirted areas.

Promotion, Prevention, Treatment, and Rehabilitation: The course will focus on how to prevent social problems and promote healthier communities rather than to take the frequent common curative model approach

Behavioral and Social Science Research: Relevant research and best practices from diverse social science disciplines and professional fields will contribute to understanding of empirically-based practice.

Course Design

Responsibilities include readings, discussions, experiential exercises, written assignments, and a class project addressing real-world situations. Community collaborators will address topics in areas of expertise.

Using studio-based learning, we will work in teams around specific issues. Each team will define the problem, gather empirically-based information, analyze the findings, and prepare the report and presentation.

Studio-based learning is often associated with architecture education. You will have time to meet during class, share your work, and receive feedback. Reports will provide solutions, and refer to course materials, research studies, and best practices.

Course Readings

Course readings have been carefully chosen for their relevance to the topic of the week, and to the assignments. You are expected to come to class prepared to discuss the readings, and might be asked to lead off the discussion. Most readings are available on the web, but please contact the instructor if there is something you cannot find.

There will be sessions in which you will be asked to share “This week I learned..... “ or “One question I’d have us address about the readings.....”

Class Climate

We want to create a classroom climate in which everyone can learn without affecting their freedom of thought and speech. Everyone should feel both “safe and brave” in expressing themselves

We assume that people are trying their best, and sometimes say things based on incomplete or inaccurate information that they have been taught, especially in situation which involve social identities. There are many ways in which to respond in the moment, and please keep in mind that we are here to learn.

Discussion goldmines can be helpful, and there are common ones used in universities. At its simplest, however, mutual respect is our friend.

Class Participation

Participation requires regular attendance, coming to class on time, engagement in small-group and whole-group discussions, and submission of assignments on due dates unless arranged in advance.

Absence from class more than twice or chronic coming late or leaving early, will lower your grade by one letter.

“Showing up” itself, however, is not participation. You are expected to participate in class discussions, whether a half-baked idea, observation, suggestion, or criticism. Not speaking says that you are not fully there. After each class, I will make note of your participation.

You will be asked to reflect on the work of your team and its members. Your final grade will take into account the feedback received from other members of your team, which of course will be kept confidential.

Using Laptops

Using laptops for taking notes is acceptable, but not for personal messaging. Research shows that the use of laptops by students adversely affects their understanding of course content, perceptions of their own learning, and engagement in class. Students report feeling distracted when students seated near them are using laptops.

Social Work Ethics and Values

The NASW *Code of Ethics* establishes responsibility for social workers to engage in socially-just political action addressing the needs of diverse and disadvantaged populations, through organizations, communities, societies, and in conducting policy focused research in these areas. NASW Standards for Cultural Competence are especially relevant to this course, and included in the readings.

Social workers promote the general welfare through efforts to eliminate discrimination, expand choices for all persons, encourage respect for diversity, advocate for progressive changes in social policies, and encourage informed public participation.

Academic Integrity

We will follow the Student Code of Academic and Professional Conduct in the Student Handbook. Web resources developed by the University’s Center for Research on Learning and Teaching can be found at their website.

Safety and Emergency Preparedness

In an emergency, dial 9-1-1 from any cell phone or campus phone. Please familiarize yourself with emergency procedures and protocols for both inside and outside of the classroom, with the emergency card next to the phone in every room, and with the emergency evacuation sign near the door and emergency exits. In the event of possible building closures - e.g., weather conditions - 764-7793 will have up-to-date information. If you are concerned about your ability to exit the building, contact the Office of Student Services at ssw-ADAAcompliance@umich.edu Office of Student Services in Room 1748, and at 936-0961. For more information: <http://www.dpss.umich.edu/>. For UM emergency alerts: <http://www.dpss.umich.edu/emergency-management/alert/>

Disabilities Statement

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 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.

Contacting the Instructor

My e-mail is barrych@umich.edu ,my home telephone is 734.668.0117, and I am available through e-mail, telephone, and by appointment.

Course Schedule

<u>Session</u>	<u>Date</u>	<u>Topic</u>
1	September 10	Opening and Orientation
2	September 17	Core Concepts
3	September 24	Core Concepts
		Increasing Intergroup Dialogue
4	October 1	Entering Communities
		Gathering Information
5	October 8	TBA
	October 15	Fall Break
6	October 22	Participatory Planning
		Engaging Community Members
7	October 29	Policy Advocacy
8	November 5	Policy Advocacy
9	November 12	Socially-Just Management
10	November 19	Socially-Just Management
		Participatory evaluation
	November 26	Thanksgiving
12	December 3	Project Planning
13	December 10	Pr3sentations

Reading List

Case Studies

- Hyde Square Task Force
- LA Youth Justice Coalition
- Padres y Jovenes Unidos

Core Concepts

- Warren, M. & Mapp, K. (2011). *A Match on Dry Grass*. New York: Oxford University Press, Chapter 1.
- Maguire, J. (2017). *Community Builder's Tool Kit – Racial Equity Tools* at www.racialequitytools.org/resourcefiles/idr.pdf
- Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice* 21, 1–14.
- n.a., n.d. *Asset-Based Community Development*. Toronto: Ontario Healthy Communities Coalition, at <https://www.ohcc-ccso.ca/asset-based-community-development>
- Russell, C. (2017). *Five core principles of asset-based community development*, at <https://www.nurturedevelopment.org/.../asset-based-community-development-5-core-...>
- NASW. *Cultural Competence* at <https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D...0>
- Cultural Competence “Whenever people of different races come ...” <https://slideplayer.com/slide/5971123/>
- Edwards, E.D. & Ebert, M. (1992). *Community Development with American Indians and Alaska Natives*. In Rivera, F.G. and Erlich, J. L. (eds.), *Community Organizing in a Diverse Society*. Boston: Allyn and Bacon., Chapter 2.
- Checkoway, B. (2009). Youth civic engagement for dialogue and diversity at the metropolitan level. *The Foundation Review* 1, 41-50.

Entering Communities

- Henderson, P. & Thomas, D.N. (2013). *Skills in Neighbourhood Work*. London: Allen & Unwin, Chapters 3,4,6

Gathering Information

- McKnight J. L. and Kretzman J.P. (2012). *Mapping Community Capacity*, In Minkler, M., ed. *Community Organizing and Community Building for Health and Welfare*. New Brunswick: Rutgers University Press, Chapter 10.

- **Community Tool Box.** Assessing community needs and resources. Chapter 3, Sections 1-19, esp. 6,12. ctb.ku.edu/en/assessing-community-needs-and-resources
- **Metropolitan Youth Policy Fellows.** (n.d.). **YOUth Voice for Social Justice.** Detroit: Community Foundation for Southeast Michigan., at <https://cfsem.org/initiative/youth-voice-for-social-just>
- **Checkoway, B. & Richards-Schuster, K.** (n.d.). *Participatory Evaluation with Young People.* Ann Arbor: University of Michigan, at www.ssw.umich.edu/.../youthbook

Participatory Planning

- **Community Tool Box.** Participatory approaches to planning community interventions. Chapter 18, Sections 1-8. <http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main>
- **Community Engagement Planning Toolkit.** (2014). Belfast: Community Places, at www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf

Engaging Community Members

- **Driskell, D.** (2001). *Creating Better Cities with Children and Youth.* Paris/London: UNESCO/Earthscan, Chapter 4.
- **Arnstein, S. R.** (1969). *A ladder of citizen participation.* Journal of the American Institute of Planning 35 216-224 at www.planning.org/pas/memo/2007/mar/pdf/JAPA35No4.pdf
- **Checkoway, B.** (2013). Education for democracy by young people in community-based organizations. *Youth and Society* 45: 389-403.

Policy Advocacy

- **Community Tool Box.** Encouraging involvement in community work, Chapter 7, Sections 1-8. <https://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement>
 - **Community Tool Box.** Principles of advocacy, Chapter 30, Sections 1-7. <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles>
 - **Greenlining Institute.** (2012). *Creating a Strategy Chart.* Berkeley: Greenlining Institute, at www.greenlining.org/wp-content/uploads/2013/02/HowToCreateaStrategyChart.pdf.
 - **Rubenstein, B.** (2017). Grassroots Campaigning: How to Use Online Channels to Build Offline Support <https://npengage.com/advocacy/grassroots-campaigning/>
- Gladwell, M.** (2010). *Small change: Why the revolution will not be tweeted.* *The New Yorker* October 4, 42-49, at www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell
- **Checkoway, B.** (2013). Education for democracy by young people in community-based organizations. *Youth & Society* 45, 389-403.
 - *How to Write a One-Page Brief* my2.ewb.ca/site_media/static/library/files/51/how-to-write-a-one-page-brief.pdf
 - *How to Write Talking Points: 10 Steps (with Pictures)* - wikiHow <https://www.wikihow.com/Write-Talking-Points>
 - *How to prepare notes for public speaking* <https://www.wikihow.com/Prepare-Notes-for-Public-Speaking>

Socially-Just Management

- **10 Must-Have Characteristics of a Good Leader [Infographic]**
<https://www.workitdaily.com/good-leader-characteristics/>
- **Zaleznik, A.(2004). Managers and leaders: Are they different? *Harvard Business Review*, May–June, at <https://hbr.org/2004/01/managers-and-leaders-are-they-different>. January.**
- **Hardcastle, D., et al. (2011). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press, Chapter 9.**
- **Bryson, J. (2015). Strategic planning and the strategy change process. In D. Renz and R. Herman. *Handbook of Nonprofit Leadership and Management*. San Francisco: Jossey Bass. Chapter, 9.**
- ***A Facilitator’s Guide to Participatory Workshops in NGOs/CBOs Responding to HIV/AIDS. (2013)*. London: International HIV/AIDS Alliance at www.icaso.org/.../participatory_workshops_facilitators_guide_eng.pdf •**
- **Facilitation Tools for Meetings and Workshops. (n.d). *Oxford: Seeds for Change* at www.seedsforchange.org.uk/short_facil.pdf, and seedsforchange.org.uk/tools.pdf**
- **Holvino, E. (n.d.) Developing multicultural organizations: A change model. www.chaosmanagement.com/images/stories/pdfs/MCODmodel.pdf**

Class Assignments

All assignments must be submitted by the deadline, and can be revised and resubmitted by the last day of class.

Team reports should be in a coherent voice, not in individual voices that do not connect. Each report should have a cover page, title, names of team members, submission date, etc. Someone from each team should submit brief summary minutes of their meetings, in the weeks before the prospective deadline.

Case Studies (Not graded)

For each case study, complete the attached form and bring to class.

Community Assessment (5-7 pages, due October 14)

Youth Dialogues on Race and Ethnicity in Metropolitan Detroit is a community youth program whose purpose is “to increase dialogue, challenges discrimination, and create change’ in a metropolitan area which is highly segregated with small areas of diversity.”-

Teenage youth --- of African, Asian, White European, Latin American, and Middle Eastern descent --- are selected by school and community partners to participate in teams in intragroup and intergroup dialogues and action projects.

Team members come in homogenous groups from the suburbs and neighborhoods and explore their own social identities, then met with a team that is different from themselves, and then all teams come together to plan community action projects.

The program is organized around race and ethnicity, namely African-Americans, East Asian-Americans, South Asian-Americans/Indians, White Europeans, Arab-Americans, and Latin Americans.

Long-term partners are interested in community assessments drawing upon qualitative and quantitative information from documents, observations, interviews, and other methods. For example, they are asking:

- What is the community? What are its characteristics and concerns?
- What are the resources and assets?
- What are the problems and issues?
- What past and present forces affect the community, and can be expected to affect the future?
- What should be done next, and why?
- What matters most?

Illustrative topics include:

- Historical context
- Current state of affairs
- Problems and issues
- Resources and assets

- Customs and traditions
- Past programs and activities
- Past strategies and struggles
- Leadership and participation
- Political and social analysis
- Case studies and best practices

They are interested in a written profile of 5 pages and a 10-minute presentation in class to class members.

Assessment techniques include community mapping, observations, documents, interviews with individuals, focus groups, etc.

In the present course, time prevents a full-fledged participatory community-based process, but there are community resource persons who know our program partners, for example

- Program Co-Directors
- Community partners
- Dialogue facilitators
- Young people
- Adult allies

You will receive contact information for resource persons, but please consult with the instructor before reaching out to them.

Advocacy Campaign (5-7 pages, due November 12)

You are asked to prepare a 5-page report and 10-minute class presentation about an issue or issues that concern the community, and the elements of an issue-based advocacy campaign. Your report should include a one-page issue brief, talking points, talking points,

Community Proposal (10-12 pages, draft due November 26, final due December 10)

You have been asked to prepare a proposal designed to strengthen the involvement of young people in the decisions and institutions that affect their lives, at the community level. Your proposal will be based on work to gather information, identify the issues or problem, and formulate action ideas for community partners of a specific identity group.

Proposal

You have been asked to prepare a report, poster, and 8-minute presentation, on a culturally-sensitive approach to community development that fits a specific social identity group. Your report will be presented to class members and community resource persons involved in the program.

Information can be drawn from course materials, reports and research studies, program examples and best practices, local resources, interviews and focus groups, and others.

Your presentation should “make the case” and your poster should summarize your ideas so that they are easily grasped. Posters will require advance planning and small costs by team members, Campus poster printing is available at www.itcs.umich.edu/sites/printing/poster.php

Grading

• Class Participation	20
• Community Assessment	20
• Policy advocacy campaign	20
• Proposal/Poster/Presentation	30
• Teamwork/Reflection	10

CASE STUDY FORM

1. Name of group:

2. Purpose

3. Target population

4. Programs or activities

5. Outcomes

6. Something you learned

Student Information Form

Name:

E-Mail:

Telephone:

UM program:

Professional goal:

Primary social identity group(s) at present, e.g., place, race, ethnicity, social class, age, gender, sexual orientation, faith, (disability, nation of origin, tribal or indigenous affiliation, other:

Interest in course topic:

Community experience that stands out in your mind:

Experience or talent which might be useful to the class – e.g., teaching, facilitation, dialogue.

Something that will help us get to know you better: