Course Description
This course is a social work foundation offering in 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. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

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 Competencies and Practice Behaviors
This course addresses the following competencies and practice behaviors:

COMPETENCY 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;
• attend to professional roles and boundaries

COMPETENCY 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

COMPETENCY 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.

COMPETENCY 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;

• recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 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.

COMPETENCY 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.

COMPETENCY 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.

COMPETENCY 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

• collaborate with colleagues and clients for effective policy action.

COMPETENCY 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
- promote sustainable changes in service delivery and practice to improve the quality of social services.

**COMPETENCY 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.

**COMPETENCY 10(b)—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.

**COMPETENCY 10(c)—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.

**COMPETENCY 10(d)—Evaluation**

Social workers

- critically analyze, monitor, and evaluate interventions.
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:

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

Theme Relation to Multiculturalism & 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.

Theme Relation to Social Justice:
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.

Theme Relation to 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).
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.

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.

Faculty Approved: October 17, 2012

Accommodations
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. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

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 counselor physically located in the School of Social Work, (Megan Shaughnessy-Mogill) at (734) 763-7894 or by email mshaughm@umich.edu. 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.

Safety & Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.
**Course Materials**


In addition, our class will have a Canvas website where other required articles and reading materials as well as lecture notes/slides will be posted. Login to the Canvas portal at: https://canvas.umich.edu to find the course materials.

**Assignments & Grading**

There are 3 major graded assignments (two individual and one group assignment); plus one 'assignment of choice,' weekly questions for readings and motivational interviewing simulation practice; as well as expectation of regular attendance and class participation that contributes to a learning environment. See page 14, Assignment Section of syllabus.

**Grading**

Grades are earned by successfully completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>98-100</th>
<th>87-89</th>
<th>77-79</th>
<th>&lt;69 (no credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></td>
<td>B+</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90–93</td>
<td>B-</td>
<td>C-</td>
<td></td>
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</table>

**PLEASE NOTE:**

- Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor prior to the final week of class.

- All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor in advance of the due date for the assignment. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including week-ends.

- 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%20guide/APA5thed/pdf)

- *No other aspects of the APA style guide will be used.* Instead, students are expected to prepare all assignments as “professional reports,” i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, italics, bold, etc.

**Class Participation**

Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning.
**Class Attendance**
School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade and will be brought to the attention of the student and the faculty advisor by the course instructor. If a student has more than 2 unexcused absences, it will result in an automatic reduction in the participation grade. Given the nature of course assignments, in-class skill building activities, and group projects, if a student fails to attend most class sessions, the student may not be able to successfully complete assignments and may be asked by the instructor to withdraw from the course. *However, if you have a contagious disease that can easily spread in the classroom (e.g. flu), please let me know and do NOT come to class.*

**Religious Observances**
Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.
## Course Outline and Readings

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1.</strong> 9/10</td>
<td><strong>Introduction: Macro Practice</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-- The challenges of macro practice</td>
<td>ii. Finn: Chapter 1: Imagining Social Work &amp; Social Justice</td>
</tr>
</tbody>
</table>
http://www.socialworkers.org/pubs/code/code.asp |
|          |                             | iv. Optional: Uehara, E. et. al. (2013). Grand Challenges for Social Work,  
| **Session 2.** 9/17 | **Advocacy and Social Action**  |
|          | -- Action & Accompaniment | ii. Pyles (2014), Chapter 5 “Critical Organizing Frameworks” (pp. 1-20),  
*Progressive Community Organizing: Reflective Practice in a Globalizing World*. |
|          | -- Alinsky and Freire approaches | iii. Finn: Chapter 7: Action & Accompaniment |
| **Session 3.** 9/24 | **Systems thinking**  |
|          | **Guest Instructor: Dr Ethan Sunggeun Park of UM SSW** | i. Hasenfeld, Yeheskel. (2010). Human Services as Complex Organizations , 2nd edition, Sage Publication (Chapters 1 & 2). |
Session 4.  Engaging with Communities  
10/01  Guest Speaker: UM Ginsberg Center  
Class to be held at ECC as joint session with other 560 sections

-- Defining the community  
-- Different conceptualizations of community and their implications  
-- Typologies of community organization  
-- Empowerment theory and community organization practice  
-- Community Engagement  

Readings:


iii. Finn: Chapter 5: Engagement

Session 5. Understanding & Assessing Communities  
10/08  Guest Speaker: Bethany Christian Services  

-- Constructing a community profile: Frameworks for community analysis  
-- Asset mapping: Identifying community strengths  
-- Conducting a community needs assessment  

Readings:

i. Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 6 “Assessing Communities,” (pp. 167-207).


No session.  
10/15  No in-class session
--Fall Break

Session 6.  
10/22  --Field Work for COMMUNITY PROFILE.  
--Refugee Symposium: Rackham Auditorium
Session 7.  
10/29  
A) Understanding & Assessing Communities  
Guest Speaker: Levis Hakwanda, Congolese Association of Michigan  
-- The structure, mission & goals of nonprofit community-based organizations  
-- Reframing ‘assessments’  

Readings:  
i.  Finn: Chapter 6: Teaching-Learning (Assessment)  

B) Developing Resources and Grantwriting  
Guest Speaker: Rabindar Subbian, UM SSW  
-- Strategies for resource development  
-- Proposal writing  
-- Challenges and politics to fundraising and privatization  

Readings:  


Session 8.  
11/05  
Management & Leadership  
Guest Speaker: Katie Doyle  
-- Visioning and Strategic Planning in Community-Based Organizations  
-- Inter-Organizational Practice  
-- Managing Staff in Organizations  
-- Issues of power, Challenges and politics to management  

Readings:  


Session 9.  
11/12  
Program Development, Implementation, Monitoring, and Evaluation  
Guest Speaker: To be announced

-- Linking programs to organizational mission and goals: Models & stages  
-- Translating goals into objectives: Promoting community participation  
-- Evaluating program outcomes  
-- Managing information  
-- Communication  
-- Decisionmaking, power, authority, and politics of nonprofit organizations  
-- Reframing ‘evaluation’

Readings:


vi. Finn: Chapter 8: Evaluating, Reflecting, and Celebrating our Efforts

Session 10.  
11/19  
Presentations: Community Profile, jointly with SW 512 class

Session 11.  
11/19  
Organizing and Mobilizing Communities  
-- Roles of the organizer  
-- Selecting appropriate strategies and tactics  
-- participatory approaches  
-- social movements

Readings:


    OR


Session 12

Social Policy and Community Practice
-- Policy development & implementation
-- Analyzing the community impact of social policies

Readings:


Session 13

The Future of Macro Practice
--Course Summary and Issues for the Future


Assignments for SW 560 Section 001

There are three individual assignments and one group assignment, and weekly questions to submit plus simulation practice for Motivational Interviewing.

Assignment Summary Table:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Community Profile</td>
<td>Nov 19</td>
<td>28</td>
<td>Slides, visual aids, reflections</td>
</tr>
<tr>
<td>Team of 4 or 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Letter of Intent</td>
<td>Last Day of Class OR Finals Week</td>
<td>18</td>
<td>4 pages max</td>
</tr>
<tr>
<td>Individual or paired</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3 Advocacy, Action &amp; Accompaniment</td>
<td>Last Day of Class OR Finals Week</td>
<td>18</td>
<td>4 pages max</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Design-your-own-assignment</td>
<td>Last Days of Finals Week Dec 20</td>
<td>18</td>
<td>4 pages max Or Format to be determined</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Motivational Interviewing Practice 4pts</td>
<td>Last Days of Finals Week Dec 20</td>
<td>18</td>
<td>4 practice sessions</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6 Weekly Questions 14 pts</td>
<td>Midnight on Saturdays</td>
<td>2 questions for 7 weeks</td>
<td></td>
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<tr>
<td>Individual</td>
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<tr>
<td>Total</td>
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<td>100</td>
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</table>

1. Community Profile (Team Project)

Working collaboratively in selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. For our section, our community partner is Bethany Christian Services in Grand Rapids, Michigan. Your community profile will be created using a combination of participatory and quantitative data. The profile will consist of a presentation, which for the purposes of this assignment you are developing for distribution to a group of concerned citizens and public officials. You will develop a 20-minute presentation to be delivered in class. You will assume that the class is a group of concerned citizens and officials interested in understanding your chosen community.

The assignment has several purposes:
- To learn the skills necessary for understanding and analyzing a community;
- To gain experience in reflective practice at the community level;
- To learn and practice skills important to working in a team; and
- To learn how to present your analysis in a professional manner.
There are two important dates regarding this assignment:

- **Pre-profile reflection (prepared as a group)** Due by October 1st.
- **Community profile, including a summary of observational data, team minutes, and group evaluation (prepared individually)**. Due in class November 19th.

**Step 1: Develop Teams**

You will be given time to form selected teams. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles can rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g. at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.

Effective workgroups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore, your groups are expected to keep minutes of your meetings. Minutes should be at least one page in length for each meeting.

Class time will be allocated for group work.

**Step 2: Select community and complete pre-profile reflection**

Each team will select a more specific community, within the scope of communities served by our selected organization. Community assessment includes both needs and assets, also commonly called strengths. The community you choose must include a geographic location, but can also focus on a specific population. The selected community should be one that is considered underserved or disenfranchised. If you select a population-based community, you should plan to observe and assess them within a geographic context. You should consider elements such as geographic proximity, access to the community and available information about the community.

Examples of communities that have been assessed in past 560 classes include homelessness in Washtenaw County, aging in Wayne County, Brightmoor community in Detroit, veterans in Detroit, Arab Americans in Dearborn, City of Howell in Livingston County, children with learning disabilities in the Ann Arbor community.

More information will be provided during the semester about communities served by our partner organization.

**Work to submit to instructor—Due in class October 1st.**

After you have selected your community, in the spirit of reflective practice, as a group write up in bullet form:

- What community and why
- What are some of the things you might examine (both through observation and quantitatively)
- What do you expect to find and why
- What comparisons do you expect to make and why

Also feel free to list any questions or concerns you would like to consult with me about. Please ensure that each team member’s name is listed on the top of the page. Bullet points or short paragraphs are fine. The use of headings is encouraged. References are not necessary, but you are expected to integrate ideas from the course.
Step 3: Develop the community profile
Once you determine your focus, you will conduct research on the community.

Your group will learn about the community by looking up official statistical data and information collected about that community. Your group may also conduct interviews with community members and practitioners, in collaboration with representatives of relevant organizations and communities. The participatory and interview data will complement statistical data.

In your observations, participatory work and research, note the following:

1. What is the name of the community/neighborhood? What are the main geographic boundaries and natural barriers? Is the neighborhood geographically isolated or cut off from surrounding neighborhoods?
2. Is there evidence of what people do for a living? What kinds of commercial enterprises do you see? Do you see evidence of unemployment? What type of transportation is there?
3. How can the population be described- income, race, ethnicity, age, etc?
4. What kinds of infrastructure are there? Are there many religious buildings? What types of parks, recreational areas or cultural resources are present? What are the housing conditions like? Are there distinct sub-communities within the larger community? What do people do who live here? Where are the schools, the primary stores, bars, community centers? Are they accessible?
5. What is the condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure?
6. What kinds of schools are located in the community? What is their condition? Is there a local library?
7. What kinds of voluntary/nonprofit agencies and social services are located in the community?
   Pay attention to strengths and assets in the community as well as its needs and problems.

Social justice perspectives
In addition to the above items that encompass Context, consider the following:

8. How is ‘history’ relevant?
9. What forms of ‘meaning’ are relevant? And irrelevant?
10. What are some ‘possibilities’?
11. How do issues of ‘power’ manifest in and for this community?

Quantitative data. Your small group will use the American Community Survey produced by the U.S. Census Bureau to identify relevant quantitative indicators of your selected community. Your group will use quick tables, data profiles, multiyear profiles and narrative profiles provided in the American Community Survey to describe the geographic area. Your group will also develop your own custom tables. The community brief should include general characteristics, social characteristics, and economic characteristics. In addition, to help the reader/audience understand your community, you should include comparisons to other communities. For example, if you are examining home ownership in Ann Arbor, you may also want to compare this indicator in various sections of the city or compare to other cities, the state of Michigan or the country as a whole.

We will have a hands-on tutorial by an University librarian on how to use census data and find relevant public data as part of the community assessment process.
You will prepare a Power Point presentation or prezi that summarizes, analyzes and synthesizes the information you gathered during your observation and quantitatively.

The profile should be considered a professional presentation that an agency or group of concerned citizens would produce to educate citizens and elected officials. Use charts, graphs, other visuals, and text effectively to convey your points. The key messages of your visuals should be explained in brief narrative form. A handout can be helpful to summarize key information or you can simply share the Power point slides or prezi if this contains all the pertinent information. In class, you will share your key findings with your colleagues. You will have 20 minutes for the presentation, and then a question and answer period. Be prepared to highlight key findings that build on community strengths and address community needs.

**Step 4: Individual Reflection:** After the presentation, each team member will reflect on the group process and what has been learned from this project, submitting a summary to the instructor via Canvas.

**Work to submit to instructor as a team—Due in class November 19th.**

*Please give these things to me before your presentation.*
- Minutes from your weekly group meetings
- Copy of your Power Point / Prezi slides and other visual aids

**Grading Rubric**
Community profile – substantive content and analyses = 40%
Social justice perspectives = 30%
Visual and verbal presentation = 20%
Process (Meeting minutes, evaluations) = 10%

**2. Letter of Intent – Paired or Individual project**

For this assignment, you can either work with a partner or individually.
Four pages maximum. Double spaced, 12 font, Times New Roman, 1” margins

**Submit as one document: via Canvas.**

**CHOOSE 1: For LOI or Action Paper: Verbal 3-minute presentation: last day of class.**

**LOI DUE last day of class, if presenting verbally.**
**LOI DUE last day of finals week Dec 20th, if not presenting verbally**

This assignment involves the development of a Letter of Intent (LOI) or Concept Paper to support program innovation or development, addressing all essential elements of a formal proposal. The assignment’s goal is to develop skills associated with resource development.

You are writing this LOI with and for our selected community organization.
Brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular sub-population, but you could also brainstorm a project that fills a current gap in services.

Prepare a short agency description and background statement (i.e. issues addressed, population served, orientation of agency, scope of agency, accomplishments of agency). This does not need to be extensive, but will help you with the development of your proposal.

The LOI may not exceed 5 pages, and should contain the following elements. More details will be provided later in the semester.

1. cover letter;
2. agency description;
3. background or needs statement;
4. goals & objectives;
5. project narrative;
6. budget and budget narrative;
7. timeline:

3-minute presentation (Pecha Kucha): Last day of class
You can choose to present your LOI or your Action assignment at the last day of class. Japanese for "chit chat," a pecha kucha is a presentation format in which each presenter is allowed 20 images, displayed for 20 seconds each. Select 20 different pictures or images to describe what you have 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 semester.

Grading Rubric
Verbal 3-minute Presentation = 20 %
Description of Agency & Background = 20 %
Proposal = 50 %
Grammar, citations and writing style = 10 %

**OR if not presenting this verbally**
Description of Agency & Background = 30 %
Proposal = 60 %
Grammar, citations and writing style = 10 %

3. ‘Advocacy, Action and/or Accompaniment’ Paper

Four pages maximum, double spaced, 12 font, Times New Roman, 1" margins:
½ -1 page: Description of Issue and Form of Action
2-3 pages: Critical analysis and application of Organizing Framework/s
½ -1 page: Personal Reflection

Submit as one document: via Canvas.
CHOOSE 1: For LOI or Action Paper: Verbal 3-minute presentation: last day of class.

‘ACTION PAPER’ DUE last day of class, if presenting verbally.
‘ACTION PAPER’ DUE last day of finals week Dec 20th, if not presenting verbally
Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to do “advocacy, action and/or accompaniment.” The main purpose of this assignment is to introduce you to these processes and facilitate reflection and critical analysis. Apply the 5 concepts: history, context, meaning, power, possibilities. You can apply it in any section in the paper. You can apply all five concepts, or focus on just one or two.

**Step 1: Select an issue and form of action and Research the issues: ½ - 1 page**

Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. Summarize issue and selected form of action. Use third-person perspective in writing.

It can be an issue related to a policy you have studied in your social welfare policy course. Or, if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

Here are some examples of forms of “advocacy, action, and accompaniment”:

- Write an advocacy letter
- Call your senator about an issue
- Create a Youtube video
- Join an advocacy/solidarity group and attending a meeting
- Conduct public testimony
- Donate to an advocacy/solidarity group
- Create a plan for new programming or initiatives in your workplace, field placement, community organization, neighborhood association, volunteer community, etc.

Research the topic from its historical perspective to the current context to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed.

**Step 2: Apply Pyles’ organizing framework: 2-3 pages**

-- Think about the different frameworks and apply to your selected form of action.
-- You can focus only on one framework; or write about several aspects of different frameworks; or compare and contrast two frameworks; or any other structure to your paper.
-- Use additional resources, as needed.
-- Apply other frameworks that are not in Pyles’ chapter, as appropriate. Let’s discuss this.
-- Use third-person.

**Step 3: Personal reflection: ½ - 1 page**

-- Using first-person or an “I” perspective, reflect upon your selected ‘action’ and the process of thinking and writing about the action. Reflect on the potential impact of this effort; and how might you integrate advocacy, action & accompaniment into your future social work practice.

**Grading Rubric**

Verbal 3-minute presentation = 20%
Analysis and application of framework/s = 40%
Reflection = 15%
Application of 5 social justice concepts = 15%
Grammar, citations and writing style = 10%

SW 560 (Odessa GB) Fall 2018
OR if not presenting this verbally
Analysis and application of framework/s = 50 %
Reflection = 20%
Application of 5 social justice concepts = 20%
Grammar, citations and writing style = 10 %

4. Design-your-own-assignment

You will conceptualize your own assignment, in consultation with me.

Write an outline for proposed assignment and upload on Canvas by Session # 5 October 8th.
NOT GRADED.
Submit one document: via CANVAS last day of finals week Dec 20th.

You may choose assignments that apply to your strengths, interests and preferences, to allow you to further develop or strengthen those skills and knowledges.
Alternatively, you may also choose assignments about something you are unfamiliar with, as opportunity to explore a practice area or topic/issue that is new to you.
You may ‘extend’ an existing assignment in this course or another course.
You may ‘create’ your own assignment completely.
As a gauge or point of reference, written material should be 4 pages double-spaced.

Some examples:
- Maybe you have some experience already as a grantwriter or you think that grantwriting will be key for your social work practice, and you want to take this opportunity to write a longer proposal. You can extend the LOI assignment to a proposal of 8 pages, instead of just 3 pages.
- Maybe you are analyzing a specific policy for another course, and you want to more critically examine the social justice aspects. You could write a 4-page conceptual paper about the significance of history, context, meaning, power, possibilities (or just 1 or 2 of these concepts) as relevant to that policy.
- Weekly blog about an issue.
- Photovoice with 2-page analytical or reflective narrative.
- Zine with 2-page analytical or reflective narrative.
- Mini-documentary.
- Maybe you are part of an existing community, organization or group, and you want to develop new programming, or maybe conduct an evaluation. You can write a 4-page plan.
- Maybe it would be simpler for you to do a deeper dive in existing assignments. You could extend the Action Paper to 6 pages (from 4) and the Letter of Intent to 5 pages (from 3).
- Theoretical paper on a given issue or question related to community practice/ macro SW.
- Research paper on a given issue or question related to community practice/ macro SW.

Grading Rubric: Design your own grading rubric
5. Motivational Interviewing Practice Sessions = 4 points

-- Complete four practice simulation sessions of motivational interviewing or MI.
-- MI is a key practice skill for social workers at both the individual level & systems level, and we will use the structure of this class to give opportunity for you to try it out simulations.

UM SSW SIMersion Simulations: https://sites.google.com/umich.edu/simmersion/home?authuser=0

Intro to MI: https://www.youtube.com/watch?v=s3MCJZ7OGRk

6. Critical & Reflective Questions on Readings: 14 points (2 pts x 7 sessions)

Submit in 1 document with your name your 2 questions: via Canvas by midnight Saturday night.

For 7 sessions (out of 8), submit two critical or reflective questions about the readings that week.

Critical questions are thoughtful questioning of the history, meaning, context, power and possibilities, that are embedded in ideas, concepts, facts, models, issues, & other topics we will cover in this class.

Reflective questions are questions about application in practice, and your own feelings about the topic and how it applies to you or how it may potentially apply in the real world.

In addition to 2 critical or reflective questions, you can submit as many clarifying questions as you wish—questions about something that is unclear or confusing. Clarifying questions will not be graded.

- Each weekly submission is worth two points.
- The two questions will be 'graded' together, not separately.
- If you have an unexcused absence from class, full points can not be provided. This assignment is also intended to facilitate participation in class.
- Session 2 is a practice week. Submit 2 questions, I will grade it, but this grade will not be recorded.
- Submit no questions for:
  Session 6: Field Work and Refugee Symposium Day
  Session 10: Community Profile Presentations Day

I will use your questions to tailor our discussions and make clarifications during lecture, as needed.

For each class, I will select 1-3 questions that we will together discuss as a class. Your name will not be shared in class, although you can voluntarily share this and provide more explanation, as you wish.