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 SW512, 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).

**Theme Relation to 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.

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

**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/](https://caps.umich.edu/) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult *University Health Service (UHS)* at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

**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/](http://www.dpss.umich.edu/).

Course Materials

All course readings are available on Canvas. Log to the Canvas portal at: https://canvas.umich.edu to find the course materials.

Assignments & Grading

There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Assignment</td>
<td>10/9</td>
<td>25%</td>
</tr>
<tr>
<td>Community pre-profile reflection</td>
<td>10/2</td>
<td>10%</td>
</tr>
<tr>
<td>Community Profile Presentation</td>
<td>11/20</td>
<td>30%</td>
</tr>
<tr>
<td>Concept Paper/Letter of Intent</td>
<td>12/11</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>15%</td>
</tr>
</tbody>
</table>

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:

- A+ 98-100
- B+ 87-89
- C+ 77-79
- D <69 (no credit)
- A 94-97
- B 84-86
- C 74-76
- A- 90–93
- B- 80-83
- C- 70-73

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 weekends.

- 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 online resource that can assist you in preparing proper citations for assignments using APA format. Go to: (http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf )

- 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.
# Course Outline and Readings

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>Readings</th>
</tr>
</thead>
</table>

- Course overview
- Video: SETTLEMENT HOUSE

## Course overview

- Video: SETTLEMENT HOUSE
Ginsberg Center Workshop on Community Engagement

Readings:
Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 4 “The Concept of Community in Social Work Practice” (pp.94-129).


9/25: Session 4 Organizing and Mobilizing Communities

- Roles of the organizer
- Group skills in community organizing
- Selecting appropriate strategies and tactics
- Social capital and community mobilization

Library Presentation

Readings:


Optional:

10/2: Session 5 Assessing community needs and strengths

- COMMUNITY PROFILE PROPOSAL DUE (Canvas by 6pm)
- Constructing a community profile: Frameworks for community analysis
- Asset mapping: Identifying community strengths
- Community Needs Assessment

Guest speaker: 428Forward

Readings:


Optional:

10/9: Session 6 Understanding Community Based Organizations

- ADVOCA NY ASSIGNMENT DUE (Canvas by 6pm)
- The structure, mission & goals of nonprofit community based organizations
- Management theories
- Decision-making, power, authority, and politics of nonprofit organizations

Readings:


10/16: NO CLASS  Fall Break

10/23: Session 7 Program Development and Oversight

- Linking programs to organizational mission and goals: Models & Stages
- Program Development
- Evaluating and reporting program outcomes
- Introduction to Motivational Interviewing and Simmersion

Readings:


10/30: Session 8 Community Engagement Experience for Community Profile Project (outside of class)

11/6: Session 9 Leadership and Management

ELECTION DAY

☐ Personnel Policies/Supervisory Roles and Functions
☐ Staff Hiring, Supervision, & Professional Development
☐ Staff Evaluations
☐ Issues of power

Readings:


11/13: Session 10 Ethical Issues in Macro Practice

☐ Budgeting and oversight
☐ Board Governance/Development
☐ Code(s) of Ethics

Readings:
Budgeting reading TBA


11/20: Session 11 Community Presentations

- COMMUNITY PROFILE DUE


- Proposal writing
- Strategies for resource development
- Strategic Planning

Readings:


Brody, R. *Effectively managing human service organizations* “Strategic Planning” (Chapter 2, pp. 20-38).

12/4: Session 13 Course Summary and Wrap Up

- The Future of Macro Practice
- Debrief SiMmersion experience

Readings:

12/11: CONCEPT / PRE-PROPOSAL / LETTER OF INTENT DUE in Canvas (NO CLASS)

Descriptions of Assignments for SW 560

Assignment #1: Advocacy Assignment (Individual Project) DUE 10/9

Hoefer (2009) defines advocacy practice as when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice.”

Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public
forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

**Step 1: Select an issue**
Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. 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.

**Step 2: Research the issues**
Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. Use media resources to understand the current context. 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 (3 minimum). Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

**Step 3: Write your statement**
Select the proper forum for your advocacy effort. This could include a letter to the editor, social media campaign, a Youtube video, or a speak out script from a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of government, or the board of directors of a human service organization. Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

**Step 4: Reflect on the process**
In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically, why you chose the particular issue you did and the rationale for how you framed it.
- In terms of your project, what do you see as its strengths and the areas for improvement? While it is appropriate to focus on the product developed, emphasis should be given to the process or skills you used to develop your opinion piece or prepared testimony.
- Reflect on the potential impact of your advocacy effort on behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

**Submit as one document via Canvas on October 9th:**
- Opinion piece, written testimony, media campaign
- Bibliography and/or list of interviews conducted
- Reflection paper, 2 pages
Assignment #2: Community Profile (Team Project)

Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational (via community engagement) 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 presentation to be delivered in class. You will produce a one-page handout or infographic to accompany your presentation. 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:
- Proposal (prepared as a group). **Due October 2nd.**
- Community profile presentation and handout, including a summary of observational data, team minutes, and group evaluation (prepared individually). **Due in class November 20th.**

**Step 1: Develop Teams**
You will be given class time to form self-selected teams. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles should 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 task groups 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 around one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

**Step 2: Select community and complete profile plan**
Each team will select a community to assess—this 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. Please consider selecting a community that is easy to observe and assess. You should consider elements such as geographic proximity, access to the community and available information about the community.

**Work to submit to instructor— Profile Plan/Proposal Due in class October 2nd.**
After you have selected your community, in the spirit of reflective practice, as a group write a two-page, double-spaced paper addressing the following points:

- What community and why?
- What are some of the things you might examine (both through observation and engagement and quantitatively)?
- What community agency will partner with for this project?
  - Identify the team member who will communicate with the community partner, always CC team and instructor
- What engagement or observation activities will be conducted?
- What will be examined through these activities and what quantitative data will you want to look at?
- 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. Every student should submit a copy of the proposal to Canvas.

**Step 3: Develop the community profile**

Once you determine your focus, you will research the community using both observation (through engagement) and quantitative data.

**Engagement/Observation.** Your small group will conduct an observational study of your selected community. If you choose a target population, visit a location where the population is likely to be found. Your group observation can be supplemented with an engagement activity, key informant interviews or document analysis, which although not required, might provide important insights. Interviews can be held with community or organizational leaders, but not members of vulnerable populations. Please consult with me in selecting key informants. As a team, you will find a mutually convenient time to engage and/or observe the community. **However, we are not having class on 10/30/18,** so I encourage you to use that day to conduct your activities.

Your group will also learn about the community by looking up official statistical data collected about that community. In contrast, the engagement/observational data will provide a different perspective on your particular neighborhood. Use all your senses to begin to understand the neighborhood. You are permitted to take photographs, but make sure any people captured are not identifiable. It is best to take photographs that do not contain people. Record a reflection of your community engagement experience and observations as soon as possible—perhaps even using a video or phone recording. In your observations, note the following dimensions:

- 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?
- Observation prompts (not required to address all):
  - commercial enterprises
  - evidence of unemployment
  - types of transportation available, parking
  - parks, recreational areas
- cultural, religious resources
- housing conditions
- distinct sub-communities within the larger community
- primary stores, groceries
- restaurants, bars, community centers
- health care providers
- Is the neighborhood accessible?
- condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure
- schools are located in the community? What is their condition?
- local library
- social services are located in the community

- What was the goal of your community engagement activity?
- What were the challenges?
- Successes?

Be mindful of strengths and assets in the neighborhood as well as its needs and challenges.

**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. We will have a guest speaker from the Library come to class on 9/25/18 to provide you with an orientation to these data sources. You can also reference this library page developed specifically for this project: [https://guides.lib.umich.edu/communityprofile](https://guides.lib.umich.edu/communityprofile). 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.

*You will prepare a PowerPoint presentation, Piktochart, or Prezi that summarizes, analyzes and synthesizes the information you gathered during your observation.*

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. Create a one page handout to summarize key information. In class, you will share your key findings with your colleagues. You will have 20 minutes for the presentation, including a brief question and answer period. Be prepared to highlight important findings that build on community strengths and address community needs.

**Step 4: Project Reflection:** After the presentation, each team member is to reflect on the group process and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be sent along with the evaluation sheet that will be provided in class.

*Work to submit to instructor as a team—Due in class November 20th.*
Please upload these documents to Canvas before your presentation.

- Minutes from your group meetings
- Copy of your PowerPoint slides and handout/infographic

The group and self evaluation will be due the following week, November 27th. A form will be sent out for you to complete.

Assignment #2: Community Profile (Team Project)

Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational (via community engagement) 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 presentation to be delivered in class. You will produce a one-page handout or infographic to accompany your presentation. 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:

- Proposal (prepared as a group). Due October 2nd.
- Community profile presentation and handout, including a summary of observational data, team minutes, and group evaluation (prepared individually). Due in class November 20th.

Step 1: Develop Teams

You will be given class time to form self-selected teams. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles should 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 task groups 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 around one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.
Step 2: Select community and complete profile plan
Each team will select a community to assess—this 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. Please consider selecting a community that is easy to observe and assess. You should consider elements such as geographic proximity, access to the community and available information about the community.

Work to submit to instructor—Profile Plan/Proposal Due in class October 2nd.
After you have selected your community, in the spirit of reflective practice, as a group write a two-page, double-spaced paper addressing the following points:

- What community and why?
- What are some of the things you might examine (both through observation and engagement and quantitatively)?
- What community agency will partner with for this project?
  - Identify the team member who will communicate with the community partner, always CC team and instructor
- What engagement or observation activities will be conducted?
- What will be examined through these activities and what quantitative data will you want to look at?
- 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. Every student should submit a copy of the proposal to Canvas.

Step 3: Develop the community profile
Once you determine your focus, you will research the community using both observation (through engagement) and quantitative data.

Engagement/Observation. Your small group will conduct an observational study of your selected community. If you choose a target population, visit a location where the population is likely to be found. Your group observation can be supplemented with an engagement activity, key informant interviews or document analysis, which although not required, might provide important insights. Interviews can be held with community or organizational leaders, but not members of vulnerable populations. Please consult with me in selecting key informants. As a team, you will find a mutually convenient time to engage and/or observe the community. However, we are not having class on 10/30/18, so I encourage you to use that day to conduct your activities.

Your group will also learn about the community by looking up official statistical data collected about that community. In contrast, the engagement/observational data will provide a different perspective on your particular neighborhood. Use all your senses to begin to understand the neighborhood. You are permitted to take photographs, but make sure any people captured are not identifiable. It is best to take photographs that do not contain people. Record a reflection
of your community engagement experience and observations as soon as possible—perhaps even using a video or phone recording. In your observations, note the following dimensions:

- 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?
- Observation prompts (not required to address all):
  - commercial enterprises
  - evidence of unemployment
  - types of transportation available, parking
  - parks, recreational areas
  - cultural, religious resources
  - housing conditions
  - distinct sub-communities within the larger community
  - primary stores, groceries
  - restaurants bars, community centers
  - health care providers
  - Is the neighborhood accessible?
  - condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure
  - schools are located in the community? What is their condition?
  - local library
  - social services are located in the community
- What was the goal of your community engagement activity?
- What were the challenges?
- Successes?

Be mindful of strengths and assets in the neighborhood as well as its needs and challenges.

**Quantitative data.** Your small group will use the [American Community Survey](https://www.census.gov) produced by the U.S. Census Bureau to identify relevant quantitative indicators of your selected community. We will have a guest speaker from the Library come to class on 9/25/18 to provide you with an orientation to these data sources. You can also reference this library page developed specifically for this project: [https://guides.lib.umich.edu/communityprofile](https://guides.lib.umich.edu/communityprofile) 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.

You will prepare a PowerPoint presentation, Piktochart, or Prezi that summarizes, analyzes and synthesizes the information you gathered during your observation. 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. Create a one page handout to summarize key information. In class, you will share your key findings with your colleagues. You will have 20 minutes for the presentation, including a brief question and answer period. Be prepared to highlight important findings that build on community strengths and address community needs.

**Step 4: Project Reflection:** After the presentation, each team member is to reflect on the group process and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be sent along with the evaluation sheet that will be provided in class.

**Work to submit to instructor as a team—Due in class November 20th.**

*Please upload these documents to Canvas before your presentation.*
- Minutes from your group meetings
- Copy of your PowerPoint slides and handout/infographic

The group and self evaluation will be due the following week, November 27th. A form will be sent out for you to complete.

**Assignment #2: Community Profile (Team Project)**

Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational (via community engagement) 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 presentation to be delivered in class. You will produce a one-page handout or infographic to accompany your presentation. 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:
- Proposal (prepared as a group). **Due October 2nd.**
- Community profile presentation and handout, including a summary of observational data, team minutes, and group evaluation (prepared individually). **Due in class November 20th.**

**Step 1: Develop Teams**
You will be given class time to form self-selected teams. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—*these roles should 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 task groups 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 around one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

**Step 2: Select community and complete profile plan**

Each team will select a community to assess—this 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. Please consider selecting a community that is easy to observe and assess. You should consider elements such as geographic proximity, access to the community and available information about the community.

**Work to submit to instructor— Profile Plan/Proposal Due in class October 2nd.**

After you have selected your community, in the spirit of reflective practice, as a group write a two-page, double-spaced paper addressing the following points:

- What community and why?
- What are some of the things you might examine (both through observation and engagement and quantitatively)?
- What community agency will partner with for this project?  
  - Identify the team member who will communicate with the community partner, always CC team and instructor
- What engagement or observation activities will be conducted?
- What will be examined through these activities and what quantitative data will you want to look at?
- 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. Every student should submit a copy of the proposal to Canvas.

**Step 3: Develop the community profile**

Once you determine your focus, you will research the community using both observation (through engagement) and quantitative data.

**Engagement/Observation.** Your small group will conduct an observational study of your selected community. If you choose a target population, visit a location where the population is likely to be found. Your group observation can be supplemented with an engagement activity, key informant interviews or document analysis, which although not required, might provide
important insights. Interviews can be held with community or organizational leaders, but not members of vulnerable populations. Please consult with me in selecting key informants. As a team, you will find a mutually convenient time to engage and/or observe the community. **However, we are not having class on 10/30/18,** so I encourage you to use that day to conduct your activities.

Your group will also learn about the community by looking up official statistical data collected about that community. In contrast, the engagement/observational data will provide a different perspective on your particular neighborhood. Use all your senses to begin to understand the neighborhood. You are permitted to take photographs, but make sure any people captured are not identifiable. It is best to take photographs that do not contain people. Record a reflection of your community engagement experience and observations as soon as possible—perhaps even using a video or phone recording. In your observations, note the following dimensions:

- 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?
- Observation prompts (not required to address all):
  - commercial enterprises
  - evidence of unemployment
  - types of transportation available, parking
  - parks, recreational areas
  - cultural, religious resources
  - housing conditions
  - distinct sub-communities within the larger community
  - primary stores, groceries
  - restaurants bars, community centers
  - health care providers
  - Is the neighborhood accessible?
  - condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure
  - schools are located in the community? What is their condition?
  - local library
  - social services are located in the community
- What was the goal of your community engagement activity?
- What were the challenges?
- Successes?

Be mindful of strengths and assets in the neighborhood as well as its needs and challenges.

**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. We will have a **guest speaker from the Library come to class on 9/25/18** to provide you with an orientation to these data sources. You can also reference this library page developed specifically for this project: [https://guides.lib.umich.edu/communityprofile](https://guides.lib.umich.edu/communityprofile). 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.

You will prepare a PowerPoint presentation, Piktochart, or Prezi that summarizes, analyzes and synthesizes the information you gathered during your observation. 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. Create a one page handout to summarize key information. In class, you will share your key findings with your colleagues. You will have 20 minutes for the presentation, including a brief question and answer period. Be prepared to highlight important findings that build on community strengths and address community needs.

Step 4: Project Reflection: After the presentation, each team member is to reflect on the group process and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be sent along with the evaluation sheet that will be provided in class.

Work to submit to instructor as a team—Due in class November 20th.

Please upload these documents to Canvas before your presentation.
- Minutes from your group meetings
- Copy of your PowerPoint slides and handout/infographic

The group and self evaluation will be due the following week, November 27th. A form will be sent out for you to complete.

Assignment #2: Community Profile (Team Project)

Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational (via community engagement) 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 presentation to be delivered in class. You will produce a one-page handout or infographic to accompany your presentation. 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:

- Proposal (prepared as a group). **Due October 2nd.**
- Community profile presentation and handout, including a summary of observational data, team minutes, and group evaluation (prepared individually).  **Due in class November 20th.**

**Step 1: Develop Teams**

You will be given class time to form self-selected teams. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles should 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 task groups 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 around one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

**Step 2: Select community and complete profile plan**

Each team will select a community to assess—this 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. Please consider selecting a community that is easy to observe and assess. You should consider elements such as geographic proximity, access to the community and available information about the community.

Work to submit to instructor— **Profile Plan/Proposal Due in class October 2nd.**

After you have selected your community, in the spirit of reflective practice, as a group write a two-page, double-spaced paper addressing the following points:

- What community and why?
- What are some of the things you might examine (both through observation and engagement and quantitatively)?
- What community agency will partner with for this project?
  - **Identify the team member who will communicate with the community partner, always CC team and instructor**
- What engagement or observation activities will be conducted?
- What will be examined through these activities and what quantitative data will you want to look at?
- 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,
Step 3: Develop the community profile

Once you determine your focus, you will research the community using both observation (through engagement) and quantitative data.

Engagement/Observation. Your small group will conduct an observational study of your selected community. If you choose a target population, visit a location where the population is likely to be found. Your group observation can be supplemented with an engagement activity, key informant interviews or document analysis, which although not required, might provide important insights. Interviews can be held with community or organizational leaders, but not members of vulnerable populations. Please consult with me in selecting key informants. As a team, you will find a mutually convenient time to engage and/or observe the community. **However, we are not having class on 10/30/18**, so I encourage you to use that day to conduct your activities.

Your group will also learn about the community by looking up official statistical data collected about that community. In contrast, the engagement/observational data will provide a different perspective on your particular neighborhood. Use all your senses to begin to understand the neighborhood. You are permitted to take photographs, but make sure any people captured are not identifiable. It is best to take photographs that do not contain people. Record a reflection of your community engagement experience and observations as soon as possible—perhaps even using a video or phone recording. In your observations, note the following dimensions:

- 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?
- Observation prompts (not required to address all):
  - commercial enterprises
  - evidence of unemployment
  - types of transportation available, parking
  - parks, recreational areas
  - cultural, religious resources
  - housing conditions
  - distinct sub-communities within the larger community
  - primary stores, groceries
  - restaurants bars, community centers
  - health care providers
  - Is the neighborhood accessible?
  - condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure
  - schools are located in the community? What is their condition?
  - local library
  - social services are located in the community
- What was the goal of your community engagement activity?
- What were the challenges?
- Successes?

Be mindful of strengths and assets in the neighborhood as well as its needs and challenges.
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. We will have a guest speaker from the Library come to class on 9/25/18 to provide you with an orientation to these data sources. You can also reference this library page developed specifically for this project: https://guides.lib.umich.edu/communityprofile. 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.

You will prepare a PowerPoint presentation, Piktochart, or Prezi that summarizes, analyzes and synthesizes the information you gathered during your observation. 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. Create a one page handout to summarize key information. In class, you will share your key findings with your colleagues. You will have 20 minutes for the presentation, including a brief question and answer period. Be prepared to highlight important findings that build on community strengths and address community needs.

Step 4: Project Reflection: After the presentation, each team member is to reflect on the group process and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be sent along with the evaluation sheet that will be provided in class.

Work to submit to instructor as a team—Due in class November 20th.

Please upload these documents to Canvas before your presentation.
- Minutes from your group meetings
- Copy of your PowerPoint slides and handout/infographic

The group and self evaluation will be due the following week, November 27th. A form will be sent out for you to complete.

Assignment #2: Community Profile (Team Project)

Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational (via community engagement) 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 presentation to be delivered
in class. You will produce a one-page handout or infographic to accompany your presentation. 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:
- Proposal (prepared as a group). Due October 2nd.
- Community profile presentation and handout, including a summary of observational data, team minutes, and group evaluation (prepared individually). Due in class November 20th.

Step 1: Develop Teams
You will be given class time to form self-selected teams. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles should 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 task groups 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 around one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

Step 2: Select community and complete profile plan
Each team will select a community to assess—this 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. Please consider selecting a community that is easy to observe and assess. You should consider elements such as geographic proximity, access to the community and available information about the community.

Work to submit to instructor—Profile Plan/Proposal Due in class October 2nd.
After you have selected your community, in the spirit of reflective practice, as a group write a two-page, double-spaced paper addressing the following points:
- What community and why?
- What are some of the things you might examine (both through observation and engagement and quantitatively)?
- What community agency will partner with for this project?
Identify the team member who will communicate with the community partner, always CC team and instructor

- What engagement or observation activities will be conducted?
- What will be examined through these activities and what quantitative data will you want to look at?
- 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. Every student should submit a copy of the proposal to Canvas.

Step 3: Develop the community profile

Once you determine your focus, you will research the community using both observation (through engagement) and quantitative data.

Engagement/Observation. Your small group will conduct an observational study of your selected community. If you choose a target population, visit a location where the population is likely to be found. Your group observation can be supplemented with an engagement activity, key informant interviews or document analysis, which although not required, might provide important insights. Interviews can be held with community or organizational leaders, but not members of vulnerable populations. Please consult with me in selecting key informants. As a team, you will find a mutually convenient time to engage and/or observe the community. **However, we are not having class on 10/30/18**, so I encourage you to use that day to conduct your activities.

Your group will also learn about the community by looking up official statistical data collected about that community. In contrast, the engagement/observational data will provide a different perspective on your particular neighborhood. Use all your senses to begin to understand the neighborhood. You are permitted to take photographs, but make sure any people captured are not identifiable. It is best to take photographs that do not contain people. Record a reflection of your community engagement experience and observations as soon as possible—perhaps even using a video or phone recording. In your observations, note the following dimensions:

- 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?
- Observation prompts (not required to address all):
  - commercial enterprises
  - evidence of unemployment
  - types of transportation available, parking
  - parks, recreational areas
  - cultural, religious resources
  - housing conditions
  - distinct sub-communities within the larger community
  - primary stores, groceries
  - restaurants bars, community centers
  - health care providers
○ Is the neighborhood accessible?
○ condition of the roads, sidewalks, garbage collection, and other components of the community infrastructure
○ schools are located in the community? What is their condition?
○ local library
○ social services are located in the community

● What was the goal of your community engagement activity?
● What were the challenges?
● Successes?

Be mindful of strengths and assets in the neighborhood as well as its needs and challenges.

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. We will have a guest speaker from the Library come to class on 9/25/18 to provide you with an orientation to these data sources. You can also reference this library page developed specifically for this project: https://guides.lib.umich.edu/communityprofile 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.

You will prepare a PowerPoint presentation, Piktochart, or Prezi that summarizes, analyzes and synthesizes the information you gathered during your observation. 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. Create a one page handout to summarize key information. In class, you will share your key findings with your colleagues. You will have 20 minutes for the presentation, including a brief question and answer period. Be prepared to highlight important findings that build on community strengths and address community needs.

Step 4: Project Reflection: After the presentation, each team member is to reflect on the group process and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be sent along with the evaluation sheet that will be provided in class.

Work to submit to instructor as a team—Due in class November 20th.

Please upload these documents to Canvas before your presentation.
● Minutes from your group meetings
● Copy of your PowerPoint slides and handout/infographic

The group and self evaluation will be due the following week, November 27th. A form will be sent out for you to complete.
Assignment 3: Concept Paper/Pre-proposal/Letter of Intent
(Groups of Two or Individually)

This assignment involves the development of a concept or pre-proposal paper for a small grant to support some program innovation/development to be submitted to a foundation or funding organization. The assignment’s central goal is to learn skills associated with proposal development. Thus, you will conceptualize and draft a mini-proposal (also known as a concept paper), addressing all of the essential elements of a formal proposal. You can choose a real Foundation that provides grants in your area of interest or submit it to a generic foundation.

You should write this grant as though you were a director or development officer of a community-based agency. You should give your organization a name and provide a brief description of the agency. If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that is connected to your community profile or your advocacy issue, but this is not required. You may use a real agency or create your own.

For this assignment, you can either work with a partner or individually.

Step 1: Choose Agency and prepare background information
Decide on your agency and prepare a short 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. You will want to examine the agency’s website for a mission statement and agency description.

Step 2: Brainstorm project idea
Based on the agency, brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular population served by the agency, but you could also brainstorm a project that fills a current gap in services. For those in field placements, you may want to address a program needed within your agency. In brainstorming, you should consider the scope of the project. You may want to consider a project that would be 1-2 years in length and have a budget of $100,000 or less.

Step 3: Prepare Concept paper/Mini-proposal
The paper may not exceed 5 pages. The concept/mini-proposal paper needs to contain the following elements. Use points 2 to 8 as headings in your proposal. Follow the order as specified below.

1. COVER LETTER: Include a cover letter (also called a transmittal letter) with the proposal. This letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund (does NOT count against the five page limit). Explain why the proposal may be of interest to the Foundation.

2. AGENCY DESCRIPTION: A brief description of the agency, including mission, target population(s), and primary services. You can also include any key collaborators or partners related to the proposed services as well as agency personnel and strengths in relation to the project.
3. BACKGROUND/NEEDS STATEMENT: A brief description of the problem you propose to address and why it is important (include relevant literature/research/policies, document need for the intervention/project proposed).

4. GOALS & OBJECTIVES: State the project’s goals and major objective (link the goals and the objectives to your description of the project).

5. PROJECT NARRATIVE: This is your implementation plan. Discuss principal components of the project and its anticipated measurable outcomes (include enough information for the potential funder to understand how their money will be used to address the identified need and intended goals). This section can be organized around key objectives (e.g. to achieve objective 1, we will establish... For objective 2, we will...). Include a final, persuasive, summary paragraph to sell the project.

6. BUDGET: Estimate project cost (how much money will you need to carry out the project based upon its objectives).

7. TIMELINE: Provide a specific timeline to give the funding source an idea of the project steps and activities (use a Gantt chart). You can reference timeline in your narrative and attach separately.

Submit to instructor-as one document via Canvas December 11th

- Cover letter
- Mini-proposal (includes timeline, budget, and budget narrative)

(Note: Late submissions will be accepted only in extraordinary circumstances.)

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 your 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. Please schedule a time to speak with me privately if you have concerns about your ability to participate in class.

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.