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).
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/ 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 for this course; one choice of assignment; weekly critical questions/reflections for readings and motivational interviewing practice; as well as expectation of regular attendance and class participation that contributes to a learning environment. See below, Assignment Section of syllabus for details.

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>Letter</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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</tbody>
</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_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.

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>Topic details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 0</td>
<td>Introduction: Macro Practice</td>
<td>9/04 -- Introductions, syllabus, groups -- Social justice framework -- Ethics in social work</td>
</tr>
</tbody>
</table>

**Readings:**

i. Finn: Chapter 1: Imagining Social Work & Social Justice


| Session 1. | Introduction: Macro Practice               | 9/11 -- The values, history and components of macro practice -- The challenges of macro practice |

**Readings:**


| Session 2. | Advocacy and Social Action                 | 9/18 -- Models of advocacy -- Action & Accompaniment -- Alinsky and Freire approaches |

**Readings:**


ii. Pyles (2014), Chapter 5 “Critical Organizing Frameworks” (pp. 1-20), *Progressive Community Organizing: Reflective Practice in a Globalizing World*.

iii. Finn: Chapter 7: Action & Accompaniment

| Session 3. | No in-class session: watch video on your own: Community or Macro Practitioners | 9/25 Video on panel of community practitioners speaking to SW 560 students |

**Readings:** READ AHEAD FOR WEEKS 8, 9, and 11.
Session 4. Models of Community Organization Practice & Community Engagement  
10/02 Video: Guest Speaker: UM Ginsberg Center  
-- 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. A) Developing Resources and Grantwriting  
10/09 Guest Instructor: Rabindar Subbian of UM SSW  
Class to be held in ECC starting 2:30pm, jointly with another 560 section  
-- Strategies for resource development  
-- Proposal writing  
-- Challenges and politics to fundraising and privatization  

Readings:  

No session.  
10/16 Fall Break  

Session 6. No in-class session:  
10/23 Field Work for COMMUNITY PROFILE.  

Session 7. I. Understanding & Assessing Communities  
10/30 Guest Speaker: Levis Hakwanda, Congolese Association of Michigan  
-- Constructing a community profile: Frameworks for community analysis  
-- Asset mapping: Identifying community strengths  
-- Conducting a community needs assessment  
-- The structure, mission & goals of nonprofit community-based organizations  
-- Reframing ‘assessments’  

Readings:  


iv. Finn: Chapter 6: Teaching-Learning (Assessment)

Session 8. Management & Leadership  
11/06  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:

i. Hardcastle (2012), Community Practice Theories and Skills, Chapter 9 “Using Work Groups: Committees, Teams, and Boards” (pp.248-271).


Session 9. Program Development, Implementation, Monitoring, and Evaluation  
11/13

-- Linking programs to organizational mission and goals: Models & stages
-- Translating goals into objectives: Promoting community participation
-- Evaluating program outcomes
-- Managing information
-- Communication
-- Reframing ‘evaluation’

Readings:


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

**Session 10.**  
**11/20** Community Profile: Presentations

**Session 11.**  
**11/27** Organizing and Mobilizing Communities  
-- Roles of the organizer  
-- Selecting appropriate strategies and tactics  
-- participatory approaches  
-- social movements

Video: Holding Ground or Gaining Ground

**Readings:**


iii. CHOOSE Ansari 2015 OR Trask 1993:  
OR  


**Session 12.**  
**12/04** Social Policy and Community Practice  
-- Policy development & implementation  
-- Analyzing the community impact of social policies

**Readings:**
Session 13  The Future of Macro Practice
12/11  --Course Summary and Issues for the Future
        -- 3-min. individual presentations Action Paper + closing thoughts about class
        Readings:
### Assignments for SW 560

<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 20th</td>
<td>18</td>
<td>Varied formats</td>
</tr>
<tr>
<td>2 Grant Proposal</td>
<td>Last Day of Classes</td>
<td>28</td>
<td>15 pages max for 3-4; 12 pages max for pairs</td>
</tr>
<tr>
<td>3 Advocacy, Action &amp; Accompaniment</td>
<td>Last Day of Classes</td>
<td>18</td>
<td>4 pages max</td>
</tr>
<tr>
<td>4 Design-your-own-assignment</td>
<td>Last Day of Finals Week</td>
<td>18</td>
<td>4 pages max OR To be determined</td>
</tr>
<tr>
<td>5 Motivational Interviewing Practice -4pts</td>
<td>Last Day of Finals Week</td>
<td>18</td>
<td>4 practice sessions</td>
</tr>
<tr>
<td>6 Weekly Questions -14 pts</td>
<td>Midnight on SUNDAYS</td>
<td>2</td>
<td>2 questions for 7 weeks</td>
</tr>
</tbody>
</table>

### 1. Community Asset Mapping with Power Analysis

This assignment has two parts: asset-mapping and power analysis.

Asset-mapping looks at what a community has to offer. For example, instead of asking routine questions about drop-out or crime rates, you ask about community successes, or “hope stories,” as Kretzmann and McKnight call them. Asset-mappers examine a community’s six categories of assets:
1. Talents and skills of people
2. Community volunteer groups and networks
3. Government and non-government organizations
4. Physical assets – land, property, buildings, equipment, buses, trains
5. Economic assets – production of people, consumer spending, business assets
6. Stories – heritage, local/cultural values and identity, formulated around appreciative inquiry

Select a community, about which you will conduct Community Asset Mapping (CAM), centered around a particular issue within that community. This community can be in Ann Arbor area or at “home”, but it must be a real community with geographic location.

Power analysis is typically used in organizing for specific policies or campaigns. (https://ace-ej.org/power_analysis_exercise). You will use this approach differently, by conducting a power analysis to your selected in Issue in your selected Community.
Answer the following questions in your presentation:

**Asset-Mapping**
1. Brief description of the community.
2. Describe in detail the six types of assets in the community.

**Power Analysis**
3. Brief description of the issue. Why would the community be interested in working on this specific issue?
4. Who are the relevant actors, stakeholders, institutions? Who is affected?
5. Who are supportive of the issue? Who are against? Who are neutral?
6. In what ways would they be supportive? In what ways would they be against?
7. How much power does each stakeholder have?

Be as detailed as possible (creativity is a plus).
The physical product can take one of many different forms: a narrative report, a poster board, a blog, a PowerPoint presentation. Cite any sources used to gather this information (e.g. Census data, community papers, interviews, calls to local leaders).

**Grading Rubric**
Community profile – substantive content and analyses = 50%
Social justice perspective of profile = 25%
Verbal and Visual Presentation = 25%

**2. Grant proposal – Group project**

For this assignment, you will work in groups.
15 pages maximum for groups of 3 to 4.
12 pages maximum for pairs.
Double spaced, 12 font, Times New Roman, 1” margins
Submit 1 single written document per group: via Canvas by midnight last day of class.
*(Note: Late submissions will be accepted only in extraordinary circumstances.)*

This assignment involves the development of a Proposal 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 proposal with and for an organization or agency of your choice. I can provide suggestions (refugee-led organizations in Grand Rapids), as needed.

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 proposal may not exceed 15 pages; and should contain the following elements. Follow the order as specified. 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:

Grading Rubric
Description of Agency & Background = 20 %
Proposal = 70 %
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 1 document: via Canvas by last day of class.
Verbal 3-minute presentation: last day of class.

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: 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 -- Join a protest
  -- Call your senator about an issue -- Write a letter to editor
  -- Create a Youtube video -- Conduct public testimony
  -- Join an advocacy/solidarity group and attending a meeting
  -- Donate to an advocacy/solidarity group
  -- Create new programming/initiatives related to social justice in your workplace, field placement, community org, neighborhood association, volunteer group, 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 frameworks: 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. Email me to discuss your ideas for the framework beforehand.
-- 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.

**Step 4: Last day of class: 3-minute presentation -Pecha Kucha**
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 you Action Paper.
You can also choose to present reflections about 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%
Analysis and application of framework/s = 40%
Reflection = 15%
Application of 5 social justice concepts = 15%
Grammar, citations and writing style = 10%

4. **Design-your-own-assignment**

You will conceptualize your own assignment, in consultation with me.
**SUBMIT outline for your proposed assignment: via Canvas by Session # 7 October 30th. NOT GRADED.**

You may design an assignment that applies to your strengths, interests and preferences, to allow you to further develop or strengthen those skills and knowledges. Alternatively, you may also design an assignment 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 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.
- 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.
- Weekly blog about an issue.
- Photovoice with 2-page analytical or reflective narrative.
- Zine with 2-page analytical or reflective narrative.
- Mini-documentary.
- Maybe it would be simpler for you to do a deeper dive in existing assignments. You could lengthen by 2 pages the Action Paper and add a 2-page narrative to the Community Profile, or any combination.
- Brief theoretical paper (4 pages max) on a given issue or question related to community practice/ macro SW.
- Short research paper/proposal (4 pages max) 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](https://sites.google.com/umich.edu/simmersion/home?authuser=0)

Intro to MI: [https://www.youtube.com/watch?v=s3MCJZ7OGRk](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 SUNDAY night.

For 7 class sessions (out of 9), 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 1 Sept 11th is a practice week: Submit 2 questions for grading, but grades will not be recorded.
- Submit no questions for:
  Session 6: Fieldwork 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.