

**Planning for Organizational and Community Change
SW651/URP 587 (Section 001) - Fall 2019**

Classroom: SSWB B760 Thursdays 2:00 – 5:00pm; 3 credit hours

Prerequisites: SW 560 or permission of instructor

Faculty: Leo Kattari, MSW

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Office Hours: by appointment

Cour Materials: There is no assigned textbook for this course. All assigned readings, assignment information, presentation slides, and other course materials can be found on the course Canvas site at <https://canvas.umich.edu>.

Course Description: This course examines planning as a systematic process for community change that promotes social justice and empowerment. The course critically analyzes the sociopolitical and organizational contexts in which planning occurs, as well as major models and methods of planning practice. It presents practical tools for engaging community members, assessing community strengths and needs, setting goals and developing action plans, fostering support and partnerships for implementation, and evaluating and monitoring results. Emphasis is placed on participatory planning processes with marginalized and oppressed groups (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation).

Course Content: This course assumes a conceptual and pragmatic approach to planning for change to foster community well-being, including change involving human service organizations and their programs. The central focus of the course is planning with regard to problems affecting disadvantaged and disenfranchised groups in society. Emphasis is placed on prevention and the design of community interventions leading to the improvement of social policies and services, which contribute to the equitable distribution of goods, services, and resources. Students study a range of analytic and interactional tasks performed by community planners at all stages of the planning process. These tools include force-field analysis, SWOT analysis, Delphi method, PERT charting, as well as others. Various approaches to planning are considered; for example, rational-comprehensive models and social and political action. Emphasis will be placed on planning within the context of Social Work's commitment to serving the oppressed and marginalized, with a focus on diversity and plurality of interests in society. The ethical and moral implications of various planning related action strategies and probable outcomes will be examined using the NASW Code of Ethics as well as other relevant documents. Awareness of one's own personal values and ideology and their influence on community organizing will also be explored.

Course Objectives :

Upon completion of the course, students will be able to:

1. Distinguish among major approaches to planning for community change and empowerment among diverse constituencies. (Practice Behaviors 3.CO, 3.MHS, 4.CO, 4.MHS).
2. Demonstrate knowledge of analytical and interactional skills to assess community conditions, formulate and implement action plans, and build constituency support for implementation. (Practice Behaviors 6.CO, 6.MHS, 9.CO, 9.MHS, 10.a.CO, 10.a.MHS, 10.b.CO, 10.b.MHS).
3. Conduct an assessment and formulate a plan at the organizational or community level, drawing on empirical studies to inform planned interventions. (Practice Behaviors 3.CO, 3.MHS, 6.CO, 6.MHS, 10.b.CO, 10.b.MHS, 10.c.CO, 10.c.MHS).
4. Identify issues of ethics and values arising in the field, especially those related to empowerment and how to foster responsive change. Develop an evaluation plan for creating, expanding, or improving a service program that is shared with or dependent on a number of institutions at the community level. (Practice Behaviors 1.CO, 1.MHS, 2.CO, 2.MHS, 5.CO, 5.MHS)
5. Develop an evaluation plan for creating, expanding, or improving a service program that is shared with or dependent on a number of institutions at the community level. (Practice Behaviors 9.CO, 9.MHS, 10.d.CO, 10.d.MHS)

Course Design: To achieve the course objectives, learning activities include readings, group discussion, experiential activities, and written assignments. Community resource persons may be invited to participate in ways that complement curricular content. Students are expected to be reflective, critical thinkers, actively engaged in classroom activities and responsive to constructive criticism. Students will have opportunities to work on planning projects aimed at impacting target communities, applying knowledge learned in the classroom.

Theme Relation to Multiculturalism & Diversity: Students will learn that inter-ethnic communication and other forms of intergroup relationships are central to the success of planning efforts, which often must accommodate to the interests of an increasingly diverse public. In addition, planning is often dependent on the ability to secure the commitments of populations that may differ on demographic, geographic, and psychographic characteristics, and on the ability to balance these against larger institutional and organizational interests.

Theme Relation to Social Justice Equity is a major theme in contemporary social planning, and this course will focus on how planner's can assure that the interests of the most vulnerable and disadvantaged groups are represented and promoted through the planning process.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Students will learn that planning methods can be used to correct social problems, the conditions that lead to them, and their consequences.

Theme Relation to Behavioral and Social Science Research: This course will emphasize research since planning is anchored in research and scientific knowledge, and many of the

assessment and evaluative tools are derived from research methodology. Likewise, the selection of intervention strategies is often informed by empirical analysis or the systematic application of social theory. Students will be expected to examine the empirical literature to inform their interventions.

Relationship to SW Ethics and Values: The ethical and moral implications of various planning related action strategies and probable outcomes will be examined. Relevant insights will be drawn from the NASW Code of Ethics and contrasted with those of other occupational groups. (e.g., Association of Black Social Workers, American Institute of Certified Planners, American Institute of Planners, American Society for Public Administration, and others). Since planning is an attempt to influence who gets what, where, when, and how, this course will focus on the ethical implications of planning decisions. In particular, concerns related to gender equality and sexual integrity, discrimination and reverse discrimination, censorship, and economic justice will be covered.

Accommodations for Students with Disabilities: If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <http://www.umich.edu/~sswd/> Note: I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know!

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn PriceReed (ndp@umich.edu), 734-936 0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

Dependent Care Resources: For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by

the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Religious Observances: Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct: All students should be familiar with the Student Code for Academic and Professional Conduct (<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1>) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs, Jorge Delva.

Campus Commitment and "Expect Respect" campaign: A respectful, supportive, and welcoming environment is necessary for student learning. The University of Michigan has developed the Campus Commitment within the Expect Respect initiative as a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information on this program please read <http://hr.umich.edu/oie/cc/index.html>. Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

Laptop Policy: Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Inclusivity Policy Social and Economic Justice: These are key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine

issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

Course Schedule and Reading Assignments Class topics and reading assignments may be changed, with limited notification. Please check Canvas for any updates.

| Session | Topics Covered | Items Due | Readings (to be read prior to class) |
|---------------|---|-----------|---|
| 1: 9/6/18 | <ul style="list-style-type: none"> ● Introductions ● Overview of Class ● Review Syllabus ● Introduction to Course ● Review Strategies and theories for community change and organizing | | Syllabus Checkoway, B. (1995). Six strategies of community change. <i>Community Development Journal</i> , 30(1), 2-20. |
| 2: 9/13/18 | <ul style="list-style-type: none"> ● Theory of Change ● Influences of Change ● Learning team assignments | | Anderson, A. (2010). The community builder's approach to theory of change: A practical guide to theory development. Retrieved from the Aspen Institute website http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/rcccommbuildersapproach.pdf |

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| <p>3: 9/20/18</p> | <p>NO CLASS TIME: Meet with your learning team to plan for project Assignment Due: Self-Reflexive Journal #1</p> | | |
| <p>4: 9/27/18</p> | <ul style="list-style-type: none"> ● Community Change ● Continued ● Change Management Models ● Organizational Change Theories ● Components of Organizational Change | <p>GROUP 1: TEACHBACKS</p> | <p>David Bargal. 31 Oct 2011 ,Kurt Lewin’s vision of organizational and social change from: The Routledge Companion to Organizational Change Routledge. Retrieved from https://www.routledgehandbooks.com/doi/10.4324/9780203810279.ch2</p> <p>Hustedde, R., & Score, M. (1995). Force-Field Analysis: Incorporating Critical Thinking in Goal Setting. CD practice.</p> |
| <p>5: 10/4/18</p> | <ul style="list-style-type: none"> ● Cultural Humility ● Facilitating Change ● Negotiation/Conflict Management ● Decision-Making | <p>GROUP 2: TEACH BACKS</p> | <p>Hsu, C. C., & Sandford, B. A. (2007). The Delphi technique: making sense of consensus. Practical assessment, research & evaluation, 12(10), 1- 8.</p> <p>Kourdi, J. (2011). Bss : effective decision making:10 steps to better decision making and problem solving. Retrieved from https://ebookcentral-proquest-com.proxy.lib.umich.edu (Chapters 2-3)</p> <p>Community Tool Box. (2015). Conducting effective meetings, Developing facilitation skills,</p> |

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| | | | and Techniques for leading group discussions. Retrieved from http://ctb.ku.edu/ |
| 6: 10/11/18 | <ul style="list-style-type: none"> ● Power Analysis and ● Power Mapping ● Components of Strategic Planning ● Planning Tools and Processes | GROUP 3: TEACHBACKS | <p>Community Tool Box (2015). Ch 8: Develop a Strategic Plan. Retrieved from http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning</p> <p>Gaventa, J. (2006). Finding the spaces for change: a power analysis. IDS bulletin, 37(6), 23-33. Supplemental:</p> <p>Start, D., & Hovland, I. (2004). Tools for policy impact: a handbook for researchers. London: Overseas Development Institute.</p> <p>Charney, C. (2005). Leader's tool kit : hundreds of tips and techniques for developing the skills you need. Retrieved from https://ebookcentral-proquest-com.proxy.lib.umich.edu (Ch. 45)</p> |
| 7: 10/18/18 | <ul style="list-style-type: none"> ● Identifying Key Partners and Stakeholders ● Authentic Community Engagement ● Relationship Building Frameworks for | | Community Tool Box. (2015). Participatory Approaches to Planning Community Interventions. Retrieved http://ctb.ku.edu/en/ta |

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| | Engagement | | <p>ble-ofcontents/analyze/whe re-tostart/participatoryappro aches/main</p> <p>Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. <i>Journal of Community Practice</i>, 10(4), 7-31.</p> <p>Griffin, T. L., Cramer, D., & Powers, M. (2014). Detroit Works long-term planning project: Engagement strategies for blending community and technical expertise. <i>Buildings</i>, 4(4), 711-736.</p> |
| 8: 10/25/18 | <ul style="list-style-type: none"> ● Types of Collaboration ● Coalition Building ● Collective Impact ● Mobilization | Assignment Due: Self Reflexive Journal 2 | <p>Cohen, J., & Price, H. (2015). Driving youth outcomes through collective impact. <i>Kennedy School Review</i>, 15, 28-34.</p> <p>Le, V. (2015, November). Why communities of color are getting frustrated with collective impact [Blog post]. Retrieved from http://nonprofitaf.com/2015/11/whycommunities-of-colorare-getting-frustrated-with-collectiveimpact/</p> <p>Herbert, J., & Gallion, J. (2016). <i>The Making Connections experience with resident engagement and leadership</i>. Baltimore, MD: Annie E. Casey Foundation. http://www.aecf.org/m/resourcedoc/csspFosteringResidentVoi</p> |

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| | | | ceInfluence-2016.pdf |
| 9: 11/1/18 | <ul style="list-style-type: none"> • Effective Communication • Story-telling • Social Media's Role in Community Change | | Godsil, R. D., & Goodale, B. (2013). Telling our own story: The role of narrative in racial healing. WK Kellogg Foundation. |
| 10: 11/8/18 | NO CLASSROOM TIME - Meet with your groups independently to work on team project/presentation/paper. | | |
| 11: 11/15/18 | TEAM PRESENTATIONS | Assignment Due: Team Paper | No readings, please work on your team presentation and paper. |
| 12: 11/22/18 | NO CLASS - FALL RECESS | | |
| 13: 11/29/18 | <ul style="list-style-type: none"> • Capacity Building • Overcoming Resistance • Sustaining Change | Assignment Due: Self-Reflexive Journal 3 | <p>Le, V. (2016, March). Capacity Building 9.0: Fund people to do stuff, get out of their way [Blog post]. Retrieved from http://nonprofitwithbals.com/2015/03/capacity-building-9-0-fundpeople-to-do-stuffget-out-of-their-way/ Anderson, A. (2011). Engaging resistance : how ordinary people successfully champion change. Retrieved from https://ebookcentralproquest.com.proxy.lib.umich.edu (ch 6.)</p> |
| 14: 12/6/18 | <ul style="list-style-type: none"> • Feedback Loops • Evaluating Community and Organizational Change • Course Review | Assignment Due: Interview with Organizer and Reflection Paper | <p>Community Tool Box. (2015). Developing an evaluation plan, Participatory evaluation, and Evaluating the initiative. Retrieved from http://ctb.ku.edu/</p> <p>Kelly, T. (2010). Five simple rules for evaluating complex</p> |

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| | | | <p>community initiatives. Community Investments, 22(1), 19-22. Retrieved from http://www.frbsf.org/communitydevelopment/files/T_Kelly.pdf</p> <p>Milway, K. S., & Saxton, A. (2011). The challenge of organizational learning. Stanford Social Innovation Review, Summer, 44- 49.</p> |
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Submission of Assignments

All assignments must be submitted online via Canvas before or by 11:59pm on the day it is due as indicated on the syllabus. If you are unable to submit online for any reason, email the professor your assignment directly. If you do not contact the professor to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Any late assignment will lose 3 points for each day it is late unless arrangements are made with the professor for an extension prior to the due date. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, it is YOUR responsibility to notify the professor. At the professor's discretion, your request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. The professor reserves the right to deduct points for late assignments.

Assignments:

- Participation: 20% (200 Points)
- Teach Back/Facilitation: 15% (150 Points)
- Self-Reflexive Journals (3): 15% (150 points, 50 each)
- Learning Team Project Paper: 20% (200 Points)
- Learning Team Project Presentation: 15% (150 Points)
- Interview with Organizer and Reflection Paper: 15% (150 Points)

Participation (200 Points): DUE: Ongoing

Participation is broadly defined and includes attendance in class - including showing up on time.. Participation also includes asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant

course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. Participation points will be awarded based on instructor, peer, and self-assessment concerning the extent to which the student a) was prepared for class having completing the readings and discussion questions; b) made active and thoughtful contributions to class discussions and learning activities; and c) contributed to a positive and constructive team learning environment and experience. Peer assessments will be conducted through assigned learning teams and due on November 29, 2018.

| Criteria | Points (200 Max) |
|---|------------------|
| Frequency: The quality and frequency of class contribution to discussions that is thoughtful and engaging. Quality is weighed over quantity. This includes participation in large class discussion, in small groups, pair shares, and with guest speakers. | 50 |
| Attendance: No more than one class is missed. Each missed class will deduct 5 points | 50 |
| Listening Skills: Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner. | 50 |
| Teamwork: Student completes the Self and Peer Assessment that indicates how well the team worked together, and if each member contributed in a valuable way to the project. Presentation reflected a high level of mutual respect and collaboration. <ul style="list-style-type: none"> ● Self Assessment (15 points) ● Team Member Input (20 points) ● Instructor Assessment (15 points) Points will not be awarded if you do not submit the assessment document. | 50 |

Change Strategy Teach Back (150 Points): Each student will choose a subject during the first few days of class on which they will present to the rest of the class. Everyone will sign up for a topic and a time during which they will present. On their assigned time, students will educate other students and the instructor about their subject through any combination of lecture, discussion, media use and/or activities, and may choose to assign a short reading at least two days in advance. The teach back must include the following three components in no more than 15 minutes:

1. An overview/definition of the topic and identify a historical or modern example of the topic.
2. Identify the leaders, the planning and/or decision making process for selecting this approach, and the expected outcomes.

- Discuss limitations or weaknesses to this approach. Any resources or sources used for the teach back MUST be cited.

| Criteria | Points (150 Max) |
|---|------------------|
| Thoroughness: Teachback met all requirements and objectives, and demonstrated mastery of the course material assigned. The student facilitated lively discussion that showed preparation, critical thinking, and depth of the topic(s). | 100 |
| Clarity and presentation: Student presented a clear presentation that was well-organized and easy to follow. Responded to questions from classmates and instructor well. | 50 |

Self-Reflexive Journals (150 Points/50 Points Each): You will write 2 page long journal entries THREE TIMES throughout the semester in response to the prompts below in addition to any reflections you may have on the readings, activities, videos, course content, & guest speakers reflecting on personal values, ethics, perspectives, biases and reactions to engaging with different identity groups, individuals, and potential clients, as well as different frameworks, interventions, and theories for community change. Each entry should be self-reflective and written in first person; you will not lose points for acknowledging concerns, biases, privileges, apprehensions, etc. Rather, you are asked to be honest and forthright about your response to the class and its content. If readings are mentioned, they should be cited – additional citations are not required. Only I will be reading these journal entries (they will not be shared with the class).

- Journal 1: Due September 20th: Prompts:** Think about a complex social, political, or environmental issue you are passionate about or that resonates with you. What do you know about its history, movement leaders, or communities involved? What has been done to address this issue? How successful has it been, why or why not?
- Journal 2: Due October 25th: Prompts:** Think about the personal and professional identities you hold. Our identities inform how we lead and how our leadership or practice is perceived by communities and individuals we work with. Consider each aspect of your identity (race, class, gender, gender expression, sexuality, religion, ability, language, citizenship, education, size, and introversion/extroversion) and examine how your identities may influence your process or positioning in community change. How might your identities impact the communities you work with? How do you go about building relationships with communities who may have different identities than you?
- Journal 3: Due November 29th: Prompts:** Think about the different types of community and organizational change theories, models, and strategies we have explored throughout this course so far. What resonates with you the most? Have you seen any in action either through your field placement or through other groups or organizations in which you work for or participate in? What are some limitations you see

within these methods? How does this method incorporate cultural humility and address diversity, equity and inclusion?

| Criteria | Points (150 Max) |
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| Thoroughness: The journal entry is thoughtful and authentic to the author. The responses to the prompt are clear and well-described. It incorporates aspects of class discussions, course assignments, and/or readings. The journal entry reflects on personal responses, ideas and thoughts and does not simply repeat what has been shared in class. | 40 |
| Writing and presentation: The journal entry is clearly organized with smooth transitions and a clear and consistent focus on the topic. Sentences are well constructed and easy to read. No errors in APA style for in text citations and references are found. Entry has no spelling or punctuation errors. | 10 |

Learning Team Change Effort Project: Paper & Presentation

The class will be divided into teams based upon interest area for developing a community change effort including a strategic plan and evaluation plan. Each team will describe and analyze a current or recent community-level, complex problem, such as human trafficking, chronic homelessness, disconnected youth, food insecurity, racial health disparities, or neighborhood revitalization. The community can be anywhere in the world, yet it is important that someone in the group either has or can get access to key informants engaged in the change effort. The team will describe the community or organization problem through a literature review, conduct key informant interview(s) to analyze the current state of the problem and to identify any current change efforts. Using the information collected each team will identify a community change strategy to implement, and develop a strategic plan for facilitating and evaluating the change process.

As you team, you will discuss and decide upon:

1. Choose a community-level problem to analyze. The focus of the effort should be addressing a community-level problem, such as chronic homelessness, school to prison pipeline or food insecurity.
2. Choose a local organization that works to address the community-level problem.

Team Paper Instructions (200 points) DUE: November 15, 2018

1. Write a two-page literature review that describes and analyzes the problem that includes the following:
 - a. Describe data that indicate the presence of the problem in the community (e.g., high school drop-out rates, number and characteristics of long-term homeless

- persons), including whether and how the problem disproportionately affects various groups (e.g., by race, income, gender and other social identities);
- b. Explain what makes the issue problematic, i.e., negative consequences for the group of people affected;
 - c. Using various analytical tools we have read about and discussed, identify and describe contributing factors; and
 - d. Explain the degree to which structural forms of oppression (e.g., racism, economic inequality) are part of the complex adaptive systems that support the existence of the problem.
2. Describe and analyze any change efforts currently being implemented by the organization you have selected. Based upon stakeholder interview(s), see this guide (Links to an external site.) for conducting key informant interviews, which you can conduct in person, by phone, or via Skype, Google video chat or similar technology.
- a. identify and describe the community group(s) and/or organization(s) that are leading the change effort;
 - b. using course readings and content, characterize the type of strategy that is or seems to be developing to address the community problem and explain how well aligned this type of strategy is with the community problem;
 - c. describe current challenges to implementing the change effort.
3. As a team, identify and explain an updated or difference change effort strategy that could more effectively address the community-level problem. Based on your analysis of the problem, course content and key informant interview(s),
- a. identify and develop a problem definition;
 - b. conduct a power analysis;
 - c. identify a community change strategy;
 - d. create an strategic plan and implementation timeline;
 - e. Describe how community engagement, diversity, equity and inclusion are incorporated into the plan; and
 - f. develop an evaluation plan for clearly measuring success and/or outcomes using SMART Goals.

Support your ideas for the change effort with at least 5 scholarly sources (peer-reviewed journal articles) relevant to the problem, e.g., evidence from education journals concerning the effectiveness of various strategies for addressing the achievement gap, from community mental health journals re :building effective systems of care for chronically homeless individuals with serious mental illness.

There is no page limit and your team is highly encouraged to use an innovative method of content delivery. Teams should ensure they have responded to all of the instructions above, using whatever formatting they like (e.g., bullet points, callouts, tables, figures) to present an attractive, professional document, yet APA style should be strictly followed for in-text citations and bibliographic references. One paper will be submitted for the entire group.

| Criteria | Points (200 Max) |
|---|------------------|
| Community problem description and analysis: Community problem is clearly and well described, including data that indicate the presence of the problem and how it affects different groups in the community. Factors that represent leverage points for change are clearly identified and described. The degree to which structural forms of oppression help explain the presence of the problem is well described. | 55 |
| Current change effort or strategies description and analysis: The organization(s) leading the change effort and key strategies and tactics are identified and described. Stakeholders and their level(s) of participation are well described. Factors promoting or inhibiting participation are critically analyzed. An assessment of the effectiveness of the change effort is well substantiated. | 40 |
| Change Effort Strategic Plan: Selected change strategy is clearly identified, well described, and substantiated (i.e., very likely to improve effectiveness of the change effort). The power analysis is thorough, well-described, substantiated (i.e., represent actual stakeholders, decision-makers, community leaders, etc). A leader of the change effort could easily translate the strategic plan and implementation timeline into practice. Community engagement, diversity, equity, and inclusion activities are clearly identified, described, and justified. The evaluation plan is based on goals that are specific, measurable, achievable, realistic and timely and are well described and substantiated. | 75 |
| Writing and presentation: The paper is clearly organized with smooth transitions and a clear and consistent focus on the topic. Sentences are well constructed and easy to read. The paper is very attractive in its presentation, including well designed tables, charts, and/or graphs. No errors in APA style for in text citations and references are found. Paper has no spelling or punctuation errors. | 30 |

Team Presentation Instructions (150 points) DUE: November 15, 2018:

Each team will create a presentation based upon the analysis and research conducted for the paper that will be presented to the class that covers four areas:

1. the problem definition,
2. a description of the power analysis,
3. an overview of the selected change strategy, strategic plan and implementation timeline;
4. and overview of the evaluation plan.

Presentations may not be longer than 20 minutes. There should be a visual component (poster, Powerpoint, Prezi, video, activity, etc.), and all images should include a description or captioning

for accessibility. The last screen of the presentation will include a reference list of the articles used in the paper.

Upon completion of the presentations, your peers in class should have a better understanding of your team's community-level problem, the change strategy being used to address it and how your team will measure success.

As the teams are assigned, the teams should decide on a project timeline and which activities are done collectively and which activities will be divided up and integrated later on. This also goes for who will do which part of each presentation. This is completely open to interpretation and the interest areas of the group. After the presentation, each member of each group will rate themselves and other group members based on how much effort each person contributed to the entire project (planning, writing, presenting, etc), so that if one group member winds up completing the majority of the project, they will be recognized for shouldering more of the responsibility. Students may consider reviewing the website Presentation Zen (<http://www.presentationzen.com>) for ideas and guidelines for designing presentations.

| Criteria | Points (150 Max) |
|---|-------------------------|
| Introduction: Introduce yourselves and your problem definition in a compelling and organized way. | 10 |
| Introduction to literature supporting evidence of problem definition: Make the problem real and relevant to your audience. Frame the issue with statistics or evidence of why it needs to be addressed. Give historical or current context as needed (operate as if the audience is not at all familiar with the topic). Set up a premise for why this problem needs a community change effort. | 40 |
| Describing the power analysis: Introduce the audience to all the major influences on this community problem. Describe which stakeholders, decision-makers, organizations, government, agencies, etc have the power to negatively or positively impact the strategic plan. | 20 |
| Distinguishes who will be targets for engagement in the strategic plan. 20 Overview of the change strategy, strategic plan and implementation timeline: Introduce the audience to the team's selected change strategy and rationale for selection. Provide an overview of the strategic plan, including key implementation timeline targets. This section should also include considerations for community engagement, diversity, equity and inclusion. | 35 |
| Overview of the evaluation plan: Introduce the audience to the evaluation plan and how outcomes were selected. These outcomes or measurements utilize SMART goals. | 20 |

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| Wrap-up: Conclude the presentation with a brief, succinct summary of main points and key takeaways. Inspire the audience to want to take action for your community change effort. | 10 |
| Presentation: The storytelling is clear and coherent. Each argument is convincing and uses evidence from the readings or outside sources to support positions. Presentation is engaging and communicates complex topics in a way that the general public can understand. There is good quality of films/sound/photos/illustrations, and it is clear that thought and effort have been put into this final product. | 30 |

Interview with a Current or Former Organizer and Reflection Paper (150 Points): DUE: December 6, 2018

1. Each student will complete a 20-minute interview with a current or former organizer as assigned by the instructor. If a student would like to make a recommendation of an organizer they would prefer to interview, they must consult with and get approval from the instructor first. Every organizer given for this assignment has consented to being interviewed and are expecting you to contact them via email. As part of this assignment, you are expected to initiate contact with this person. You should try only once. No harassment. After 72 hours, if you do not receive a response you must tell the professor immediately so you can be assigned a different organizer. Remember you are representing yourself and the University, be respectful and courteous of their time and willingness to participate in an interview with you for this assignment. **Please be culturally responsive** to the interviewee and ensure you are using the correct name and pronouns throughout the interview and in your reflection paper. During the interview each student must ask the followings questions, please feel free to ask additional or supplemental questions.:
 - A. Tell me a little bit about yourself and what type of community organizing you have done?
 - B. How did you get involved in community organizing?
 - C. What are some challenges you have encountered as an organizer?
 - D. What are the most important aspects to organizing that need to be considered before entering into a community or planning a project with a community or organization?
 - E. Have you ever approached a community or organization in which you don't share the same identities?
 - F. How do you build those relationships and navigate your (lack of) power and privilege in those spaces?
 - G. Have you had to work with individuals, decision-makers, communities or organizations where you don't share the same values but still needed their input or buy-in? How do you navigate those difficult spaces and conversations?

- H. What does collaboration mean to you? What makes collaborations successful? What makes them ineffective?
- I. What do you consider successful community organizing? How do you measure success?
- J. Anything else you want me to know about community organizing and planning for success and effectiveness?

2. Each student will complete a reflection paper of three-four pages about the organizer interview. Your reflection paper should include or address:

- A. A brief profile about the organizer and what type of organizing they have done.
- B. What aspects of the interview resonated with you the most?
- C. How did the organizer incorporate diversity, equity and inclusion into their organizing work?
- D. What social work values from the Code of Ethics did you see reflected in this organizing?
- E. How will you incorporate what you learned from this organizer into your community change practice?

Graduate-level work is expected. Profiles should be presented in APA style with a References page citing the Social Work Code of Ethics, the interview and any other sources that were consulted for the assignment. Profiles should be typewritten and double-spaced in a standard font.

| Criteria | Points (150 Max) |
|--|-------------------------|
| Thoroughness: The reflection paper is thoughtful and authentic. It accurately represents the interview conducted and the experiences of organizer. Each response of the 5 components of the reflection paper are clear and well-described. | 100 |
| Writing and presentation: The paper is clearly organized with smooth transitions and a clear and consistent focus on the topic. Sentences are well constructed and easy to read. No errors in APA style for in text citations and references are found. Paper has no spelling or punctuation errors. | 50 |

Course Grades

The University of Michigan, School of Social Work, Master's Program grades on a 9.0 grading scale, which translates to the following:

| | | | |
|--------|--------|--------|-------|
| A+ 9.0 | B+ 6.0 | C+ 3.0 | D 0.0 |
| A 8.0 | B 5.0 | C 2.0 | E 0.0 |
| A- 7.0 | B- 4.0 | C- 1.0 | |

Letter grades from A through E are given for class performance. A grades are given for exceptional individual performance and mastery of the material. The use of A+, A, and A- distinguishes the degree of superiority. B grades are given to students who demonstrate mastery of the material. B+ is used for students who perform just above the mastery level but not in an exceptional manner. B- is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C- is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

Grading Scale (by percentage)

97-100 = A+

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

Grade Contestation: *We strongly discourage grade grubbing of any kind regarding your papers. Grade grubbing is defined as begging, pleading, arguing, bribing, crying, or in any way asking for a higher grade. Instead, we encourage you to discuss why you lost points and what you can do to improve for the future.*

If, however, you feel strongly that you have a valid dispute about a grade on an assignment, you should submit a statement in writing explaining the mistake you think has been made and what alternate grade you suggest. Make an appointment with your professor to discuss the grade in person. Note that re-reading an assignment submission can result in either a lower or a higher grade and that this grade will be final.