

# Course Syllabus

[Jump to Today](#)

 [Edit](#)

**Title: Concepts and Techniques of Community Participation Course Number: SW 654/URP 586**

Term: Fall 2018

Credit Hours: 3

Instructor: Larry M. Gant, PhD, LMSW

Contact Details: [Lmgant@umich.edu](mailto:Lmgant@umich.edu) (<mailto:bonnie@cancersupportannarbor.org>) 734-763-5990 (o)

Time/Place: Friday, 9:00 am – 12:00 pm, Room B760

Office Hours: By appointment

“What is a transformational conversation?”

- Dean Lynn Videka, 9/5/18, *Governing Faculty Meeting*
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Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW654.” For brief questions, I will often be available during class breaks and following class.

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. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

This course utilizes M-Canvas as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.

## Course Description

The course examines community participation as a process of assessment and involving people in policy formation, organizational development, and program planning. Advanced theoretical frameworks and skills for organizational and community-based social work practice are the foundation of this course. The empowering benefits of participation for personal development, organizational capacity-building and creating community change are highlighted. Special emphasis is placed on models for organizing in diverse communities and with underrepresented groups.

## Course Content

This course will present the basic knowledge and skills required for community participation. The course will include exercises that aid developing the skills to assess, engage and manage a community participation project from start to finish.

Students will learn to understand the multi-dimensional process of community participation and how to use oneself to create positive change. The pros and cons of using various types of engagement and assessment techniques will be compared including asset-based and needs based approaches.

The course is organized across the semester to reflect the typical exposure and experience of social work interns. Students will be introduced to the people involved with various aspects of community participation ranging from engagement to fundraising.

Ethical issues arising in community participation will be assessed in conjunction with course objectives. In particular, emphasis will be placed on the social worker's responsibility to clients and to promote the general welfare of society, e.g. primacy of clients' interests; rights and prerogatives of clients; prevention and elimination of discrimination; equal access to resources, services, and opportunities; respect for the diversity of cultures; and informed participation by the public.

## Course Objectives

1. Understand the changing context of community participation in a diverse
2. Analyze major models and methods of community participation practice, g., mono- cultural, pluralist, multicultural.
3. Apply advanced skills to promote participation g., assessing community conditions, making participatory plans, representing diverse interests, understanding politics of participation, increasing intergroup dialogue, building collaborative alliances, and finding common ground.
4. Describe organized efforts at participation, and the forces that facilitate and limit these
5. Use group skills needed for increasing intercultural interaction and cross-cultural collaboration at the community
6. Identify problems and issues of underrepresented groups in economically disinvested, racially segregated, and/or culturally diverse
7. Address issues of ethics and values arising in the

## Course Design

This course will be conducted mainly in the classroom using lectures, discussions, self- assessment activities, case studies, small group exercises, and guest presenters to convey relevant content. Students will also participate in field visits to community-based organizations. Course assignments will include readings, papers, group work, case studies, and action projects that involve these methods.

# Relationship to the School's Curricular Themes

Theme Relation to Social Justice and Social Change: Program examples from social justice and social change organizations and the challenges they often face around organizing are identified and discussed. Strategies that seek to redress past discrimination and oppression through community development are discussed.

Organizational policies to promote social justice and social change are discussed.

Theme Relation to Behavioral and Social Science Current theories and conceptual models of the incorporation of agencies and the resource environment facing human service organizations and their programs are presented. Results of empirical research on effective of human service and related organizations are included.

Theme Relation to Multiculturalism and Diversity Program examples used in class come from organizations serving diverse populations. Challenges with engaging with such organizations are addressed. Students will develop the capacity to identify ways in which dimensions of diversity (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) influence evaluation processes and outcomes. While the course presumes activities in organizations in the United

States, selected issues affecting of international or collaborative programs are discussed.

Theme Relation to  
Promotion,  
Prevention,  
Treatment and  
Rehabilitation

Students will develop the capacity to create and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.

# Learning Philosophy and Environment

Accepting and respecting diversity within the classroom is fundamental in order to set the stage for learning and optimal growth. Attention will be given to how people learn, their interests, and communication styles to facilitate learning. A core concept is valuing each individual experience and encouraging sharing of these perspectives to deepen individual and group learning.

Students are expected to share their insights with the class throughout the semester while recognizing the impact of race, religion, gender and other influences in each discussion. As such, students should try to maintain a reflexive stance, carefully considering their thoughts and those of others. Everyone benefits if one thinks of the class as a collaborative effort, and the classroom as a space in which our learning can be enhanced by the contributions of others.

Lastly, this course will be guided by the principles empowerment. This means all participants in an educational endeavor are active, self-directed learners. Each student will receive educational benefit equivalent to his or her effort.

## Course Materials

Readings will be a combination of articles and chapters from selected text. A listing of the weekly readings will be listed on Canvas – the University online course management system. Information and instruction on how to use this site is already provided by the university, therefore no class time will be devoted to instruction on how to use this system.

Readings may be changed by the instructor up to two weeks before they are due. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, and quizzes.

## Class Schedule

In effort to meet the unique needs of each group of students, topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

# Assignments

Assignments for this class involve a strong emphasis on group work and working in teams. Community based participatory work and team/group work are essential to successfully completing assignments. The assignments require you to be open to new ways of learning, strive for cultural humility (not merely cultural competence) and real, concrete action instead of hypothetical strategies. The team assignments in this course build on each other and are tightly interwoven. It would be helpful to you if you approach them as a semester long group project. The majority of assignments will be done in small groups, so team work is crucial to your successfully completing the course. Coordinating schedules can be difficult, albeit an essential component of group work. These assignments will require flexibility and this will be reflected in your peer evaluation. **Self and peer evaluations are due at the time the assignment is due.** Written assignments should follow APA guidelines. Written assignments should be submitted by both email and hard copy. A listing of assignments is as follows:

Assignment #3: Community Engagement Presentation Due: December 14, 2018, in class

This presentation should provide an overview and description of the community event you attended. Each presentation should address the following points with enough detail so that the class understands how your project relates to the course objectives. **The presentation should include concise review of the second assignment in addition to your specific recommendations for next steps and goals.** You may choose to interview someone from the organization/community movement but this is not required.

Each group should select their target audience and identify this as part of the presentation (e.g. board of directors, organization leaders, or funders). Each group will be allotted 20 minutes for their presentation.

1. Community Background and Target Population – Describe the event that you Provide an overview of the target population focusing on history, current levels of participation, demographics, etc. Who are the major players? Describe how you assessed the current level of community participation, what data you relied on, what are the sources for accessing data?

2. Literature Review - What does the scholarly and mainstream literature say about this topic? How was it integrated into the event you assessed? Was it integrated at all? If not, how would you suggest it be integrated?
3. Asset-based Assessment – Discuss the strengths and successes of the event and organization/community. How has this initiative benefited communities? If focusing on an issue, identify one or two exemplar approaches that have been used to address the How do they relate?
4. Barriers or Challenges - What are the major challenges related to this topic, organization, or effort? What are the causes of these challenges? What is being done to address them moving forward?
5. Community Participation Goal – What are the organizations/community’s goals? Describe your goals for this project and your rationale. Do they differ? Make sure to indicate how you will ensure that cultural humility and ethical principles of community practice will be
6. Community Participation Strategy – Using what you know of the existing strategy for organizing, what might you add? What models would apply and why?

*Please note: While nothing need be turned in for your presentation itself, each group member must turn in a self and peer evaluation. A detailed description for this self and peer evaluation can be found below.*

## Self and Peer Evaluation Rubric

*For assignment 2 and 3, you are required to turn in both a self and a peer evaluation, due the same day as each of the two assignments.*

This rubric will be used for all three self and peer evaluations you are required to complete. Evaluations must be turned in by each group member and will not be shared. Rubric is as follows:

### Part 1. Self-Evaluation (Suggested maximum length: 1 page)

Describe your participation in the assignment. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's work. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self- evaluation, give yourself a grade (1-4) on your participation in this work, using the following guidelines:

1 = Extraordinary; far exceeded the basic requirements for group work 2 = Very good work; generally exceeded the basic requirements



3 = Met the basic requirements for group work

4 = Fell below the basic requirements for group work

### Part 2. Peer Evaluation

Write the name of each member of your group, and beneath each person's name, provide 2-3 sentences describing their participation in and contributions to the assignment. Provide each person a grade using the above criteria.

## In-Class Assignments and Class Participation

Assignments will be given throughout the class. Class time will be given for their completion, although it may be necessary for some time to be spent on these assignments outside of class. It is expected that students participate actively and equally in class discussion (both large and small group), class assignments and group activities. This participation and in-class assignment section represents 15% of the total grade.

The In-Class assignments and participation are more than mere attendance. It includes things like arriving on time, being actively present in the classroom, reading assigned material, preparing for class with questions, completing assignments, reflections, doing assignments, and participating in activities - both in class and online. *The class participation grade is a subjective grade* – I will use this matrix to determine the class participation grade:

## In-Class / Online Participation & Grading Rubric

(0 – 5) Poor Participation Does not attend in-person class sessions

No effort, disruptive, and disrespectful

Does not participate in online activities related to class

Uses harmful language in class and does not respect other students' identities

Does not attend 1-2 in-person class sessions

Little effort, texting or web surfing (irrelevant to course)

Demonstrates infrequent involvement in class or class discussions

Rarely participates in online activities related to class

Uses harmful language at times in class and sometimes does not respect other students' identities

(6 - 9) Marginal  
Participation

Late to every in-person class session

Moderate effort, texting or web surfing on occasion  
(irrelevant to course)

Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them

Rarely offers to contribute to discussion (both online and in the classroom), but contributes to a moderate degree when called on

May seem occasionally distracted or uninterested

(10 - 12) Moderate  
Participation

Demonstrates sporadic involvement in online activities related to class

Uses inclusive language at times and respects other students' identities to an extent

Rarely late and no in-person class absences

Engaged in classroom activities only while in the class

Has clearly read and asks pertinent questions about course material

Offers interpretations or analysis of course material (more than just facts) to class

(13 - 14) Strong Participation

Contributes well to discussion in an ongoing way (both online and in the classroom): responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion

Demonstrates consistent ongoing involvement by active visual and /or verbal engagement

Uses inclusive language in class and respects other students' identities

(15) Excellent Participation

On time and no absences

Engaged in classroom activities only while in the class

Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)

Participates actively and equally during in class discussions, online activities related to class, class assignments, and group activities

Contributes in a very significant way to ongoing discussion (both online and in the classroom): keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building, suggest alternative ways of approaching material

Demonstrates ongoing active involvement and active visual and/or verbal engagement

Always uses inclusive language in class, on the MOOC, and respects other students' identities

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows (A+ grade is not provided for this class):

95-100 = A	87-89 = B+	77-79 = C+	67-69 = D+
90-94 = A-	83-86 = B	73-76 = C	63-66 = D

80-82 = B-

70-72 = C-

60-62 = D-

## Extensions

Requests for extensions will be considered for a valid reason (e.g. funerals, illness). These are to be made at least 48 hours in advance of the assignment due date. A rationale for the request is to be provided by email so there is a communication trail.













## Attendance Policy






Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays). There is no need to email the instructor with your reason for missing the class(es), but an explanation can be provided if students wish – it is always appreciated by your instructor!

*Students who miss three classes will receive a 10 point reduction. Four or more missed classes will result in a larger point deduction.*

**Students who will miss more than two classes due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for in-class assignments to be made up.**

## Course Summary:

Date	Details	due by 11:59pm
Fri Sep 21, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/595814">Case Study #1 (Feedback only, ungraded)</a> <a href="https://umich.instructure.com/courses/236687/assignments/595814">https://umich.instructure.com/courses/236687/assignments/595814</a> (Friendly Zone)	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595814">Case Study #1 (Feedback only, ungraded)</a> <a href="https://umich.instructure.com/courses/236687/assignments/595814">https://umich.instructure.com/courses/236687/assignments/595814</a> (MUDDAWGS)	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595814">Case Study #1 (Feedback only, ungraded)</a> <a href="https://umich.instructure.com/courses/236687/assignments/595814">https://umich.instructure.com/courses/236687/assignments/595814</a> (Group Amigxs)	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595814">Case Study #1 (Feedback only, ungraded)</a> <a href="https://umich.instructure.com/courses/236687/assignments/595814">https://umich.instructure.com/courses/236687/assignments/595814</a> (BS2)	due by 11:59pm
Fri Sep 28, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/595815">Case Study #2 (https://umich.instructure.com/courses/236687/assignments/595815)</a> (BS2)	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595815">Case Study #2 (https://umich.instructure.com/courses/236687/assignments/595815)</a> (Friendly Zone)	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595815">Case Study #2 (https://umich.instructure.com/courses/236687/assignments/595815)</a> (MUDDAWGS)	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595815">Case Study #2 (https://umich.instructure.com/courses/236687/assignments/595815)</a> (Group Amigxs)	due by 11:59pm
Fri Oct 5, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/595816">Case Study #3 (https://umich.instructure.com/courses/236687/assignments/595816)</a>	due by 11:59pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/595809">Liberatory Practice Demo #1</a> <a href="https://umich.instructure.com/courses/236687/assignments/595809">https://umich.instructure.com/courses/236687/assignments/595809</a>	due by 11:59pm
Fri Nov 2, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/595810">Liberatory Practice Demo #2</a> <a href="https://umich.instructure.com/courses/236687/assignments/595810">https://umich.instructure.com/courses/236687/assignments/595810</a>	due by 11:59pm
Fri Nov 23, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/543073">Peer and Self Reflection Assignment for 654/586 Class Project</a> <a href="https://umich.instructure.com/courses/236687/assignments/543073">https://umich.instructure.com/courses/236687/assignments/543073</a>	due by 11:59pm

Date	Details	
Tue Nov 27, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/543071">Assignment #2: Community Engagement Project</a> ( <a href="https://umich.instructure.com/courses/236687/assignments/543071">https://umich.instructure.com/courses/236687/assignments/543071</a> )	due by 8:10pm
Fri Dec 7, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/595811">Liberatory Practice Demo #3</a> ( <a href="https://umich.instructure.com/courses/236687/assignments/595811">https://umich.instructure.com/courses/236687/assignments/595811</a> )	due by 11:59pm
Fri Dec 14, 2018	 <a href="https://umich.instructure.com/courses/236687/assignments/543072">Assignment #3: Community Engagement Presentation</a> ( <a href="https://umich.instructure.com/courses/236687/assignments/543072">https://umich.instructure.com/courses/236687/assignments/543072</a> )	due by 12pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/543069">In Class Online Participation - Final Score</a> ( <a href="https://umich.instructure.com/courses/236687/assignments/543069">https://umich.instructure.com/courses/236687/assignments/543069</a> )	due by 1pm
	 <a href="https://umich.instructure.com/courses/236687/assignments/606539">Roll Call Attendance</a> ( <a href="https://umich.instructure.com/courses/236687/assignments/606539">https://umich.instructure.com/courses/236687/assignments/606539</a> )	