Course Description
This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

Course Content
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW512, which is designed to be taken concurrently.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.
Course Competencies and Practice Behaviors
This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- attend to professional roles and boundaries

COMPETENCY 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
- apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life
experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being
● collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

● continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
● promote sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

COMPETENCY 10(b)—Assessment

Social workers

● collect, organize, and interpret client data
● assess client strengths and limitations
● develop mutually agreed-on intervention goals and objectives; and
● select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention

Social workers

● initiate actions to achieve organizational goals
● implement prevention interventions that enhance client capacities;
● help clients resolve problems;
● negotiate, mediate, and advocate for clients; and
● facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation

Social workers

● critically analyze, monitor, and evaluate interventions.
Course Objectives
On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)

2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)

3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)

4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)

5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)

6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)

7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

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

Theme Relation to Multiculturalism & Diversity:
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:
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:
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 would be helpful for me to know about, please schedule a private appointment with me as soon as possible to discuss accommodations. 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 counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, 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 http://www.dpss.umich.edu/emergency-management/alert/
Course Materials

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

Assignments & Grading

There are four (4) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to your learning. These items are summarized below with their relative weight. Details follow the course outline.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Advocacy Assignment</td>
<td>2/18</td>
<td>20%</td>
</tr>
<tr>
<td>Community Profile Proposal</td>
<td>2/25</td>
<td>10%</td>
</tr>
<tr>
<td>Community Profile Presentation</td>
<td>4/8</td>
<td>30%</td>
</tr>
<tr>
<td>Career Elevator Speech</td>
<td>4/22</td>
<td>10%</td>
</tr>
<tr>
<td>Concept Paper</td>
<td>4/29</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>10%</td>
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Computers and food are allowed in class. Instructor reserves the ability to request computer-free time during course sessions.

Attendance and Participation

Class Attendance

School of Social Work policy is that students attend all of their classes. If a student has more than 1 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 the instructor may recommend the student withdraws from the course. Any assignment due on a missed class day must be submitted, on-time, via Canvas, unless other arrangements have been made with the instructor. Class will begin promptly at 6:00 pm. Coming to class more than 10 minutes late more than once, or leaving early, unless you have received prior authorization, will be considered an absence. You are responsible for getting class materials and notes if you are unable to attend. 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.

Making up an Absence

With approval, one absence may be “made up” by completing activity(ies) related to the topic that day. You must contact me within 24 hours of the missed class to arrange for this option. Students with absences that are not “made up” will receive a one level (e.g. A to A-) reduction in your final grade. Each additional absence will reduce your final grade an additional level.

Participation in Discussion & Activities
Discussions and group activities are a critical aspect of active learning at the graduate level. Therefore, active participation is required. As an adult learner, you are expected to actively contribute to small and large group discussions. Aim to contribute at least once per class. Your contributions must show evidence of reflection on the content and meaning of class materials, and participation in classroom presentations, activities and discussion. These expectations will be taken into account when considering your participation grade.

Readings
Class readings will be linked on the course Canvas site. Those noted as “required” in the syllabus are the required readings for that week, while those listed “optional” are optional for the week.

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 Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<tr>
<td>D</td>
<td>70-73</td>
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<tr>
<td>&lt;69 (no credit)</td>
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PLEASE NOTE:

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

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

- The instructor shares a grading rubric with students prior to every assignment due date. Revising and re-submitting assignments is not allowed except under extreme circumstances and arrangement must be made with the instructor.

- 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. This is an expectation for ALL work, not only when it is explicitly noted on assignments. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format. Go to: (http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf )

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

- Use 11-point sans serif font, single spacing, and 1-inch margins on all submitted assignments. Sans serif fonts include Arial, Calibri, Franklin Gothic Book, Lucida Sans, Microsoft Sans Serif, Tahoma, Trebuchet, and Verdana.
# Course Outline and Readings

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1/14: Session 1</td>
<td>Framing Macro Practice</td>
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<tr>
<td><strong>Readings:</strong></td>
<td></td>
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<tr>
<td>❑ 560 community-building activity</td>
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<tr>
<td>❑ Course overview</td>
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<tr>
<td>1/28: Session 2</td>
<td>Advocacy as a Form of Social Work</td>
</tr>
<tr>
<td>❑ Models of policy advocacy</td>
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<tr>
<td>❑ Power and Positionality</td>
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<tr>
<td><strong>Readings:</strong></td>
<td></td>
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<tr>
<td>2/4: Session 3</td>
<td>Models of Community Organization Practice</td>
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<tr>
<td>❑ Defining the community</td>
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<tr>
<td>❑ Different conceptualizations of community and their implications</td>
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</tr>
<tr>
<td>❑ Typologies of community organization</td>
<td></td>
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</tbody>
</table>
Empowerment theory and community organization practice

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


2/11: Session 4 Organizing and Mobilizing Communities

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

Readings:


Optional:

2/18: Session 5 Assessing Community Needs and Strengths

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

Readings:

Optional:

2/25: Session 6 Community Based Organizations

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

Readings:


3/4: NO CLASS Spring Break

3/11: Session 7 Program Development and Oversight

Guest Lecture: Logic Models and Program Evaluation
Ebony Reddock, PhD, MPH
Program Manager, SSW Program Evaluation Group
https://ssw.umich.edu/faculty/profiles/leo/esandusk

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

Readings:


3/18: Session 8 Community Engagement Experience for Community Profile Project (outside of class)

3/25: Session 9 Leadership and Management

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

Readings:


4/1: Session 10 Ethics and Macro Practice

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

Readings:


**4/8: Session 11** Community Presentations

- COMMUNITY PROFILE DUE

**4/15: Session 12** Nonprofit Resource Development (concept paper overview)

- Foundations & Government Contracts
- Proposal writing
- Strategies for resource development
- Strategic Planning

**Readings:**

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

**4/22: Session 13** Last Class

**Career Elevator Speech:** Present a five-minute summary of your career plan and skill portfolio from this course.

**Readings:**

**CONCEPT PAPER DUE in Canvas, Friday 4/26, 6pm**