



COURSE TITLE:	Introduction to Community Organization, Management and Policy/Evaluation Practice
COURSE NUMBER:	SW 560 (Section 001)
CREDIT HOURS:	3
PREREQUISITES:	None Foundation Macro Methods; Required for all students
DATE & TIME:	Monday, 9:00 AM-12:00 PM
LOCATION:	SSWB 1804
SEMESTER:	Fall 2019
FACULTY:	Sunggeun (Ethan) Park, PhD, MBA
CONTACT INFO:	Office: SSWB 3810 sunggeun@umich.edu
OFFICE HOURS	By appointment

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.

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

Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

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

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

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

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

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

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

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

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

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

COMPETENCY 4—Engage diversity and difference in practice.

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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences

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

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

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

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

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

- use research evidence to inform practice.

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

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

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

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

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

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

COMPETENCY 9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers

recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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

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

COMPETENCY 10(b)—Assessment

Social workers

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

COMPETENCY 10(c)—Intervention

Social workers

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

COMPETENCY 10(d)—Evaluation

Social workers

- critically analyze, monitor, and evaluate interventions.

Course Objectives

On completion of this course, students using a generalist social work practice framework will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

Course Design

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

Theme Relation to Multiculturalism & Diversity: are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

Theme Relation to Social Justice: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

Theme Relation to Behavioral and Social Science Research: Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

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

Faculty Approved: October 17, 2012

Accommodations

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its 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 at <http://www.dpss.umich.edu/emergency-management/alert/>.

Course Materials

All course readings and videos are available on Canvas. Log to the Canvas dashboard (<https://umich.instructure.com/>) and click the course title (i.e., SW 560 001 FA 2019) to find the course materials.

Assignments

There are five (5) major graded assignments for this course as well as an expectation of engaged reading and regular attendance that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

Assignments	Due Dates	Weight
1. Community/organizational issue essay (Individual)	9/30/19	10%
2. Community/organizational issue memo (Group)	11/4/19	15%
3. Community/organizational issue project report (Group)	12/2/19	25%
4. Letter of Intent (Group)	12/9/19	20%
5. Motivational Interviewing Simulation (Individual)	12/9/19 ¹	10%
6. Active and engaged reading	Ongoing	10%
7. Attendance and participation	Ongoing	10%

Please note:

- All assignments (except reading²) are to be completed by the due date at 9:00 AM ET. Exceptions will be granted with the permission of the instructor *in advance of* the due date. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including week-ends.
- Students are to use APA “citation format” for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format (http://www.lib.mich.edu/ug/research/citation_guide/AP5thed/pdf). No other aspects of the APA style guide will be used.
- Please format your papers in 12-point font, with 1-inch margins, single-spaced.
- Rules regarding length of papers should be strictly adhered to; they are designed with the goal of reinforcing the discipline of writing clearly and succinctly. Assignments will be downgraded 5% points for each additional page.
- Reference page(s) will not be included in the total page count.

Grading

Grades are earned by successfully completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

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

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

¹ Recommend to follow suggested dues for three trials: 9/23, 10/21, 11/11.

² Annotated reading is due on the day before the class (Sundays) 1pm ET.

Course blueprint.

Sessions	Topics	Activities & Readings.
# 1 9/9	Course overview	<ul style="list-style-type: none"> • Introduce each other • Review course syllabus (backward reading) • Intro to macro practice Readings <ul style="list-style-type: none"> • Course syllabus.
# 2 9/16	History of Social Work Practice Community practice as a form of Social Work	<ul style="list-style-type: none"> • Lecture on history of social work and macro practice • Berry Checkoway on overview of community organizing (MOOC) • Trina Shanks on ethics, values, and principals (MOOC) Readings <ul style="list-style-type: none"> • Gutiérrez, L.M. & Gant, L.M. (2018). Community Practice in Social Work: Reflections on Its First Century and Directions for the Future. <i>Social Services Review</i>.
# 3 9/23	Collaboration with communities and local stakeholders	<ul style="list-style-type: none"> • <u>Neeraja Aravamudan (guest lecturer, Ginsberg Center)</u> on Entering, Engaging & Exiting Communities • Debrief workshop and Discuss the first memo assignment Readings <ul style="list-style-type: none"> • Martin, C. (2016, January 11). The Reductive Seduction of Other People's Problems. Bright Magazine. Retrieved from https://brightthemag.com/the-reductive-seduction-of-other-people-s-problems-3c07b307732d (Suggested DUE: First MI Simulation)
# 4 9/30	Social impact organization management as a form of Social Work	<ul style="list-style-type: none"> • Lecture on human service organization and management • Barb Hiltz on marginalization, oppression, and discrimination in human service organization (MOOC) • Students present their community/organizational issues and vote for four (4) projects to work on Readings <ul style="list-style-type: none"> • Hasenfeld, Y. (2010). Human services as complex organizations. Thousand Oaks, CA: Sage Publications. Chapters 1 (skim), 2 (read), and 3 (optional) • Hasenfeld, Y. (1987). Power in social work practice. <i>Social Services Review</i>. DUE: Community/Organizational issue essay (Individual)

Note: Highlighted texts mean due dates, items to be updated, and changed items.

Sessions	Topics	Activities & Readings.
# 5 10/7	Social impact leadership as a form of Social Work	<ul style="list-style-type: none"> • <u>Katie Doyle (guest lecturer, SSW)</u> on social impact leadership • Kristin Seefeldt on understanding and writing policy memos (MOOC) <p>Readings</p> <ul style="list-style-type: none"> • Denhardt, R.D., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2019) Leadership in Public Organizations. In <i>Managing Human Behavior in Public and Nonprofit Organizations</i>.
10/14	Fall study break	No class. Reflect. Catch up. Relax. Write memos. Have fun.
# 6 10/21	Policy Advocacy as a form of Social Work	<ul style="list-style-type: none"> • Trina Shanks on introduction to policy analysis (MOOC) • Lecture on policy making process • Discussion on advocacy in different levels • Work on Community/Organizational issue memo (Group) <p>Readings</p> <ul style="list-style-type: none"> • Schneider, A.L. & Ingram, H.M. (2005). Introduction: Public Policy and the Social Construction of Deservedness. In <i>Deserving and Entitled: Social Constructions and Public Policy</i> (pp. 1-28). Albany, NY: State University of New York Press. • Kingdon, J. (2003). Problems, Agendas, Alternatives, and Public Policies (Ch8) • Strolovitch, D.Z. (2006). Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender. <i>Journal of Politics</i>. • Gladwell, Malcolm. (Oct. 4th, 2010). Small Change: Why the Revolution Will Not Be Tweeted. <i>The New Yorker</i>. <p>(Suggested DUE: Second MI Simulation)</p>
# 7 10/28	Field work day Assessment (MOOC session)	<ul style="list-style-type: none"> • Group work on the community/organizational issue project <ul style="list-style-type: none"> ○ Recommend to conduct site visits and key informant interviews • Danger of a single story (MOOC) <ul style="list-style-type: none"> ○ Watch Chimamanda Adichie's TED talk <ul style="list-style-type: none"> ▪ https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story ○ Using a piece of paper or an index card, illustrate your own story. You can use words or drawings to illustrate your story. Please respond to one or more of these prompts: <ul style="list-style-type: none"> ▪ How did it feel to create your storyboard/illustration? How easy or difficult was this for you? Why do you think that is?

Note: Highlighted texts mean due dates, items to be updated, and changed items.

Sessions	Topics	Activities & Readings.
		<ul style="list-style-type: none"> ▪ How well does this activity capture you and your experiences? What makes you say so? ▪ What made you include or exclude different elements? ▪ What is the value (or danger) of a single story? <ul style="list-style-type: none"> • Barb Hiltz on introduction to assessment (MOOC) • Barb Hiltz on information gathering (MOOC) • Darlene Nichols on finding information online (MOOC) • Trina Shanks on Force Field Analysis (MOOC) • Larry Gant on Photovoice (MOOC)
# 8 11/4	Strategy and sustainability	<ul style="list-style-type: none"> • Matt Despard on strategy and strategic thinking (MOOC) • SWOT and five forces analysis on the “community/organizational issues” • Lecture on Porter’s five forces framework and systems thinking • Group model building practice <p>Readings</p> <ul style="list-style-type: none"> • Porter, M.E. (1996). The five competitive forces that shape strategy. <i>Harvard Business Review</i>. • HBR Tools: SWOT Analysis. http://119.226.62.30:8081/gurukul/02_HBR_Tools_SWOT_Guide.pdf • Hovmand, P.S. (2014). Community based system dynamics. New York, NY: Springer. (Chs 1 & 2) <p>DUE: Community/Organizational issue memo (Group)</p>
# 9 11/11	Evaluation	<ul style="list-style-type: none"> • <u>Sue Ann Savas (guest lecturer, SSW)</u> on evaluation • Group work on the community/organizational issue project <p>Readings</p> <ul style="list-style-type: none"> • TBA (Sue Ann Savas) <p>(Suggested DUE: Third MI Simulation)</p>
# 10 11/18	Finance and fund development	<ul style="list-style-type: none"> • <u>Barb Hiltz (guest lecturer, SSW)</u> on finance and fund development • Supplementary lecture on basic concepts on finance and fund development • How to read Form 990 and financial statements (need to find an organization with financial audits) • Bloomerang on “What If Pizza Shops Were Funded Like Nonprofits?” or Dan Pallotta’s TED Talk • Group work on the community/organizational issue project <p>Readings</p>

Note: Highlighted texts mean due dates, items to be updated, and changed items.

Sessions	Topics	Activities & Readings.
		<ul style="list-style-type: none"> • TBA (Barb Hiltz) • Propel Nonprofits. (2019). Balance Sheet Cheat Sheet. <ul style="list-style-type: none"> ○ https://www.propelnonprofits.org/wp-content/uploads/2017/10/balance_sheet_cheat_sheet.pdf • Propel Nonprofits. (2019). Analyzing Financial Information Using Ratios. <ul style="list-style-type: none"> ○ https://www.propelnonprofits.org/resources/analyzing-financial-information-using-ratios/ • Propel Nonprofits. (2019). IRS 990 Decoder Worksheet and Resource <ul style="list-style-type: none"> ○ https://www.propelnonprofits.org/resources/irs-990-decoder-worksheet-resource/
# 11 11/25	Human resources	<ul style="list-style-type: none"> • Reflection on promoting participation among diverse groups • Katie Doyle on recruit and retention (MOOC) • Despard on organizational culture and climate (MOOC) • Lecture on organizational structures and rules shaping staff practices and user experiences • Larry Root on conflict management (MOOC) • Conflict resolution case study • Group work on the community/organizational issue project <p>Readings</p> <ul style="list-style-type: none"> • Community Tool Box. (2018). Promoting Participation Among Diverse Groups. <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?time_continue=13&v=fkHO_CHMMQE • Watkins-Hayes, C. (2011). Race, respect, and red tape: Inside the black box of racially representative bureaucracies. <i>Journal of Public Administration Research and Theory</i>.
# 12 12/2	Group report-out (560 & 512 combined)	<ul style="list-style-type: none"> • Community/organizational issue project report outs • Group model building exercises <p>DUE: Community/organizational issue project report (Group)</p>
# 13 12/9	Voices from the field	<ul style="list-style-type: none"> • Guest panel (2-3 practitioners and 560 instructors) • Course re-cap <p>DUE: Letter of intent (Group) & Motivational Interviewing Simulation (Individual)</p>

Note: Highlighted texts mean due dates, items to be updated, and changed items.

Descriptions of assignments

Advocacy is a unique function of social work profession. Hofer (2009) defines advocacy practice as when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice.” The main purpose of this series of assignments is to introduce you to the advocacy process at organizational and community settings. We will operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS) using these assignments.

1. Community/organizational issue essay (Individual). Due on 9/30/2019

Write a brief essay (up to 1 pages in length) on a community or an organizational issue that you believe to be addressed. This piece of the assignment is designed to identify and understand a problem within a community or a community organization. You will spend some time identifying and analyzing one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other problems not listed that you could pursue.

- Community Issues: High crime in a specific area, lack of certain human services such as immigration and substance use disorder treatment services, limited access to food.
- Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

On the date submitting the essay, students will be asked to pitch their community or organizational issue ideas in front of the class within four (4) minutes. Students will identify issues that are worth prioritized for further investigation and consideration within groups.

This piece of the assignment has several purposes:

- To learn the skills necessary for understanding and analyzing a community or organization
- To gain experience in reflective practice at the community or organizational level
- To practice effective public speaking skills

Please submit your essay via email to the instructor (sunggeun@umich.edu). This community/organizational issue essay assignment is worth 10% of your grade. Students whose issues are prioritized will receive extra points of 2% on the final grade.

2. Community/organizational issue memo (Group). Due on 11/4/2019

For this assignment, groups will write a professional memo (up to 2 pages in length) on community and organizational issues that are identified and prioritized during the first assignment. Groups are encouraged to adjust (or re-define) their focal issue. In the memo,

your group needs to (1) clearly define and describe the issue, (2) analyze possible causes, (3) propose an intervention plan, and (4) identify potential resources and anticipated obstacles to execute the plan. Groups are strongly recommended to follow the structure of a policy memo discussed in the class.

Assume your reader is a busy professional (e.g., community and organizational leaders). Because the task is to write a professional memo—not an academic paper, letter, or editorial—the memo should be firmly grounded in practical concerns. In terms of writing, it should be to-the-point and assume a formal (professional) tone rather than an overly familiar one.

This piece of the assignment has several purposes:

- To learn and practice skills important to working in a team
- To explore what an intervention plan may look like for an organization or community
- To learn when and why to use an intervention plan
- To practice the creation and development of a realistic intervention plan

Please submit the group memo via email to the instructor (sunggeun@umich.edu). This community/organizational issue memo assignment is worth 15% of your grade.

3. Community/organizational issue project report (Group). Due on 12/2/2019

Groups will deliver (1) an original presentation and (2) materials detailing both the problem and the proposed solution.

A 10-minute presentation should describe the needs assessment (i.e., the community or organizational issue) as well as the intervention plan or proposed solution. Each group will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to a potential funder, the class will be that funder. This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions from your classmates.

Each group must include some leave behind item. This can be a handout, brochure, brief summary, PowerPoint presentation or some other item of your choosing. This written item should support and/or further explain the points made in your presentation. If your visual aid is in the form of a handout or pamphlet please provide hard copies for the class. Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on “Ethical Conduct in the University Environment.”

This part of the assignment has several purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders
- To practice effective public speaking and public presentation skills, time limits, and answering questions
- To think critically about what information will be compelling to a stakeholder audience

Please submit group assignment as one document via email to the instructor (sunggeun@umich.edu). This community/organizational issue memo assignment is worth 25% of your grade.

4. Letter of Intent (Group). Due on 12/9/2019

This assignment is the culmination of the work done through the semester. This assignment involves the development of a Letter of Intent (LOI, or proposal or concept paper) for a small grant to support some program innovation/development to be submitted to a foundation or funding organization. The assignment's central goal is to learn skills associated with proposal development. Thus, groups will conceptualize and draft a LOI addressing all of the essential elements required by the funder. You can choose a real foundation that provides grants in group's core issue area.

Groups should write this LOI as though they were senior managers or development team members of a community-based agency. Groups should their organization a name and provide a brief description of the agency. You may use a real agency or create your own. You may want to consider a project that would be 1-2 years in length and have a budget of \$100,000 or less.

The LOI may not exceed 6 pages and need to contain the following elements. Use points 2 to 8 (e.g., AGENCY DESCRIPTION, BACKGROUND/NEEDS STATEMENT) as headings in the LOI. Follow the order as specified below.

1. COVER LETTER: Include a 1-page cover letter (also called a transmittal letter) with the proposal. This letter should highlight the main points of the proposal and indicate to the potential funding source why this project is important for them to fund. You will need to explain why the proposal may be of interest to the funder.
2. AGENCY DESCRIPTION: A brief description of the agency, including mission, target population(s), and primary services. You can also include any key collaborators or partners related to the proposed services as well as agency personnel and strengths in relation to the project.
3. BACKGROUND/NEEDS STATEMENT: A brief description of the issue/problem you propose to address and why it is important (include relevant literature/research/policies, document need for the intervention/project proposed)

4. GOALS & OBJECTIVES: State the project's goals and major objective (link the goals and the objectives to your description of the project)
5. PROJECT NARRATIVE: Follow the Funder's Guidelines for Submitting the LOI.
6. BUDGET: Estimate project cost (how much money will you need to carry out the project based upon its objectives).
7. BUDGET NARRATIVE: Provide a one-page single-spaced narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget.
8. TIMELINE: Provide a specific timeline to give the funding source an idea of the project steps and activities (use a Gantt chart). You can reference timeline in your narrative and attach separately.

Please submit group assignment as one document via email to the instructor (sunggeun@umich.edu). This letter of Intent assignment is worth 20% of your grade.

5. Motivational Interviewing Simulation (Individual). Due on 12/9/2019

Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment, with an online "client." In this class, we will be practicing the skill of motivational interviewing. While this particular simulation is more micro in focus (your client "Gabe" is referred to you for concerns about his alcohol use), the format and process of motivational interviewing has great value in a macro context.

For this assignment, you will review the lesson about motivational interviewing (within the simulation), and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). While this assignment can be done at any point through the semester, I encourage you do it rather soon, before your semester heats up. To access the simulation, go to: <https://sites.google.com/umich.edu/simmersion/home>, and click "Request Access to SimMersion Simulations."

Please submit screen shots of simulation pages or scripts via email to the instructor (sunggeun@umich.edu). This motivational interviewing simulation assignment is worth 10% of your grade.

6. Active and engaged reading

Active and engaged readings are essential parts of the learning process. For each readings, students will need to make more than three quality comments to receive full credits using *Perusall* app on Canvas. Each week's annotations/comments are due on the day before the class (Sundays) at 1pm ET. Late annotations will not be graded. Please complete annotations via *Perusall* app on Canvas.

I recommend starting with (1) authors' arguments that you agree or disagree, (2) things that you learned, and (3) things that was not discussed but you feel/believe important to cover.

Your active and engaged reading assignment is worth 10% of your grade.

7. Attendance and participation

School of Social Work policy is that students attend all of their classes. Excessive absences may result in a reduction in grade and will be brought to the attention of the student and the faculty advisor by the course instructor. If a student has more than 2 unexcused absences, it will result in an automatic reduction in the participation grade. Given the nature of course assignments, in-class skill building activities, and group projects, if a student fails to attend most class sessions, the student may not be able to successfully complete assignments and may be asked by the instructor to withdraw from the course. However, if you have a contagious disease that can easily spread in the classroom (e.g. flu), please let me know and do NOT come to class.

Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning.

Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

Classroom interaction guidelines

As a group, we came up with the following guidelines on 9/9/2019. We will re-visit this list occasionally to reflect our behaviors and interactions within and beyond the classroom.

- Calling in, not calling out.
- Be open minded/nonjudgmental.
- Open to feedback.

- Respecting classroom space.
- Challenge the idea, respect the person.
- Listen to understand, not to respond.
- Be conscious of the impact of our language.
- Be supportive to each other.
- Don't freeze people. The risk of making quick judgement and labeling is far greater than the opportunities for our mutual growth.
- Use "I" and "me" statements.
- Confidential guidelines within groups/classroom discussions.
- Create and nurture brave spaces.
- Two 15-minute breaks.
- Empathy for growth.
- Avoid asking students to re-live trauma and/or be teachers for others about their experiences.
- Don't use other people's experience to teach the class.
- Intent vs. Impact. If you hurt someone, don't make it about you.
- Be aware of your privileges/identities and the others in the room.
- Step back, step up. Be mindful of the space you take up.
- Be conscious of how much you speak and listen.
- Stay present in class. Know your own boundaries (self-care).
- Assume best intention but be aware of impact.
- Take pair work or small group work seriously.
- Understand that there are different approaches to solving problems.

Your attendance and participation is worth 10% of your grade.

Appendix. Rubrics.

Rubric for Written Assignments (up to 24 points)

	Excellent (4)	Highly competent (3)	Fairly competent (2)	Not yet competent (1)
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. The author is able to synthesize this knowledge in new ways and relate to material not covered.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.
Structure	Ideas are presented in a logical and coherent manner throughout the assignment. The reader can effortlessly follow the argument.	The reader can follow the structure of the argument with very little effort.	The reader cannot always follow the structure of the argument.	The reader cannot follow the structure of the argument.
Argument	Essay contains a clear argument.	An argument is present, but reader must reconstruct it.	Author attempts, but fails, to make an argument.	No attempt is made to articulate an argument.
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes. There are minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced. There are problems with completeness and format of citations.	No attempt is made to cite evidence.
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms are always explained.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms are usually explained.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms are rarely explained.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms are rarely explained.

Rubric for Oral Presentation (up to 18 points)

	Highly competent (3)	Fairly competent (2)	Not yet competent (1)
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation. <ul style="list-style-type: none"> • The font on the visuals is readable. • Information is organized to maximize audience comprehension. • Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids. 	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.
Accuracy of content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a listener. Some information is accurate but the listener must determine what information is reliable.
Use of language	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely. Both oral language and body language are free from bias (e.g., sexism, racism, heterosexism, agism, etc.).	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise. Oral language and body language are free from bias with one or two minor exceptions.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited/inappropriate. Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
Responsiveness to Audience	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience	Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Responds to questions inadequately. Body language reveals a reluctance to interact with audience.

Source: Eberly Center for Teaching Excellence, Carnegie Mellon University.