Welcome to Social Work 560!

I look forward to our semester together and would like to support your success in this course. To that end, do not hesitate to contact me via email with any questions, concerns, or to schedule an appointment. Please include “SW560” in the subject line of any emails.

I am striving for a more effective work-life balance related to technology and communication. It is my goal to respond to emails within 24 hours and attend to correspondence sent over the weekends on Mondays.

For brief questions or concerns, I am often available during class breaks and a short time prior to class.

1. Course Statement

a. 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.
b. Course content
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently. Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

c. Course objectives and competencies
Upon completion of the course, students 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)*
d. Course design
While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videotapes.

e. Relationship of the course to curricular themes

*Multiculturalism and Diversity* are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural 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.

*Social Justice and Social Change* will be 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.

*Promotion, Prevention, Treatment, and Rehabilitation* will be 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).

*Behavioral and Social Science Research* will be 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.

f. Relationship to social work 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.

2. Class Requirements

Students are expected to attend classes for the full time frame, complete assigned reading(s) and content for each class session, participate in class activities/discussions, and complete assignments on time. **Late assignments will be marked down 5% for every day late**

a. Text and class materials. One text is required for this course.


Other readings and course materials are housed on the University’s web-based course management platform, “Canvas.” Session materials will be available on Canvas at least one week in advance, organized in the “MODULES” tab by class date or available from a specified website. Auxiliary online content will be available from the edX and SIMmersion websites. Registration is required for all sites (see links below). **Students are expected to engage all requisite course materials prior to class**

- Canvas Log In: [https://canvas.umich.edu](https://canvas.umich.edu)
- edX Log In: [https://www.edx.org/](https://www.edx.org/)
- SIMmersion Log In: [https://training.simmersion.com/index.html](https://training.simmersion.com/index.html)

For students who are interested in a more in-depth exploration of material covered in class, please consider checking out these additional texts:


### Class schedule

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Date</th>
<th>Topic for Class Session</th>
<th>Requisite Preparation for Class Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/3</td>
<td><strong>Introductions + Course Overview</strong></td>
<td>• Bring yourself and your Haiku</td>
</tr>
</tbody>
</table>
| 2             | 9/10  | **History, Meaning, and Context of Macro Practice**         | • SLO: Session One  
• MOOC: Community Org as Form of SW (Readings + Intro to CO + Core Concepts/Skills)                 |
| 3             | 9/17  | **Community Organizing as a Form of SW Practice**           | • SLO: Session Two  
• MOOC: Community Org as Form of SW (The Spoken Word + Values, Ethics, and Principles)                |
| 4             | 9/24  | **Assign groups**                                           |                                                                                                          |
|               |       | **Motivational Interviewing in Macro Practice**             | • SLO: Session Three  
• Hohman chapter [CANVAS]  
• GLADWELL: Part One |
| 5             | 10/1  | **Assessment and Understanding the Needs of Communities**  | • SLO: SIMmersion with Gabe Turner  
• MOOC: Assessment (Readings + ALL lecture sections)                                                     |
| 6             | 10/8  | **A Call to Action: Advocacy in SW Practice**               | • SLO: Session Five  
• MOOC: Policy Advocacy (Readings + ALL lecture sections)                                                 |
|               |       | 10/15 – NO CLASS DUE TO FALL STUDY BREAK                   |                                                                                                          |
| 7             | 10/22 | **Advocacy, Strategy, and Sustainability**                  | • MOOC: Strategy/Sustainability (Readings + Intro + Strategic Thinking + Understanding Environment)  
• GLADWELL: Part Two  
• **DUE: Advocacy Project** |
|               |       | **IN-CLASS: Advocacy Presentations**                        |                                                                                                          |
| 8             | 10/29 | **Program Development and Budgeting**                      | • SLO: Session Seven  
• MOOC: Strategy/Sustainability (Planning for Change + Fiscal Management)                                 |
|               |       | 11/5 - NO CLASS SESSION 9 DUE TO ELECTION                  |                                                                                                          |
| 10            | 11/12 | **Fund Development in SW**                                  | • SLO: Election Reflection  
• MOOC: Fund Development (Readings + ALL lecture sections)                                                |
| 11            | 11/19 | **Management in SW Practice**                               | • MOOC: Management (Readings + ALL lecture sections)                                                    |
|               |       | **Review Final Exam**                                      | • GLADWELL: Part Three                                                                                   |
| 12            | 11/26 | **Human Resources in SW Practice**                          | • MOOC: Human Resources (Readings + ALL lecture sections)                                               |
|               |       | **Human Resources in SW Practice**                          |                                                                                                          |
| 13            | 12/3  | **Program Evaluation & Community Profile Presentations**   | • MOOC: Evaluation (Readings + ALL lecture sections)                                                    |
|               |       | **DUE: Community Profile Presentations**                    |                                                                                                          |
| 14            | 12/10 | **Community Profile Presentations & Final Remarks**         | • SLO: Self-evaluation + Peer Evaluation                                                                 |
c. Assignments

Assignments for this course and corresponding guidelines will be reviewed in full during class and students will be provided with hard copies of assignment guidelines. The instructor will offer weekly opportunities for students to ask questions about the assignments to clarify expectations and ensure student understanding. Assignment guidelines will also be posted to Canvas, organized by assignment within the “ASSIGNMENTS” tab of the navigation toolbar.

Student-centered Learning Opportunities (SLO) will also be posted to Canvas under the “ASSIGNMENTS” tab. Your grade for this course will be based on:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>- Student-Centered Learning Opportunities + SImmersion Practice</td>
<td>Weekly, Sundays @5p Submit: Canvas</td>
<td></td>
</tr>
<tr>
<td>Advocacy Project and Presentation</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>- Advocacy Deliverable [500-600 words]</td>
<td>October 22</td>
<td></td>
</tr>
<tr>
<td>- Tweets /Reference Page</td>
<td>Submit: Hard copy + Canvas</td>
<td></td>
</tr>
<tr>
<td>GROUP: Community Profile Presentation</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>- In-class presentation</td>
<td>December 3</td>
<td></td>
</tr>
<tr>
<td>- Leave-behind resource</td>
<td>Submit: Hard copy + Canvas</td>
<td></td>
</tr>
<tr>
<td>Take-Home Final Exam</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>December 15 @5p Submit: Canvas</td>
<td></td>
</tr>
</tbody>
</table>

d. Attendance, class participation, student-centered learning opportunities (SLOs), and SImmersion

Attendance and participation reflect the basic elements of any social work relationship – to show up and remain present. Therefore, your attendance and active, focused participation is a requirement of this course.

**Student Absences.** If you need to miss a class, in part or in total, you are required to notify the instructor via email (dmbrydon@umich.edu) or phone/text (734-272-5634) in advance of our class meeting time. Failure to communicate an absence to the instructor will result in an automatic deduction up to 2 points toward your final grade. **Missing more than one class, in part or in total for any reason, will result in an automatic deduction up to 2 points toward your final grade.** Additionally, chronic and/or significant tardiness will count toward an absence.

**Participation.** I recognize levels of participation may vary based on comfort, other life events, and interest in topics of discussion. The participation dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these
moments for yourself and taking action, as appropriate. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

**Grading criteria.** Full credit is achieved by students who attend every class, are attentive and present, responsive to and inclusive of others, complete all student-centered learning opportunities (and SiMmersions) with satisfactory quality, and regularly contribute to discussion. Quality of student-centered learning opportunities will be indicated in instructor feedback, as appropriate. Please note that non-class use of electronics and technology will result in a lower grade. I will use the following rubric to determine this portion of your grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Consistently &amp; Regularly</td>
<td>No absences and arrive on time for each class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students’ identities. Engage only in classroom activities while in the class. Complete all assigned student-centered learning opportunities and SiMMersion practice. Quality of submissions is excellent.</td>
</tr>
<tr>
<td>25</td>
<td>Often &amp; Generally</td>
<td>Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students’ identities most times. Engage only in classroom activities while in the class most times. Complete most to all student-centered learning opportunities and SiMMersion practice. Quality of submissions is good to excellent.</td>
</tr>
<tr>
<td>15-20</td>
<td>Occasionally &amp; Sometimes</td>
<td>Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students’ identities. Engage in occasional texting or web surfing irrelevant to course requirements/content. Complete some to most assigned student-centered learning opportunities and SiMMersion practice. Quality of submissions is fair to good.</td>
</tr>
<tr>
<td>0-10</td>
<td>Rarely &amp; Irregularly</td>
<td>Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in texting or web surfing irrelevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities and SiMMersion practice. Quality of submissions is poor to fair.</td>
</tr>
</tbody>
</table>
Course preparation. Course preparation and engagement outside of class is a requirement, which includes completion of weekly student-centered learning opportunities (SLOs), MOOC Modules, and SIMmersion practice. SLOs will be posted to Canvas under the “ASSIGNMENTS” tab of the navigation toolbar. **Requisite preparation requirements for each class session are specified in section 2b of the syllabus.** Course materials and presentation slides will be posted to Canvas, by class session in the “MODULES” tab of the navigation toolbar. Materials will be labeled in each module as “Required,” “Optional,” “Resource,” or “Handout.”

Advocacy Project & Presentation. Select an issue, policy, coalition/organization, or cause you are particularly interested in or passionate about. Choose an advocacy deliverable (event and summary, OpEd, legislative testimonial, or policy memo) to develop related to your selected topic. Each advocacy deliverable will be submitted with 2 tweets (including 1-2 relevant hashtags), and a reference page. You will present your advocacy projects in small groups during class on October 22. *Full guidelines and assignment instructions will be reviewed in Session 2.*

Community Profile Project. This is a group project. You will work with a group of classmates to identify and understand an issue within a community or a community organization, develop an intervention plan for this identified issue, and design a presentation detailing the issue and proposed solution. Each student will also individually submit self- and peer-evaluations related to this project. All project materials are due on December 3. Gropus will present in-class on December 10. *Full guidelines and assignment instructions will be reviewed in Session 4.*

Final Exam. Your final assignment for this course is a take-home exam. The final exam will be an open notes experience designed to demonstrate your integrative and technical skills related to the course content. *Exam format and student questions related to exam will be addressed in class during Session 12.*

e. Grading

Letter grades ranging from “A” to “E” are earned, with “+” or “-“distinguishing the degree of performance. Specific expectations for each assignment will be provided via Canvas and reviewed in class. Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points. The total point to final grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>96 - 99</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 95</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 91</td>
</tr>
<tr>
<td>B</td>
<td>86 - 88</td>
</tr>
<tr>
<td>B-</td>
<td>82 - 85</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 81</td>
</tr>
<tr>
<td>C</td>
<td>76 - 78</td>
</tr>
<tr>
<td>C-</td>
<td>72 - 75</td>
</tr>
<tr>
<td>D</td>
<td>66 - 71</td>
</tr>
<tr>
<td>E</td>
<td>Less than 66</td>
</tr>
</tbody>
</table>

**Please note:** A grade of B indicates mastery of the subject content at a level of expected competency for graduate study. A B grade indicates the work has met the expectations of an assignment for graduate student performance. A grade in the A range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding, or excellent degree. A C grade range indicates minimal understanding of subject content and significant areas need improvement.
For all assignments, you will be graded on:

- Meeting assignment parameters (we will review parameters for each assignment ahead of time)
- Quality of writing and presentation skills: clarity of thought, organization, and flow
- Effort/ability to self-reflect and think critically (incl. demonstration of technical skill and insight)
- Demonstration of social work values (PODS, empathy, strengths-based thinking, etc)
- Integration of reading materials, as requested or appropriate
- Ability to discern which aspects of use of self would be important in your social work practice

**Incompletes.** Are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an “I” grade is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of the course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

**Writing skills.** Papers and assignments are expected to be well organized, clearly written, and show minimal grammatical errors. In this class, and in most of your classes, you are asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (5th edition). You are not required to purchase the manual. However, I do encourage you to access it and other online writing resources such as (but not limited to):

- [http://grammar.ccc.commnet.edu/grammar/](http://grammar.ccc.commnet.edu/grammar/)
- [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Plagiarism.** Don’t do it. Representing someone else’s words, statements, ideas of works as one’s own without proper acknowledgement or citation – is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

When you cite a source for one of your papers, use APA style citation. **Please be aware that there will be a deduction of points for poor writing skills, including grammatical errors.** I encourage you to use the Sweetland Writing Center if you require writing assistance. Another helpful resource:
[http://www.lib.umich.edu/academic-integrity/resources-students](http://www.lib.umich.edu/academic-integrity/resources-students). Please note that using web resources increases your risk of “accidental plagiarism.” Do not let that happen to you.
3. Additional Course Information

**Instructor notes on the classroom environment.** Quality social workers must be self-aware, self-reflective, and open to exploring our own histories and issues regarding any given concern or population. **Be prepared to reflect on and explore your own family history, social systems, experiences, identity, cultural background and assumptions regarding all forms of diversity.** There will be a variety of ways you can do this through critical thinking, assignments and active participation in class discussions and activities. My hope is to co-create a class environment where we will feel safe enough to take some risks - in sharing who we are and the questions we are grappling with related to the course content. This is yet another reason I stress the importance of class participation and attendance.

I expect we will be honest, sensitive, and respectful with one another in preparation for quality social work practice. It is my hope that you will share opinions and feedback with others in discussions and exercises, and when you do so, please try to state them in a respectful and constructive manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use those data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing.

We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please **honor this process.**

**Use of electronics during class.** Please avoid non-class use of electronics during the course. I expect your computer will only be used during instructor-specified times in class or for taking notes during lectures. If you need to take a phone call or respond to a text message or email, please step out of the class and return when you are done.

**Use of names and pronouns.** All students will be referred to by the names and pronouns they use (e.g., they, ze, she, he). If you have a name or use pronouns that differs from what appears on the roster, please let me know before the 2nd class session so we can use your correct name and/or pronouns. You can also designate your personal pronouns on the class roster via Wolverine Access (Student Business → Campus Personal Information → Gender Identity).

**Learning needs and accommodations.** If you need or desire an accommodation for a disability, please let me know as soon as possible. Some aspects of this course (the assignments, the in-class activities, and the way the course is usually taught) may be modified to facilitate your participation and progress throughout the terms. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. Any information you provide is private and confidential and will be treated as such.
For information and resources, please contact the Services for Students with Disabilities Office:
Location: G664 Haven Hall
Phone: (734) 763-3000 / TDD: (734) 615-4461 / VP: (734) 619-6661
Email: ssdoffice@umich.edu

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

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.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Religious/Spiritual observances
- Military deployment

One more note. I try to provide clear, thoughtful feedback designed to help you to deepen your awareness of self in the process of working with others, who you are in the work you do (strengths and challenges), themes that arise in work, writing, communication skills, and the like. **If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!** Likewise, if I write or say something that helps you deepen your understanding of something (or yourself) that is helpful for me to know too.