Please note I reserve the right to amend this syllabus during the semester in order to meet the educational needs of the class.

Course Statement

a. Course description

This course is a social work foundation offering 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. 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

On completion of this 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.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.
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.
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.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practices.

This course addresses the following competencies and practice behaviors:

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 and attend to professional roles and boundaries.
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.
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.
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; and recognize and communicate their understanding of the importance of difference in shaping life experiences.

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.

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.

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.

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 and collaborate with colleagues and clients for effective policy action.

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 uses 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 and promote sustainable changes in service delivery and practice to improve the quality of social services.
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. Through **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. Through **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. Through **evaluation** social workers: critically analyze, monitor, and evaluate interventions.

d. **Course design**
   The course will be primarily lecture/discussion in nature, in addition to videos, guest speakers, and group activities.

e. **Curricular themes**

**Multiculturalism & Diversity:** These 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:** These 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.

**Promotion, Prevention, Treatment & Rehabilitation:** These 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).

**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.
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.

g. Intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS)

Our course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students [in] developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks as well as strengthen critical consciousness, self-knowledge, and self-awareness to facilitate PODS.

2. Class Schedule and Class Requirements

Participation and Attendance Policies
Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to contribute to discussions, ask questions, answer questions, discuss assigned readings, and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from your 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. Two reflective essays will be assigned as part of the class participation grade, yet your in-class participation will be considered in the overall participation grade.

School of Social Work policy is that students attend all of their classes. Excessive absences will result in a reduction in grade and will be brought to the attention of the student and the faculty advisor by the course instructor.

Points will be deducted for absences (excused or unexcused) on the following basis: No more than two class sessions missed 0 points deducted; three class sessions missed 4 points deducted; four class sessions missed 6 points deducted; 5 or more class sessions missed 8 points deducted and request to withdraw from course. A pattern of being late for class and/or leaving early may result in point deductions at my discretion. A pattern of not contributing or otherwise not being present in the classroom conversations may also warrant a point deduction in the participation grade at my discretion.

If you have a contagious illness that can easily be spread in the classroom, please do not attend class. If you are sick and miss class, you may request make-up work to avoid point deductions as reflected above.
Assignments & Grading

Policies

• All assignments must be submitted via Canvas. Assignments are to be completed by the due date. Late assignments will be reduced in grade by 5% each day the assignment is turned in past the due date, including weekends. If you have extenuating circumstances please contact me to discuss a resolution as soon as possible.

• A course grade of Incomplete is given only in exceptional and rare circumstances that warrant it, e.g., family crisis, serious illness. It is the student’s responsibility to submit a written request prior to the final week of class. The request should explain the reason(s) for an Incomplete. The instructor has no responsibility to consider an Incomplete without such a request.

• Students must use APA format for all in-text and bibliographic citations. 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. For help with APA citation format, see http://guides.lib.umich.edu/c.php?g=282964&p=1885441

• All students are expected to uphold the Student Code of Academic and Professional Conduct, which students should review in Section 1.13.00 of the MSW Student Guide, which addresses plagiarism, cheating, unacceptable collaboration, and other ethical violations and their consequences.

• Students are expected to prepare all assignments as "professional reports," i.e., single-spaced (or 1.15 space), plenty of white space, generous use of headings & sub-headings, underlining, italics, bold, etc.

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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
</tr>
</tbody>
</table>

Assignment Summary

There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Project (team) – 3 parts</td>
<td>9/24, 10/29, 11/5</td>
<td>35</td>
</tr>
<tr>
<td>Mini-Grant (individual/two-person team)</td>
<td>11/26</td>
<td>25</td>
</tr>
<tr>
<td>Advocacy Assignment (individual)</td>
<td>12/12, 12/16</td>
<td>25</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>16</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>12/10</td>
<td>5</td>
</tr>
</tbody>
</table>

Assignment Descriptions

Detailed instructions for all assignments will be found here and in the Canvas site: https://canvas.umich.edu
1. Community Profile (Team Project) (35 points)
Working collaboratively in self-selected groups (4 to 5 students), you will develop a profile of a selected community within Michigan. Your profile will be created using a combination of observational and quantitative data. The profile will consist of a presentation, which for the purposes of this assignment you are developing for distribution to a group of concerned citizens and public officials. You will develop a 15-minute presentation to be delivered in class. You will assume that the class is a group of concerned citizens and officials interested in understanding your chosen community.

The assignment has several purposes:
- To learn the skills necessary for understanding and analyzing a community;
- To gain experience in reflective practice at the community level;
- To learn and practice skills important to working in a team; and
- To learn how to present your analysis in a professional manner.

There are three important dates regarding this assignment:
- Pre-profile reflection (prepared as a group) Due by September 24th
- Community profile report, including a summary of observational data, team minutes, and class presentations. Due in class on October 29th (also submit to Canvas)
- Group evaluation (prepared individually). Due by November 5th

2. Mini-grant Proposal (Groups of Two or Individually) (25 points)
This assignment involves the development of a concept or pre-proposal 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, you will conceptualize and draft a mini-proposal (also known as a concept paper), addressing all of the essential elements of a formal proposal. You can choose a real foundation or state agency that provides grants in your area of interest.

For this assignment, you can either work with a partner or individually.

Submit to instructor-as one document via Canvas November 26th:
- Cover letter
- Mini-proposal (includes timeline, budget, and budget narrative)

3. Advocacy Practice Assignment (Individual Project) (25 points)
Advocacy practice occurs 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” (Hoefer, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. While there are many ways to do this, for this assignment you are asked to either develop an op-ed piece for a newspaper, a letter to be sent to a public official, or prepared testimony that you could
potentially deliver in front of public group (e.g., city council, school board, or county mental health board). The purpose of the assignment is to introduce you to the process of policy advocacy. For the assignment, you are not required to implement your project, but if the opportunity arises, you are strongly encouraged to pursue it.

Work to submit to instructor-Submit as one document via Canvas by December 12th:
   - Op-Ed piece, written testimony, etc.
   - Bibliography and list of interviews conducted

Advocacy reflection paper due on Canvas December 16th.

(Note: Late submissions will be accepted only in extraordinary circumstances.)

4. Reflective Assignments: Self-Assessment of Learning (16 points)
As part of class participation, students must complete and submit 2 reflective essays. Essays should be 1-2 pages typed, double-spaced, 12-pt font, and proofread before submission. Neither of these will be graded for content, but each is worth 4 points and counts toward the participation grade.

Essay one: Due October 3 (please submit via Canvas).

Essay two: This reflection can be submitted via Canvas any time between December 12th and 16th.

5. Extra Credit (5 points)
Extra Credit will be offered to all students who attend a professional conference or other event that enhances their learning in the course. One such opportunity will be NASW- Michigan’s Legislative Education and Advocacy Day in Lansing at the Lansing Center (usually in October). More details will be provided.

Other opportunities will arise as the semester goes on. If you hear about something, please share details with the class. Please get prior approval from me to be considered for extra credit. Anyone who attends an event and seeks extra credit will be required to write a brief reflective essay and turn it in by December 12th on Canvas. Extra credit will be worth a maximum of 5 points (5% of your grade). More details are available on Canvas.

Course Outline and Readings

Students are expected to complete assigned readings, make active and thoughtful contributions to class discussions and learning activities, and contribute to a positive and constructive team learning environment and experience. (See class participation section above)
Some guest speakers TBA due to complicated schedules and overlapping commitments.
<table>
<thead>
<tr>
<th>Session: Date</th>
<th>Topic, Summary, Objectives, Readings, Class Activity</th>
</tr>
</thead>
</table>
| 1: 9/3       | **Topic:** Macro Practice: Beginning to Create a Positive Teaching-Learning Environment & Understanding the Meaning & Context of Macro Practice  
**Summary:** In this first class, we will discuss the course’s objectives, content, readings, and assignments. We will work on getting to know one another and to build a supportive, productive classroom space.  
**Session Objectives:**  
- Introductions  
- Expectations – Classroom norms  
- Overview of syllabus and course assignments  
- Form teams for assignment #1.  
**Readings:**  
- Scan the course syllabus and assignments on Canvas  
- Read these so you have an idea of what a community profile is and can begin to decide what community you will profile for the first assignment. The first link will be a great resource to use throughout the first assignment:  
  - [https://www.mheducation.co.uk/openup/chapters/9780335221646.pdf](https://www.mheducation.co.uk/openup/chapters/9780335221646.pdf) |
| 2: 9/10      | **Topic:** Macro Practice: History, Ethics & Contemporary Context of Macro Practice  
**Summary:** We will begin to discuss what macro practice is, and its importance to social work. This session will also provide an emphasis on the history of macro practice and its practice today.  
**Session Objectives:**  
- To begin to understand the various areas of macro practice, namely community organization, policy development, implementation and analysis/advocacy, and management of human service organizations  
- To understand the historical significance of these areas to social work’s mission  
- To relate macro practice to social work practice with individuals, families, and clinical groups  
- To identify contemporary issues and trends that reinforce the need for macro interventions  
- To distinguish relevant ethical guidelines for macro practice  
- Group time to discuss community profile project – settle on topic  
**Required Readings:**  
   - Chapter 1: An Introduction to Macro Practice in Social Work  
   - Chapter 2: The Historical Roots of Macro Practice |

**3: 9/17**

Pre-Profile Reflection Due

Special Guest TBA

*Topic: CO: Models of Defining, Engaging & Intervening in a Community*

*Summary:* This session will provide a framework for defining community and give background on how to successfully enter and engage a community.

*Objectives:*
- To be able to discuss some definitions of community
- To be able to discuss models of community intervention, and models to enter and engage with communities
- To articulate functions and roles of community organizers
- To discuss ethical concerns within the community practice context, (e.g., Hardina, Ch.1).
- Work on Community Profile if time allows.


*Required Readings:*
  - Ch. 5: Understanding communities
  - Ch. 1: Introduction: The application of interpersonal skills in community practice
  - Ch. 2: Interviewing skills to find out about people. Pp. 25-47 (Includes a section on cultural competence).

Reflective Essay #1 Due
<table>
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<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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| 4:9/24| SPECIAL Library Lecture on Finding Data on Communities (American Fact Finder, U.S. Census, etc.). Darlene Nichols | **Topic**: CO: Gathering Information from a Community and Using Census and Survey Data about your Community  
**Summary**: The first half of class will be a training session on using quantitative data for community practice. The rest of the session will provide a framework to begin community work. It also emphasizes a strengths-based perspective on community capacity by examining community assets.  
**Session Objectives**:  
- To understand how to conduct a quantitative community assessment, including using the U.S. Census and other data.  
- To gather information from a variety of sources, such as key informants, surveys, and observation; the strengths and limitations of each source.  
- To define social conditions, community assets, social problems, and community needs  
- To examine different tools to assess communities such as strategic planning (SWOT) and windshield surveys. Caution is given to the use of windshield surveys  
**Required Readings**:  
  - Ch. 5: Understanding Communities  
  - Ch. 6: Assessing Communities  
- An overview of how to develop a community description is on the Community Toolbox at [http://ctb.ku.edu/en/tablecontents/sub_section_main_1020.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1020.aspx) (Links to an external site.)  
| 5:10/1 | Topic: CO: Community Observation Day | **Session Objective**:  
- To observe and assess a live community you have chosen, using the tools you have received (Windshield Survey, Eng & Blanchard Handout, insights from the readings, lectures and discussions).  
**NOTE**: We will *not* meet today as a class. You should plan to use this time to observe a community with your team and prepare a summary of what you observed and learned. If you are conducting interviews, it is also appropriate to do so during this class period. Plan to spend at least 60 minutes observing the community. |
<p>| 6:10/8 | Special Guest – TBA | Group time to work on community profile project, answer questions, etc. |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>10/16</td>
<td>Fall Break (no class) – Self-Care!</td>
</tr>
<tr>
<td>10/22</td>
<td>Community Profile Due</td>
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<tr>
<td></td>
<td><strong>Topic:</strong> CO: Community Profile Presentations; Review of Community Organizing Practice</td>
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<tr>
<td></td>
<td><strong>Session Objectives</strong></td>
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<tr>
<td></td>
<td>• Today’s class allows each student group to present their community profiles before the class. Professional dress is encouraged.</td>
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<tr>
<td></td>
<td>• To develop further experience with public speaking and presentation</td>
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<td></td>
<td>• To be exposed to the various community profiles studied by and presented by peers</td>
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<td></td>
<td>• We’ll review the main points about community organization that we’ve learned.</td>
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<td>• If time permits, we’ll start to talk about management of human services practice.</td>
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<td><strong>Presentation Skills Materials:</strong></td>
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<td></td>
<td><strong>Optional Readings:</strong></td>
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<tr>
<td>10/29</td>
<td>Post-Profile Reflection Due Guest Speaker TBA</td>
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<td></td>
<td><strong>Topic:</strong> Management: Roles &amp; Functions; Sources of Resources; Program Development &amp; Planning; and Grant Writing</td>
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<td></td>
<td><strong>Summary:</strong> This class will introduce the functions and roles for social workers in the management of human services. Next, we will turn to some basic managerial skills, program development and planning, important practice elements in social work management. Specifically, we will focus on how to generate ideas, conceptualize programs, and write effective grant proposals. We will spend time on the skill of grant writing and budgeting.</td>
</tr>
<tr>
<td></td>
<td><strong>Session Objectives</strong></td>
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<tr>
<td></td>
<td>• To understand the functions and roles of social work management in human services</td>
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<td></td>
<td>• To be able to recite the different types of resources for program and agency funding</td>
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</tbody>
</table>
To explore the process of developing social programs and logic models
To examine the common aspects of a grant application, including the qualities of successful grants.
Group time or individual consultations to discuss mini-grant if time allows

Required Readings:

  - Chapter 1: An Orientation to Proposal Writing, pp. 1-12
  - Chapter 2: Organizing the Writing and Using Technology, pp. 13-24
  - Chapter 3: Assessing the Organization, pp. 25-30 only
  - Chapter 4: Generating and Refining Proposal Ideas, pp. 35-50.
  - Chapter 5: Writing Goals, Objectives and the Implementation Plan, pp. 51-60
- Grobman, Case 3: Cutting the Budget of the Harristown Family Service, 29-38.

Other Optional Tools:

- The Community Tool Box, (2012). Ch. 42, Developing a Financial Plan,
  - Section 5 -”Writing a Grant” http://ctb.ku.edu/en/tablecontents/section_1301.aspx
- Examples of proposals:
  - Civicus Proposal (c-tools) – proposal at the end of the article. https://civicus.org/view/media/Writing%20a%20funding%20proposal.pdf

9:11/5 Guest Speaker - TBA
**Topic:** Management: Program Budgeting, Implementation, Outcomes and Research  
**Summary:** This class will focus on the tools and skills needed for budgeting, program monitoring, and evaluation. Specifically we will look at outcomes and logic models, and ways of measuring progress. We will spend much of the class focused on evaluation strategies, and also consider ways to continuously improve programs.  
**Objectives:**  
- To learn how to a proposal budget  
- To explore the process of enacting, monitoring, and evaluating social programs.  
- To understand the evaluation procedures of charitable foundations  
- To be aware of individual donor fund development strategies  

**Required Readings:**  
  - Chapter 11: Planning, Implementing, Monitoring and Evaluation the Intervention  
  - Chapter 7: Writing the Evaluation Plan, pp. 81-94  
  - Chapter 8: Creating the Budget, pp. 95-112.  
  - Chapter 9: Finishing Touches, pp. 113-118.  
- Grobman, Case 2: I Choose to Live Foundation –One Man’s Vision to Form a New Charity, 23-28.

**10:11/12**  
Guest Speaker - TBA  
**Topic:** Management: Participatory Evaluation and Continuous Program Improvement; Organizational Effectiveness  
**Summary:** This class will focus on the tools and skills needed for stakeholder participation in program evaluation. We will also look at models for continuous improvement of programs and organizational effectiveness.  
**Objectives:**  
- To explore the process of enacting, monitoring, and evaluating social programs.  
- To understand the social program’s logic model and its expression in the social program’s components.  
- To explore approaches and tools for continuous quality improvement. (e.g., flowcharts, Gantt charts)  
**Readings:**  
- Grobman, Case 8: Gambling on an Outside Fundraising Consultant for the “For the Kids” Shelter, 81-90 + Discussion Questions 1, 3, 4, 6

**11:11/19**  
Mini-Grant Proposal Due  
Guest Speaker TBA
Topic: Policy Analysis, Development & Advocacy Practice I
Summary: Over the next two classes, we will focus on policy and advocacy as tools for social work practice. In today’s class, after reviewing policy practice in general, we will focus on understanding advocacy as a tool, and going over the issues and dilemmas that emerge when doing so. We will focus on core concepts, levels of advocacy work, and frameworks for social advocacy.

Session Objectives
• To understand the general process of policy analysis and advocacy, from issue identification to implementation/evaluation.
• To explore the levels at which advocacy can occur.
• To examine various ethical standards for advocacy practice.
• Pick an advocacy topic and check in with me to confirm

Required Readings
• Chapter 9: Building Support for the Proposed Change
• Grobman, Case 14: The One (Wo)Man Band Running the Kenmore Midget Baseball League, pp. 135-143 + Discussion Questions 1, 2, 3, 5, 6, 7.

12:11/26
Guest Speaker TBA

Topic: Policy Analysis, Development & Advocacy Practice II
Summary: In this class we will examine specific skills and strategies for doing advocacy work. This class will be very “tools” oriented. We will give special attention to using the media and internet in advocacy work, and on using op-eds and on giving public testimony for advocacy goals.

Session Objectives:
• To examine various advocacy strategies, focusing on op-eds and prepared testimonies.

In Class Films:
“Stand Up! Speak Out!”
Testimony: https://www.youtube.com/watch?v=fjO0tUXiQB0&app=desktop

Required Reading


| 13: 12/3 & 12/10 if needed | Policy Advocacy Assignment Due Extra Credit Report Due  
Policy Advocacy Reflection Due 12/13 (Friday). Reflective Essay #2 Due 12/13 (Friday).  
*Topic: Advocacy Practice: Strategies and Action for Social Change; Class Review & Evaluation*  
*Summary:* In this class we celebrate the conclusion of the course by sharing lessons learned and presentations about the final assignment.  
*Session Objectives*  
• To gain further examples of advocacy through presentation of advocacy assignments  
• To review Course Competencies  
• To administrator end of course evaluation as a part of a transparent and learning organization |

Credits: This syllabus is adapted from the syllabi of Dr. Diane Kaplan Vinokur, Dr. Trina Shanks, Richard Rodems, MSW, Allan Wachendorfer, LLMSW, and Dr. Mat Despard.

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