



COURSE TITLE:	Introduction to Community Organization, Management and Policy/Evaluation Practice
COURSE NUMBER:	SW 560 (Section 002) & SW 560 (Section 010)
CREDIT HOURS:	3
PREREQUISITES:	None Foundation Macro Methods; Required for all students
LOCATION:	Monday---- Tuesday----
SEMESTER:	Fall 2020
FACULTY:	James A. Blackburn, Ph.D.
CONTACT INFO:	Office: 3692 SSW (734) 763-9396 jblacbrn@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;

- 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 the 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 lecture videos are available on Canvas. Log to the Canvas portal at: <https://canvas.umich.edu> to find the course materials.

Assignments & Grading

There are three (3) major graded assignments for this course as well as an expectation of regular attendance/participation and the completion of the Motivational Interviewing Simulation. The graded items are listed, with their relative weight. Details follow the course outline.

Assignment	Due Dates	Weight
Problem Identification Statement, group	Session # 3	20%
Change Effort Action Plan, group	Session # 8	25%
Presentation of Community/Organization Project using slides, group	Last day of class	40%
Attendance & Participation, Individual	Ongoing	15%

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:

		B+	87-89	C+	77-79	D	<69 (no credit)
A	94-100	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.

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

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/pd](http://www.lib.mich.edu/ug/research/citation%20guide/AP5thed/pd))

+No other aspects of the APA style guide will be used. Instead, students are expected to prepare all assignments as "professional reports," i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, *italics*, **bold**, etc.

Course Outline, Before Class and In Class Expectations

ALL READINGS & VIDEOS ARE IN CANVAS UNDER MODULES

Please read the readings and watch the video lecture before the synchronous class discussion.

Session 1 -----

Topic: Future of Social Work, History and Components of Macro Practice & Orientation to the Grand Challenges

Session 2 -----

Topic: Engaging Communities

In Class

Community Organization Case Study and Worksheet: Exercise.

Due:

Draft of the Problem Identification Statement.

Session 3 -----

Topic: Advocacy and Conflict Resolution

DUE

Problem Identification Statement

Session 4 -----

Topic: Management Practice

In Class

GuideStar: Obtain Agency Form 990 Exercise

Session 5 -----

Topic: Concept of Total Rewards

In Class

Working Groups will outline individual tasks and responsibilities related to their community and organizational issue that have been identified.

Working Groups will also work on the Ethical Dilemma and answer the questions.

Session 6 -----

Topic: Management Practice

Session 7 -----

Topic: Human Resource Management and Leadership

In Class**Session 8** -----

Topic: Human Resource Management & Leadership: Financial Ratios & Budgeting

In ClassDue

Change Effort Action Plan

Session 9 -----

Topic: Human Resource Management & Leadership: Fundraising

In Class

Management & Leadership Case Study and Related Questions

Session 10 -----

Topic: Human Resource Management & Leadership: Nonprofit Mergers

In Class**Session 11** -----

Topic: Program Evaluation

In Class

Guest Lecture: Professor Sue Ann Savas, Program Evaluation for Social Workers

Session 12 -----PRESENTATION PREPARATION WEEK**Session 13** -----In Class:Student Groups present projects**Session 14** -----

Topic: Course Summary and Wrap Up

In Class:Student Groups present projectsDUE

1) Final project slides

Description of Assignments

Assignment Expectations

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.

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

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/citationguide/AP5thed/pd>)

Community or Organization Problem Identification Statement. Due Session # 3

In a small group, you will identify and understand a problem within a community or an 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. Local or national news may also be another resource for you to use to identify a problem. 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, or limited access to food.
- Organizational Issues: Lack of diversity within a board of directors, high staff turnover, funding issues, low levels of board engagement, or agency need to expand programming.

Write a 2-page professional report on the community or an organizational problem. Use data to describe the problem. Do not address the problem in the report (this will occur with the change effort action plan assignment). Use the problem statement examples as a guide. Follow the assignment rubric.

During class session #3, your group will present the problem to the class.

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 problem statement report via Canvas in your own assignment folder for grading.

Change Effort Action Plan. Due Session # 8

For this assignment, each group will write an action plan on the community or organizational issues they identified during the first assignment. Groups are encouraged to adjust (or re-define) their focal issue. In the plan, your group needs to (1) clearly define and describe the issue, (2) analyze possible causes, (3) propose an action plan, and (4) identify potential resources and anticipated obstacle to execute the plan.

The action plan should be designed in a planned and thoughtful manner. You should focus on how you can become a change agent at the macro-level by engaging in their task environments to propose a new or change an existing policy, program, or develop new evidence-based practices.

Assume your reader is a busy professional (e.g., community and organizational leaders). The plan 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. Follow the assignment rubric.

This piece of the assignment has several purposes:

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

Please submit the action plan via Canvas to the instructor.

Presentation of Community/organizational Project. Due on last day of class.

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

A 20-25-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/problem. 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.

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 slides as one document via Canvas to the instructor.

Motivational Interviewing Simulation (Individual).

The 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. *We will apply MI in class in terms of macro practice examples.*

Class Attendance and Participation

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.

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 two (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.*

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

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.