UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

Course Title: **Introduction to Community Organization, Management, and Policy/ Evaluation Practice**
Course Number: **SW 560**
Section Number: **003**
Term: **Fall 2020**
Credit Hours: **3**
Prerequisites: **None**
Instructor: **Ayesha Ghazi Edwin, LLMSW, LSSGB**
Contact Details: **ayeshag@umich.edu, 734-972-6416 (c)**
Time/Place: **Mondays (online), 9:00 am - 12 pm, asynchronous work throughout the week**
Office Hours: **By appointment**
This section will meet virtually only.

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 Objectives

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.

Course Competencies and Practice Behaviors
This course addresses the following competencies and practice behaviors:

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

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

- advocate for client access to the services of social work;

- attend to professional roles and boundaries

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;

- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles;

- apply strategies of ethical reasoning to arrive at principled decisions

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

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

- analyze models of assessment, prevention, intervention, and evaluation;

- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice.

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

experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

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

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

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

- use research evidence to inform practice.

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

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

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

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

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

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

COMPETENCY 9—Respond to contexts that shape practice.

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

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

- promote sustainable changes in service delivery and practice to improve the quality of social services.

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

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

COMPETENCY 10(b)—Assessment

Social workers

- collect, organize, and interpret client data

- assess client strengths and limitations

- develop mutually agreed-on intervention goals and objectives; and

- select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals

- implement prevention interventions that enhance client capacities;

- help clients resolve problems;

- negotiate, mediate, and advocate for clients; and

- facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation

Social workers

- critically analyze, monitor, and evaluate interventions.

Course Design:

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videos—as well as a few built in online/off-site modules .

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 counselor physically located in the School of Social Work, (Alejandro Rojas) at (734) 763-7894 or by email **aroja@umich.edu.** 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

This course utilizes *Canvas* and *edX edge* as a resource for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on those sites. Please review the sites carefully. Login to the Canvas portal at: https://canvas.umich.edu and navigate to the "Module" and "Files" pages.

There is no required text for this course. Readings for each topic will be posted to Canvas. During the week, at least 1 discussion prompt will be posted to the "Discussion" section of Canvas. This may include a video for you to watch or article for you to read. You should engage in the content posted, respond to the discussion prompt if ask, and respond to comments made by 2 of your peers.

Assignments & Grading
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. Details follow the course outline. A note about participation: if a student misses a weekly discussion post, they are able to make it up by attending an ENGAGE virtual discussion (there will be 8 this semester), and posting a discussion prompt about it.

Assignment	Due Dates	Weight
• Reflections (4) - Due 9/07, 9/28, 10/19, 12/07	ongoing	20%
• Culminating Assignment Assessment Paper	TBD	20%
• Culminating Assignment Group Presentation	TBD	20%
• Culminating Assignment Final Group Presentation	TBD	20%

• Attendance & Participation (including both asynchronous and synchronous participation and engagement. This includes attending synchronous sessions unless excused, participating in class activities, and in online discussion forums).	Ongoing	20%

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

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

<u>PLEASE NOTE:</u>

- 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 week-ends.

- Students are to use APA "citation format" for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: (http://www.lib.mich.edu/ug/ research/citation guide/AP5thed/pdf)

- *<u>+No other aspects of the APA style guide will be used</u>*. 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, <u>underlining</u>, *italics*, **bold**, etc.

COVID-19 Statement
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 <u>Wolverine Culture of Care</u> and the <u>University's Face Covering Policy for COVID-19</u>. 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.

Recording Class

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

<u>Course Outline and Readings</u>

<u>Session</u>   <u>Topic</u>

Session 1.   **Introduction: The History and Components of Macro Practice**
   08/31   - Syllabus review and course objectives
            - Defining macro social work practice
            - Defining communities and political and social movements

Session 2
09/07   **Advocacy as a Form of Social Work**
           NO SYNCHRONOUS SESSION
           Recorded lecture will be posted

            -- Models of advocacy
            --Types of advocacy

           Reflection #1 due

           <u>Readings:</u>

Hardcastle (2012), *Community Practice Theories and Skills*, Chapter 12 "Using the Advocacy Spectrum," (pp.340-370).

Lens, V. (2004). Principled negotiation: A new tool for case advocacy, *Social Work 49(3)*, 506-513.

Netting, Kettner, McMurty, & Thomas (2012), *Social Work Macro Practice*, Chapter 1 "An Introduction to Macro Practice in Social Work," (pp. 1-31).

OPTIONAL:
McNutt, John (2012). The Lobbying Strategy Handbook, Chapter 11 "Fighting for Justice in Cyberspace" (pp. 251-268).

*G*ladwell*, M.* (2010). *Small change*: why the *revolution will not* be *tweeted*. The New Yorker, October 4, 42-49, http://www.newyorker.com/r eporting/2010/10/04/101004fa_fact_gladwell

Session 3.   **Models of Community Organization Practice and Their Implications**

09/14   **Understanding Communities: Their Problems & Their Populations**
-- Defining the community
-- Different conceptualizations of community and their implications
-- Typologies of community organization
-- Empowerment theory and community organization practice

Guest Presenter, Chair of Ann Arbor Human Rights Commission, Leslie Stambaugh

Readings:
"A Forgotten History of How the U.S. Government Segregated America," (2017). NPR: Fresh Air Podcast. Retrieved from: https:// umich.instructure.com/courses/380550/modules/items/1203657

Center for Community Health and Development University of Kansas (2017). Chapter 3, Sect. 2: "Understanding and Describing the Community." Retrieved from https://ctb.ku.edu/en/table-of-contents/assessment/ assessing-community-needs-and-resources/describe-the-community/ main

Roelofs, Ted. (2020).- Blacks far more likely to face felonies in Washtenaw County. Bridge Magazine Online

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

Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 5 "Critical Organizing Frameworks" (pp. 1-20).

Session 4.   **Organizing and Mobilizing Communities**
09/21   -- Roles of the organizer
-- Group skills in community work
-- Selecting appropriate strategies and tactics
-- Social capital and community mobilization

Pre-profile Reflection Due

<u>Readings:</u>
Beckwith, D. & Lopez, C. (2010). Community Organizing: People Power from the Grassroots. Center for Community Change.   (MOOC article)

Forrester, D. (2016). Motivational Interviewing: How to Use it in Social Work Practice. Retrieved from https://www.theguardian.com/social-care-network/ 2016/mar/08/motivational-interviewing-quick-guide-social-work

Ohmer, M.L. & DeMasi, K. (2009). Consensus Organizing: A Community Development Workbook. Ch. 6 "Understanding Communities: Their History and Current Conditions." Thousand Oaks, CA: Sage Publications.

<u>Optional:</u>
Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 9 "Tactics for Change" (pp. 1-20).

Staples, L.H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups 23*(2), 19-35.

Session 5.   **Assessing Community Needs and Strengths**
09/28   --Constructing a community profile: Frameworks for community analysis
--Conducting a community needs assessment
--Asset mapping: Identifying community strengths

Reflection #2 Due

Guest Presenter State Senator Stephanie Chang

<u>Readings:</u>
Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 6 "Assessing Communities," (pp. 167-207).

McKnight, J. (2013). A Basic Guide to ABCD Community Organizing. Asset Based Community Development Institute. Northwestern University, Evanston, IL.

Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. *American Journal of Community Psychology 31(3/4)*, 293-300.

Session 6.   **Understanding Community-Based Organizations**
10/05   -- The structure, mission & goals of nonprofit community-based organizations
-- Management theories
-- Decisionmaking, power, authority, and politics of nonprofit organizations
--Assessing Organizations

Guest Presenter, Executive Director of Detroit Disability Power, Dessa Cosma

Readings:
Austin, M & Vu, C. (2012). Assessment of organizations. In C.A. Gilsson, C.N. & K. M. Sowers (Eds). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions* (pp. 131-157). Hoboken, NJ: Wiley.

Bradach, J. (2003). Going to scale: The challenge of replicating social programs. *Stanford Social Innovation Review,* 19-25.

Sutton, R. (2003). Sparking nonprofit innovation: Weird management ideas that work, *Stanford Social Innovation Review,* 42-49.

Session 7.   **Ethical and Legal Issues in Macro Practice**
   10/12   --The meaning of ethics and ethical analysis in macro practice
-- Ethical issues in macro practice
-- Legal foundations of community-based nonprofit organizations

Readings:
Alinsky, S. (1972). Of means and ends, in *Rules for radicals* (pp. 24 – 47). New York: Vintage Books.

Hardina, D. (2004). Guidelines for ethical practice in community organization, *Social Work 49 (4)*, 595-604.

Hoefer, R. (2006). Social justice and advocacy practice. In *Advocacy practice for social justice*. Chicago, IL: Lyceum Books.

Session 8.
   10/19   **Community Observation Day**
   Reflection #3 Due

Session 9   **Program Development, Implementation, Monitoring, and Evaluation**
   10/26   **Visioning and Strategic Planning in Community-Based Organizations**

-- Linking programs to organizational mission and goals: Models & stages
-- Translating goals into objectives: Promoting community participation
-- Evaluating program outcomes
-- Managing information

Readings:

Martin, L. (2009). Program planning and management. In R. J. Patti (Ed.). *The handbook of human services management (2nd ed).* Thousand Oaks, CA: Sage.

Finn, Janet (2016), Just *Practice*, Chapter 8 "Evaluating, Reflecting On, and Celebrating our Efforts" (pp. 337-376).

Kellogg Foundation (2004). Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide. Battle Creek, MI: Kellogg Foundation.

Session 10. **Community Presentation**
    11/02

Session 11. **Human Resources Management: Managing Staff in Organizations**
    11/09 **Inter-Organizational Practice, & Fund Development**
--Personnel Policies/Supervisory Roles and Functions
--Staff Development
-- Issues of power
-- Inter-organizational practice in multicultural communities
-- Proposal writing
-- Strategies for resource development

Readings:
Hopkins, K.M. (2009). Supervision, development, and training for staff and volunteers. In R.J. Patti (Ed.). *The handbook of human services management (2nd ed.)*. Thousand Oaks, CA: Sage.

Hager, M., Rooney, P. & Pollak, T. (2006). How fundraising is carried out in US nonprofit organizations, International Journal of Nonprofit and Voluntary Sector Marketing, 7(4), 311-324.

In Class Activity:
Video: Transforming Organizational Culture to Center Equity

Session 12 **No Class - BREAK**
    11/23

Session 13 **No Readings - on Hold**
    11/30

Session 14. **Social Policy and Community Practice**
    12/07 **The Future of Macro Practice**

Final Reflection #4

--Course Summary and Issues for the Future

Readings:
Burghardt (2011)*, Macro Practice in Social Work for the 21st Century,* Chapter 11 "Summing Up, Moving Forward" (pp. 303-321).

Optional:
Uehara, E. et. al. (2013). Grand Challenges for Social Work, *Journal of the Society for Social Work and Research 4(*3), 165-170.

McCue, B. (2012). The Lobbying Strategy Handbook, Chapter 10 "The 10 Steps Strike Again! Breaking the Tire Cycle" (pp. 223-250).

Mondros, J. (2013). Political, social, and legislative action. In M. O. Weil, M. Reisch, & M. Ohmer (Eds.), the handbook of community practice (2nd ed.). (pp.345-359) Thousand Oaks, CA: Sage.

Course assignments

REFLECTIONS - 20% ongoing

1) **Throughout this course, you will write a total of four (4) 2-page double-spaced reflections detailing your learning, growth, and areas of needed clarification in this class.**
2)

Reflections may include your observations and subjective experience in this class, but should also discuss course content and theory from readings or lectures in a critical and meaningful way. For example, reflections may include discussion on how course content is applicable to current social movements for change, either happening locally, nationally, within your field placement, or otherwise.

All sources should be cited using APA-format.

Due Dates for Reflections are as follows:
1) Session 2: 9/07 at 11:59 pm
2) Session 5: 9/28 at 11:59 pm
3) 10/19 at 11:59 pm
4) 12/07 at 11:59 pm

Ann Arbor Human Rights Commission Assignment
General Description

This project is a partnership between UM Social Work 560 students and the Ann Arbor Human Rights Commission. The goal of the Ann Arbor Human Rights Commission, known until 1970 as the Human Relations Commission, was created in 1957 by City Council under the leadership of Mayor Sam Eldersveld. It works to protect the human and civil rights of the people of Ann Arbor. Its nine members are Ann Arbor residents appointed for three-year terms by the Mayor and City Council.

The purpose of this project is for students to practice content learned in SW560 by assessing a community-based issue, and providing a recommendation to a decision-making body that has the power to create community change. This project is intended to be mutually beneficial, whereby students gain experiential practice and application of course content while providing the Ann Arbor Human Rights Commission

 (Links to an external site.)
 with information and recommendations about a pressing equity issue that will help inform their creation of ordinances and potentially other city-wide initiatives.

The research you do and recommendations you make have the power to influence and inform City ordinances and other initiatives that directly impact equity for residents in Ann Arbor for years to come.

Learning objectives of this 3-part assignment:

- Identify a pressing inequity issue, assess the state of the problem, and place it in historical, social, economic, and political context

- Utilize course learning to recommend an *intervention* that will help inform an Ann Arbor City ordinance or other initiative

- Understand *evaluation* in community practice by recommending how short and long-term impact could be monitored if your recommendation is put into place, and who may be responsible for monitoring the issue in the City.

- Integrate and apply course theory and content to a community-based project

- Gain first-hand knowledge of how advocacy can impact and shape public policy

- Gain practice skills and tools to effectively advocate a position to decision-makers who have the power to create change

<u>Assignment Breakdown:</u>

In total, all three parts of this assignment are worth 60 points (60% of your grade in this course).

This is 3-part group assignment. After submission of Part I and Part II of this assignment, student groups will share their work with the class, allowing them to debrief, talk out issues, and gain feedback and recommendations from their peers. Class time will also be devoted for group work on this project on a regular basis.

Part I.) A 8-page double-spaced, not including cover page and works cited, *Assessment & History paper* developed by your group **due by October 26th, 11:59 pm. *This assignment is worth 20% of your final grade.***

Part II.) A 8-page paper, not including cover page and works cited on the problem, recommendation/intervention, and potential way it can be evaluated and sustained, due by **November 16th, at 11:59 pm. *This assignment is worth 20% of your final grade.***

Part III.) A final, recorded 15-minute presentation and 2-page Infographic summarizing the problem, intervention, and evaluation, and Part I and II of your assignment to be virtually shared via Google Drive with the Ann Arbor Human Rights Commission **by December 1st, 11:59 pm. *This assignment is worth 20% of your final grade***

Details of Part I:

This part of the assignment is worth 20 points, or 20% of your grade in this course.

1. **Part I: *The Assessment & History,* due October 26th, at 11:59 pm*:* 5-8-page paper, APA format, double-spaced paper, with work cited (work cited and cover page does not count as one of your ==5-8 pages).==**

For the first part of this assignment, each group will turn in one ==**(1) 5-8-page double**== spaced paper summarizing the issue. Please use graphs, quotations, images, and other visually appealing methods to display your findings. You must clearly state the targeted social justice issue and why the urgency for change is now.

The paper must include:

- **What issue did your team decide to focus on? Why did you select this issue?**
- **Describe the problem:**
    - Who is affected/impacted? Use data to describe who is affected by the problem and the general demographics of Ann Arbor. This data will be used in your presentations as well. ==**Data is a project requirement. For some of you, you may be able to obtain Census data from the American Community Survey data, for others you will have to do more research. If possible, data should illustrate demographics of who is affected by the issue, demographics of the general community, and demographics of the extent of the problem. If you need more help, please contact Darlene Nichols, our librarian, at dpn@umich.edu and myself.**==
- **Place the problem in historical, political, and social context:**

- ○ Conduct research on how the issue manifested. You must cite at least **three (3) sources,** which may be policies, news articles, reports etc.
- · **Make a case for why action is needed now:**
- ○ This section should summarize the impact of the problem, and why the need for change is now. This section should include at least two **(2) scholarly journal articles** that discuss how this issue impacts society in general (for example, a journal article on racist policing and its affect on the well-being of citizens, or the social and economic impact of lack of equitable housing, etc.). Summarize your findings and always recognize your authors in the reference section.
- ○ This section should include quotes/information from **1 interview** with stakeholders:
  - ▪ You must interview at least one individual for this assignment and integrate a quote/information they provide into this paper. This should be cited using APA format.
  - ▪ **Due to accessibility issues, an interview could be defined as: email correspondence, a quote published in an online publication**
  - ▪ **If you do an actual interview, you will receive extra credit. An interview is defined as a zoom and/or phone call.**
  - ▪ A "stakeholder" is defined as someone with knowledge of the issue or power to make change (for example, someone who works for the Housing Commission if your group is looking at housing equity), or a constituent impacted by the issue. **Make sure that you receive their consent of the individual prior to including any of their identifying information in any part of this project.**
  - ▪ This section should also ***bring it into today,*** by discussing how current crises in our country may further exacerbate the problem/issue you are looking at, and exacerbate the impact on those affected. Current

problem/issues may include - but are not limited to - the current pandemic, epidemic of racial violence and injustice against Black Americans, or other current political or social issues.

- **What is the cost to the city (fiscal and otherwise) of not acting:**
  - ○ This does not necessarily have to include a cost-benefit analysis, and data is not a requirement for this section. A general exploration about the likely social, economic, fiscal, etc., cost and impact to the city because of the issue, and what the ongoing cost will be if action is not taken - would suffice.
- **Forces for and against change:**
  - ○ This section of the assignment will require research on the political, organizational, economic, and other forces that are for and against the change
  - ○ This section should be aided by the Power Mapping exercise in Katie Doyle's class. You do not need to turn in the power map as part of this assignment.

The grading rubric for this assignment is on Canvas.

Part II:

This part of the assignment is worth 20 points, or 20% of your grade in this course.

II. ==*5-8 page paper*== *- The Problem, Intervention/ Recommendation, and Evaluation, due November 16th, 11:59 pm.* ==*If you need an extension past this date, please let me know*==

For the second part of this assignment, each group will turn in one (1) ==5-8-page== double spaced paper summarizing the issue, stating your recommended intervention, and . Please use graphs, quotations, images, and other visually appealing methods to display your findings. You must clearly state the targeted social justice issue and why the urgency for change is now.

This paper should include the following information:

- Reiterate the problem, why the need to act is now, and the fiscal, social, and other costs to the city for not acting
- Discuss **your approach** to creating a recommendation/intervention using course theory and content. **Two (2) sources must be cited** (for example, what advocacy frameworks are you using to understand this issue? what tools are you using to identify opportunities or assets in the community?)
- Recommend a solution/next step around the problem. You don' have to recommend an actual ordinance, the HRC will use your recommendation to inform an ordinance or some other appropriate initiative. You must justify your recommendation/ intervention by:
- Cite at least **one example of what other municipalities** have done around similar issues (sources might be policy documents, or other articles on what has been done in other cities, etc.)

- **Cite at least one (1)** scholarly journal article on why this intervention would be effective.
- <mark>You must include one (1) stakeholder/key informant interviews</mark> with individuals that can help you understand a solution for this problem. You must gain consent from those you interviews if you include any quote or information attributed to them.
- <mark>**Due to accessibility issues, an interview could be defined as: email correspondence, a quote published in an online publication**</mark>
- <mark>**If you do an actual interview, you will receive extra credit. An actual interview is defined as a zoom and/or phone call.**</mark>

- What would be the short and long-term impact of enacting your recommendation?
- State how the effectiveness of your recommendation, if adopted into policy or otherwise, could be potentially measured (surveys, data, etc.), and who would be the responsible party to monitor this issue.
- What would potentially be the intended and unintended consequences of enacting your recommendation?
- How likely is your recommendation/intervention to happen (relate to power analysis)
- Discuss sustainment: how could your effort be sustained, if implemented?

See grading rubric on Canvas

Part III:

This part of the assignment is worth 20 points, or 20% of your grade in this course.

The materials for this part of the assignment should be submitted in your appropriate team folder here:

https://drive.google.com/drive/folders/ 13A_kvIwbHyRGJlOTvUniBEJfhtvj5EyR?usp=sharing

(Links to an external site.)

III**. *Final recorded presentation, PowerPoint, and an infographic due December 1st, 2020, 11:59 pm. This will be submitted via google drive to HRC. The written portions of Part I and Part II of this assignment will be also submitted at this time:***

This assignment will culminate with submission of a virtual 15- minute recorded presentation, PowerPoint and any other materials used in your presentation, and a maximum 2-page infographic summarizing the issue, intervention, and evaluation. These materials must be electronically shared with the Ann Arbor Human Rights Commission via Google Drive no later than December 1st, 2020, 11:59 pm.

The HRC has also asked for the written portions of Part I and Part II of this assignment to also be submitted at this time.

Depending upon the quality of the presentation, and whether it is in alignment with HRC goals and priority issues at the time, Leslie Stambaugh may invite at least 1-2 groups to virtually testify live during the HRC meeting on Wednesday, December 9th, at 7:00 pm. Your testimony will be to both commissioners, city council members, and will be televised.

Deliverable:

1. **Create a 15-minute presentation** detailing the assessment and history (part 1), as well as the intervention/recommendation and evaluation (part 2). This will be a recorded presentation. PowerPoint slides should include data, graphics, and be visually appealing. This is a professional presentation, one that will be used to educate HRC about the issue and shared with policymakers and other stakeholders. Therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation.

1. **Develop a 2-page Infographic.** You must include a 2-page visually appealing, engaging, and easy to understand infographic summarizing the problem, your recommended intervention, how it could be evaluated (the short and long-term impact or benefit), and why change is needed now. This item should support and/or further explain points made in your presentation. The visual aid will be shared with the HRC and may be shared with other stakeholders.

Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format available here: https://guides.lib.umich.edu/c.php?g=282964&p=1885441

 (Links to an external site.)

The grading rubric for this assignment is on Canvas.

Resources for this Project:

CONTACTS:

These individuals may help you identify potential stakeholders about the issue you are investigating, or point you in a direction to find research.

- Judah Garber, Commissioner, judahgarber@gmail.com
- Leslie Stambaugh, Chair of HRC, leslie@lesliestambaugh.com, (734) 769-6300
- Linda Winkler, Commissioner, wink625@gmail.com
- Ayesha Ghazi Edwin, Commissioner (and you know me), ayeshag@umich.edu, (734) 972-6416

Potential Research Sources

- Ann Arbor public library
- Umich Bentley library
- A2gov website
- A2 human rights commission website
- LegiStar

Potential Interviews (based on topic area):

- Avalon Housing
- Washtenaw Interfaith Coalition for Immigrant Rights (WICR) - Professor ***Laura Sanders is a founder***
- Others, including community members, affected by the issue of focus.
- ***Always obtain consent prior to include an identifying information of those you interview in any part of this project****