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/](http://www.dpss.umich.edu/).


**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](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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Reflections (4) - Due 9/07, 9/28, 10/19, 12/07</td>
<td>ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Culminating Assignment Assessment Paper</td>
<td>TBD</td>
<td>20%</td>
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<tr>
<td>Culminating Assignment Group Presentation</td>
<td>TBD</td>
<td>20%</td>
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<tr>
<td>Culminating Assignment Final Group Presentation</td>
<td>TBD</td>
<td>20%</td>
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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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>94-97</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>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<td>D</td>
<td>&lt;69</td>
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</tbody>
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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 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)

- *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.

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 **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.

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.

Course Outline and Readings

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction: The History and Components of Macro Practice</td>
</tr>
<tr>
<td>08/31</td>
<td>- Syllabus review and course objectives</td>
</tr>
<tr>
<td></td>
<td>- Defining macro social work practice</td>
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<tr>
<td></td>
<td>- Defining communities and political and social movements</td>
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<tr>
<td>Session 2</td>
<td>Advocacy as a Form of Social Work</td>
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<tr>
<td>09/07</td>
<td>NO SYNCHRONOUS SESSION</td>
</tr>
<tr>
<td></td>
<td>Recorded lecture will be posted</td>
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<tr>
<td></td>
<td>-- Models of advocacy</td>
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<td>--Types of advocacy</td>
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Reflection #1 due

Readings:


**OPTIONAL:**


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**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:**


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).


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**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

Readings:


Optional:


Session 5. 09/28
Assessing Community Needs and Strengths
--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

Readings:
Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 6 “Assessing Communities,” (pp. 167-207).


Session 6. 10/05
Understanding Community-Based Organizations
-- 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:


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:


Session 8.  Community Observation Day
10/19
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:

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


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

Session 12
11/23
No Class - BREAK

Session 13
11/30
No Readings - on Hold

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

Final Reflection #4
--Course Summary and Issues for the Future

Readings:

Optional:

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

*Culminating Assignment instructions and description will be provided in a separate handout.*