SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	Introduction to Community Organization, Management, and Policy/Evaluation Practice
Course #/term:	SW 560, Section 5 | Fall 2020
Time and place:	Monday 6:00pm – 9:00pm | Online only
Credit hours:	3
Instructor:	Matthew Bakko, MSW, MA
Contact info:	mbakko@umich.edu
Office:	Virtual
Office hours:	Virtual appointments set up via email
Phone/Text (Google Voice):	(313)718-2434

Course Description

Welcome to Social Work 560. 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 and Competencies

On completion of this 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.

2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.

3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.

4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/ discriminated against populations.

5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions.

6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.

7. Identify salient connections between macro practice and interpersonal practices.

This course addresses the following competencies and practice behaviors:

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;
- 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;
> • 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;
> • facilitate transitions and endings.
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> 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.

Curricular Themes
- 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 Social Work Ethics and Values

The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Attendance Policy

An important part of doing work with and in communities and organizations is showing up and participating to the best of our abilities. 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. In general, please inform me as soon as possible if you expect to miss class or if you have extenuating circumstances that may affect your attendance.

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.

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

Accommodations for Learning

You have a right to an inclusive and accessible education. We want to foster the academic success of all students. Let's work together to make sure that happens.

If you have a disability, accessibility concern, or condition that may affect your participation in this course, please send an email or schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

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.

Email Policy

Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put "SW560." I will do my best to get back to you as soon as possible. Please send a follow-up if I have not replied within 48 hours during weekdays.

Cell Phones and Laptops

Students are required to use electronic devices to participate in the online components of the course. Students should download and become familiar with relevant software and applications used for instructional purposes, especially Canvas and Zoom. Students should ensure that computer video and audio is working properly. If for some reason you do not have access to a computer, check out the Sites @ Home program.

Recordings

Audio and video recording of 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. Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as

necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use. 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. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact me the first week of class to discuss alternative arrangements. 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.

Writing Assistance
Quality writing can take several drafts. Two especially useful resources at UM to improve writing are the SSW Writing Assistance office (Betsy Williams betsywil@umich.edu, SSWB 1696, https://sites.google.com/umich.edu/sswwritinghelp/home) and the Sweetland Writing Center (1139 Angell Hall, 764-0429, https://lsa.umich.edu/sweetland). I highly encourage using these resources.

Academic Integrity
Academic integrity is taken extremely seriously in the School of Social Work, as well as the academic community and the University of Michigan at large. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. It is your responsibility to familiarize yourself with the information and other resources regarding expected academic conduct presented at: https://guides.lib.umich.edu/academicintegrity

Additional School and University policies, information and resources are available here:
https://ssw.umich.edu/standard-policies-information-resources. They include:
- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism

Note on the Course Syllabus:
I reserve the right to amend the syllabus as needed. These changes are not likely to change any due dates, but if changes are necessary due to the timing of lectures or unforeseen circumstances, the online syllabus will be updated and an announcement will be made in class and over email to keep students informed. The online syllabus will be kept current throughout the term.

Course Materials

All required assigned readings and course content will be found on the course Canvas site. This course is grounded heavily in engagement with and discussion of assigned materials during class time. It is expected that students will complete all assigned readings/videos/etc. prior to each class.

<div align="center">**Class Schedule**</div>

Note: Assigned readings/videos/etc. are bulleted for each class. Unless noted otherwise, please complete them prior to their respective assigned class periods. All readings are found on the course canvas page unless otherwise indicated.

1. August 31: Introductions and Forming Community

- No assigned readings

Note: No class on September 7th (Labor Day holiday)

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2. September 21: Macro Practice—Introduction and History
- The values, history, and components of macro practice
- The challenges of macro practice

- Netting, Kettner, McMurty, & Thomas (2016), Social Work Macro Practice, Chapter 1 "An Introduction to Macro Practice in Social Work," (pp. 1-28).
- Bent-Goodley, T.B. (2016). Social work's grand challenges: Mobilizing the profession. Social Work, 61(3), 197-198.
- Carroll, J. and Minkler, M. (2000). 'Freire's Message for Social Workers', Journal of Community Practice, 8: 1, 21-36.

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3. September 28: Micro Skills for Macro Practice
- The connections between micro and macro
- Motivational Interviewing

- Eichler, M. (2012). Building Collaboration: Motivational Interviewing in Community Organization Work. In Motivational Interviewing in Social Work Practice (pp. 114-126). New York, NY: The Guilford Press.

Choose 2 out of the following to read for class:
- Bonella, B. (2018). Macro Practice in a Micro World: The Story of Youth Futures Macro Practice in a Micro World: The Story of Youth Futures. Reflections: Narratives of Professional Helping, [S.l.], v. 24, n. 1, p. 12-20, apr. 2018. ISSN 1080-0220.

- Crutchfield, J. (2018). What's Your Number? An Example of Micro and Macro Practice in the Era of Police Accountability. Reflections: Narratives of Professional Helping, [S.l.], v. 24, n. 1, p. 34-44, apr. 2018. ISSN 1080-0220.
- Howard, H. (2018). Streams to Ocean: Bridging the Micro/Macro Divide. v. 24, n. 1, p. 65-71, apr. 2018. ISSN 1080-0220.
- Moya, E., et al (2018) Bridging the Gap Between Micro and Macro Practice to Address Homelessness in the U.S.-Mexico Border Region: Implications for Practitioners and Community Stakeholders. Reflections: Narratives of Professional Helping, [S.l.], v. 24, n. 1, p. 102-118, apr. 2018. ISSN 1080-0220.
- Walsh, J. (2018). Confessions of a Reluctant Macro Practitioner. Reflections: Narratives of Professional Helping, [S.l.], v. 24, n. 1, p. 155-162, apr. 2018. ISSN 1080-0220.

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4. October 5: Community Engagement and Assessment—Strengths and Needs
- Defining community and its different conceptualizations
- Community Engagement
- Conducting a community needs assessment
- Asset mapping: Identifying community strengths
- Frameworks for community analysis

- Hardcastle (2011), Community Practice Theories and Skills, Chapter 4 "The Concept of Community in Social Work Practice" (pp.94-129).
- Hardcastle (2011), Community Practice Theories and Skills, Chapter 9 "Using Work Groups: Committees, Teams, and Boards"
  - Note: Just read the section called "Stages of Group Development: When Is a Group a Group?" (pp. 252-255 only)
- Adichie, Chimamanda. (2009). The danger of a single story.
  - Watch TED Talk: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Netting, Kettner, McMurty, & Thomas (2012), Social Work Macro Practice, Chapter 6 "Assessing Communities," (pp. 167-207).
  - Note: Skim this chapter
- Nichols, D. Data and Online Information
  - Video: https://www.youtube.com/watch?v=aeKKAQMS3cs
- Hiltz, B. Information Gathering
  - Video: https://www.youtube.com/watch?v=VxSSyRC6KPg

Optional further reading:
- Gutierrez, L., Lewis, E., Dessel, A., & Spencer, M. (2013). Principle skills, and practices strategies for promoting multicultural communication and collaboration. In M.O. Weill, M.

Reisch, & M. Ohmer (Eds.), The handbook of community practice (2nd ed.) (pp. 445-460). Thousand Oaks, CA: Sage.

- Illich, I. (1968, April). To hell with good intentions. In Conference on InterAmerican Student Projects. Cuernavaca, Mexico.
- 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.
- Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. American Journal of Community Psychology 31(3/4), 293-300.
- Kretzmann, J. and McKnight, J. (1993). "Introduction." Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets, ACTA Publications, Chicago.

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5. October 12: Team Engagement for Community Assessment Project (no class)
- Matthew <u>will</u> be available during class time this week for consultations

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6. October 19: Community-based Organizations
- The structures, missions, and goals of community-based and non-profit organizations
- Power, decision-making, and authority
- Assessing organizations
- Management theories and issues

- 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.
- Morgaine, K., & Capous-Desyllas, M. (2014). "Chapter 7: Anti-oppressive practice in organizations (pp. 264-273). *Anti-Oppressive Social Work Practice*. San Diego, CA: Cognella.
  - Note: pp. 274-296 optional
- Bradach, J. (2003). Going to scale: The challenge of replicating social programs. Stanford Social Innovation Review, 19-25.

Optional Further Reading:
- Brody, R. Effectively managing human service organizations. Chapter 2 "Strategic Planning" (pp. 20-38).
- Hasenfeld, Yeheskel. (2010). Human Services as Complex Organizations, 2nd edition, Sage Publication (Chapters 1 & 2).

- 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.
- Crutchfield, L. R., & McLeod-Grant, H. (2012). Local forces for good. *Social Innovation Review*.

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7. October 26: Program Planning and Evaluation

- Linking programs to organizational mission and goals: Models & stages
- Logic Models and Theories of Change
- Translating goals into objectives: Promoting community participation
- Evaluating program evaluation
- Participatory and community-engaged evaluation

- Martin, L. (2009). Program planning and management. In R. J. Patti (Ed.). The handbook of human services management, 2nd ed. (pp. 515-531). Thousand Oaks, CA: Sage.2
- Coombe, C. (2012). Participatory approaches to evaluation. In M. Minkler (Ed.), Community organizing and community for health and welfare (pp. 346-365).
- Complete Module 1 and 7 of "*Enhancing Program Performance with Logic Models*":
  o https://lmcourse.ces.uwex.edu/
- Savas, S. Most Significant Impact
  o Video: https://www.youtube.com/watch?v=H2doHeSJI50

Optional Further Reading:
- Kellogg Foundation (2004). Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide. Battle Creek, MI: Kellogg Foundation.
- Hasenfeld, Y. (2001). Program development. In J. Rothman, et al, eds., Strategies of community intervention, 6th ed. (pp. 456-477), Itasca, IL: F.E. Peacock.

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8. November 2: Philanthropy and Resource Development

- Proposal writing
- Strategies for resource development
- The philanthropic sector and its challenges

- Coley, SM & Scheinberg, CA (2014). Proposal Writing: Effective Grantsmanship-5th Edition (pp. 17-32). Thousand Oaks, CA: Sage Publications.
- Smith, A. (2007). "Introduction" (pp.1-20). In *The revolution will not be funded: Beyond the nonprofit industrial complex*. Incite: Women of Color Against Violence (eds.)

- Villanueva, E. (2019). Decolonizing Wealth.
  - Video:
    https://www.youtube.com/watch?v=LKHmU95w_Q8&feature=youtu.be&t=1
- Justice Funders. (2019). Resonance Framework.
  - http://justicefunders.org/resonance/a-new-vision-for-philanthropy/
    - Read Section 2 only: "A new vision for philanthropy," "Guiding values and principles," & "A spectrum of extractive to regenerative philanthropy"

Optional Further Reading:
- 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.
- Palotta, D. (2013). Ted Talk: The way we think about charity is dead wrong.
  - https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en

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9. November 9: Community Organizing: Frameworks and Foundations
- Models of community organization practice
- Roles of the organizer
- Foundational organizing skills

- Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 5 "Critical Organizing Frameworks".
- Ransby, B. (2015). Ella taught me: Shattering the myth of the leaderless movement. *Colorlines, June*, *12*.
  - Read here: https://www.colorlines.com/articles/ella-taught-me-shattering-myth-leaderless-movement
- Staples, L.H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups 23*(2), 19-35.

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10. November 16: Community Organizing: Strategy, Tactics, and Action
- Selecting appropriate strategies and tactics
- Group skills in community work
- Social movements

- Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World,* Chapter 9 "Tactics for Change."
- Documentary— United in anger: A history of ACT UP. (2012).
  - Available on Kanopy (sign in with your UMich account): https://proxy.lib.umich.edu/login?url=https://umich.kanopy.com/node/1145330
- Heller, N. (2017). Is there any point to protesting? *The New Yorker*, *21*.
  - https://www.newyorker.com/magazine/2017/08/21/is-there-any-point-to-protesting
- Albert Einstein Institution. 198 methods of nonviolent action.
  - https://www.aeinstein.org/nonviolentaction/198-methods-of-nonviolent-action/

Suggested further engagement:
- Bobo, Kendall, & Max. (2010). Organizing for social change: Midwest Academy manual for activists. Chapter 2 "Fundamentals of direct action organizing" (pp. 5-19).

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11. November 30: Advocacy and Policy Practice
- Models and skills of policy advocacy
- Policy analysis frameworks

- 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.
- Chambers, D. (2005). An overview of a style of policy analysis: A value-critical approach, in Social policy and social programs, 4th ed. (pp. 49-61), Boston: Allyn and Bacon.

Optional further reading:
- Fujikawa K., Perez-Darby S., & Kaba M. (2018). Building Accountable Communities.
  - Four short videos: http://bcrw.barnard.edu/event/building-accountable-communities/?fbclid=IwAR3C7m5WIXM_nOdNeAw4AQDYeVsXBoegAerBafL-dKDqlZepqjpqByp_Vhs
- Bardach, E. (2000). A practical guide for policy analysis: The eightfold path to more effective problem solving. Part 1.
- Kingdon, J. (2003). Agendas, alternatives, and public policies. "Chapter 8: The policy window, and joining the streams," (pp.165-195).
- McNutt, John (2012). The Lobbying Strategy Handbook, Chapter 11 "Fighting for Justice in Cyberspace" (pp. 251-268).

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12. December 7: Ethical Issues in Macro Practice; Integration and Looking Ahead
- Ethics and ethical analysis in macro practice
- Macro practice and the Code of Ethics
- The future of macro practice

- 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* (pp. 20-35). Chicago, IL: Lyceum Books.
- Burghardt, S. (2014). Chapter 14 "Summing up, moving forward: Key lessons and new directions for 21st century practice" (pp. 452-475). In *Macro Practice in Social Work for the 21st Century: Bridging the Macro-Micro Divide*.
- Green New Deal. (2019).
  - https://www.sunrisemovement.org/gnd
    - Watch embedded video: "A Message from the Future"
- Movement for Black Lives Platform. (2016).
  - https://m4bl.org/policy-platforms/
- Lewis, John. (2020, July 30). Together, You Can Redeem the Soul of the Nation.
  - New York Times: https://nyti.ms/2P6qaku

Optional further reading:
- Alinsky, S. (1972). Of means and ends, in Rules for radicals (pp. 24 – 47). New York: Vintage Books.
- National Association of Social Workers, (1996/2008). Code of Ethics, revised, Washington, D.C.: Author.
  - http://www.socialworkers.org/pubs/code/code.asp

Assignments

In addition to regular attendance and participation, there are two group assignments (each part of one larger community project) and three individual assignments. <u>All written assignments should be typed, Times New Roman 12pt font, 1-inch margins, double-spaced</u>.

Assignment Summary Table		
Assignment	**Due date**	**Percent of overall grade**
Participation and Attendance	Ongoing	15%
Community Project Part 1: Problem Identification and Community Assessment (Completed and graded as a group)	Short paragraph due: October 12th, 11:59pm, Submitted on Canvas Full Report due: November 2nd, 12:00pm, Submitted on Canvas	25%
Community Project Part 2: Intervention Proposal to Funder/Grantmaker and Presentation (Completed and graded as a group)	Written portion: November 30th, 12:00pm, Submitted on Canvas Presentations: December 7th, 12:00pm, Recording uploaded to Canvas	25% (15% for written portion; 10% for presentation)
Advocacy Assignment (Completed and graded individually)	December 14th, 11:59pm, Submitted on Canvas	20%
Integration Reflection (Completed and graded individually)	December 14th, 11:59pm, Submitted on Canvas	15%

1. Participation and Attendance
Regular attendance will be tracked. But class participation is more than mere attendance; it is broadly defined. It includes things like showing up to class online, asking questions of both me and your peers, applying course concepts to questions about your own experiences, contributing to the learning of others, providing accurate and respectful feedback to others, sharing resources with classmates, identifying any unique learning needs or problems to the me, utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments, and being active, contributing "community" members of your teams. The success of this course depends upon our ability to have an informed discussion. By informed I mean that your responses, opinions, and answers can be explicitly connected to the readings, your

practice/community experiences, and can reflect your knowledge and understanding of the subject area. Come to class with questions and ideas for discussions. Class contributions should focus on relevant course concepts and professional practice experiences. The class participation grade is a subjective grade that combines instructor observation of class time with feedback from fellow group team members (see "Integration Reflection" assignment).

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2. Community Project Part 1: Problem Identification and Community Assessment (Team Project)

This course will have a major, culminating assignment, designed to help you pull together what you have learned through the semester. It is split into two parts.

Working collaboratively in teams, Part 1 of the Community Project is designed to help you gain the skills to identify and understand (i.e., assess) a problem and its community context. As community work is usually done in groups, teams are used in this course to practice the skills and knowledge required to do community work.

The project will proceed in several steps:
1. <u>Team Development</u>: During the second class period, teams will be formed. Through guided activities, you will spend several class sessions developing relationships and "building community" with each other. Most class periods after the first session will have time devoted to team development and work. The instructor will check-in with teams during these times. It is expected that team members will be accountable to each other, achieve results, and make decisions together; please keep minutes to track your process, important decisions made, and who is in charge of tasks. You will be required to evaluate your team experience at the mid-point and end of the semester (see "Integration Reflection" assignment).

2. <u>Problem Identification</u>: Your team will identify and analyze one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or a community/organization for which you have previously worked or volunteered. The problem you identify must be embedded within a geographic community context (i.e., the problem can be observed and assessed within a specific geographic context), and it may focus on a specific population. Please consider feasibility when selecting (e.g., geographic proximity, access to community and stakeholders, available information, etc.). Examples of community issue areas that have been assessed in past 560 classes include homelessness and food security in Washtenaw County, interpersonal violence in Wayne County, children's literacy in Ypsilanti, and mental health services for incarcerated people in Washtenaw County. The instructor will ask each group to submit a short paragraph on Canvas describing the problem and community selected, and proposed steps towards completing the assessment.

3. <u>Develop Assessment Report</u>: Your team will research the identified problem and its community context. This should include information on the problem and target population(s), history of the identified problem and population(s), and community context related to the problem (both assets as well as needs). Some guiding questions that your report should <u>at a minimum</u> include (hint: you can use these as subsections of your report):

    a. Problem:
        i. What is the problem? How prevalent is it? Why is it important to address? What is its history?
    b. Population:
        i. What is the population(s) affected by the problem? What are their characteristics (e.g., demographics, utilization of services related to the problem, etc.)? How are they affected by the problem? Has the way they are affected changed historically, and if so, how and why? Are some members of the population affected differently/more/less than others, and in what ways? What strengths and values does the population(s) affected by the problem themselves possess?
    c. Context:
        i. What is the community context in which the problem occurs? What are its geographic boundaries? What are the structures of power in this community that are related to the problem?
    d. Community Assets:
        i. What formal and informal services (public, non-profit, for-profit, voluntary, etc.) and other assets are available that currently address the problem directly, or serve the population(s) affected (i.e., strengths), and how do they do so? Are there any linkages/connections between services? How accessible are the services? What funding sources are currently used or available for addressing the problem?
    e. Needs/Gaps:
        i. What community-based needs, shortcomings, or gaps exist that either exacerbate the problem or make the problem difficult to address?

Information should be gathered using a combination of literature, quantitative data, stakeholder interview(s), and direct observation, such as through a windshield survey (if feasible by geography and public health). Please see the Netting et al. Chapter 6 (2012; the appendix is helpful) and Ohmer & DeMasi (2009) readings, located in the syllabus, for further insight into the types of information and methods for gathering. The Report should clearly articulate what evidence is being used to answer these questions (i.e., cite your references when appropriate throughout the report, including for interviews).

One piece of quantitative data that you should use to understand the community in which your problem is embedded is the **American Community Survey**, produced by the U.S. Census Bureau. This can be used to identify relevant quantitative indicators of your selected community and associated problem. You can use quick tables, data profiles, multiyear profiles, and narrative profiles provided in the American Community Survey to describe the geographic area. Your group may also develop your own custom tables. The report should include general characteristics, social characteristics, and economic characteristics. In addition, to help the reader understand your community, you may wish to include comparisons to other communities. For example, if you are examining home ownership in Ann Arbor, you may also want to compare this indicator in various sections of the city or compare to other cities, the state of Michigan or the country as a whole. The SSW library has developed a very useful guide to using the American Community Survey: https://guides.lib.umich.edu/communityprofile

The information you gather should be synthesized into a professional report. There is no page minimum, but the report should include enough information so that a reader fully understands the problem and its context, in consideration of, at a minimum, the questions outlined above. As such, it is likely that a successful report will be between 15-25 pages to cover all necessary information and analysis. It should also provide enough information to be a logical foundation for Part 2 of the community project.

*Please also include a short paragraph at the end describing what each member of the group contributed to the project.

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3. Community Project Part 2: Intervention Proposal to Funder/Grantmaker and Presentation (Team Project)

Working collaboratively in your same teams, Part 2 of the Community Project is designed to help you gain the skills to develop a planned macro-level intervention proposal based on what your team discovered during Part 1. In this assignment you will build upon your report in Part 1 and develop a grant proposal for an organization (real or imagined) doing work in the community you profiled. The proposal should address the problem identified in Part 1.

This assignment involves the development of a pre-proposal paper for a small grant to support some intervention program to be submitted to a foundation or funder. The proposal may be for a new policy, a change in programing, new practices, or a combination. The assignment's central goal is to learn skills associated with proposal development. Thus, you will conceptualize and draft a mini-proposal addressing all of the essential elements of a formal proposal. You can choose a real foundation or funder that provides grants associated with your identified problem or submit it to the

"SW 560 Foundation." The proposal should be addressed to this funder. The paper must not exceed 5 pages (see the list below for what is excluded from the 5 pages).

You should write this proposal as though you were a professional in a community-based agency. You should give your organization a name and provide a brief description of the agency. Your agency may be real or imagined. You may also consider using an agency that is connected to your community report, but this is not required.

This assignment should proceed in several steps:

1. <u>Choose Agency and prepare background information:</u> Decide on your agency and prepare a short background statement (i.e. issues addressed, population served, mission of agency, scope of agency, accomplishments of agency, etc.). This does not need to be extensive but will help you with the development of your proposal. If you are using an actual agency, you may want to examine the agency's website for a mission statement and agency description.

2. <u>Brainstorm project idea:</u> Based on the agency and your community profile, brainstorm a project that you could develop and for which you could write a mini-proposal. You might start by focusing on a particular population served at your agency, but you should also brainstorm a project that fills a current gap in services. In brainstorming, you should consider the scope of the project. You may want to consider a project that would be 1-2 years in length and have a budget of $100,000 or less.

3. <u>Prepare Mini-proposal:</u> The paper may not exceed 5 pages (double-spaced). The concept/mini-proposal paper needs to contain the sections a—h below. Use section headings b—h as headings in your proposal. Follow the order as specified below:

   a. COVER LETTER: Include a cover letter with the proposal. This letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund. You may want to explain why the proposal may be of interest to the funder**. <u>The cover letter does not count towards the 5-page limit</u>.

   b. AGENCY DESCRIPTION: A brief description of the agency, including mission, target population(s), and primary services. You can also include any key collaborators or partners related to the proposed project as well as current agency personnel and strengths in relation to the project.

   c. BACKGROUND/NEEDS STATEMENT: A brief description of the problem you propose to address and why it is important (include some limited, relevant information from Part 1 of the community project to provide this context).

d. GOALS AND LOGIC MODEL: State the project's goals and major desired outcomes. Link goals and objectives to your description of the project. A logic model chart that clearly illustrates your program's logic should be included on a separate page in the back (this chart does not count towards the 5-page limit).

e. PROJECT NARRATIVE: This is your implementation plan. Discuss principal components/activities of the project and its anticipated measurable outcomes (include enough information for the potential funder to understand how their money will be used to address the identified need and intended goals). This section can be organized around key objectives (e.g. to achieve objective 1, we will establish... For objective 2, we will...). Include a final, persuasive, summary paragraph to sell the project.

f. BUDGET: Estimate project cost (how much money will you need to carry out the project based upon its objectives). Identify key areas/lines for the budget and how much they will cost (e.g., staff, materials, etc.); a table may be most helpful here.

g. BUDGET NARRATIVE: Provide a narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties and required qualifications. Provide a narrative for any in-kind contributions included in the budget.

h. TIMELINE: Provide a specific timeline to give the funding source an idea of the project steps and activities (a Gantt chart is helpful). You can reference the timeline in your narrative and attach separately. The timeline is not counted towards the 5-page limit.

*Please also include a short paragraph at the end describing what each member of the group contributed to the project.

4. Presentation: Your team will "pitch" your pre-proposal through a professional presentation to the targeted foundation or funder. Use charts, graphs, other visuals, and text effectively to convey your points. You will have 15 minutes max for the presentation. During the presentation, it will be helpful to include some information you gathered in the problem identification and community assessment report to provide the audience with context.

This presentation will recorded by your group and uploaded to Canvas.

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4. Advocacy Assignment:
Hoefer (2009) defines advocacy practice as when a "social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice." Using this

assignment to operationalize our School's emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

1. Select an issue:
   Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice issue. It can be an issue related to a policy you have studied in your social welfare policy course, or the community project in this course. Or, if you are currently in a field placement, you may want to focus on an issue affecting your agency or its service users. However, if you are planning to undertake an agency-related project, please discuss this with me in terms of agency support and approval. You may also want to consult with your field instructor.

2. Research the issue:
   Research the topic from its historical perspective to its contemporary situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or scholarly literature. Use media resources to understand the current context. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed (3 minimum). You are encouraged to develop an outline of your research to help guide the writing of your statement.

3. Write your statement:
   Select the proper forum for your advocacy effort. This could include a letter to the editor, letter to political representative, social media campaign, a web-based video, or a speak out script for a forum (this may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as county board of commissioners, the regents of a university or community college, school board trustees, the planning commission of a unit of government, or the board of directors of a human service organization). Whether it is a written document submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

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5. Integration Reflection:
Building on reflections in class and your experience in teams, discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:
1. Describe your personal and professional goals. What do you hope to do with your MSW degree?

2. What did you gain from this course, especially in relation to your goals? Did anything you learned in class help you think differently about your goals? What from the course might you use in your future practice?
3. Did your ideas about "community" change due to this course? If so, how? If not, why?
4. In a separate paragraph, please reflect specifically on the community project team process. What did you learn from the process? What went well, and what did not? What were <u>your own</u> concrete contributions to both the group process and assignments?
5. In a separate paragraph/section, please concretely <u>describe and evaluate</u> the participation and contributions of each of your team members to the community project (Parts I *and* II). This will be used to inform participation grades for team members.

This reflection should be 3-4 pages.

Grading

Grades are earned by successfully completing the work on the assignments. At the end of the term, the numerical grades earned for each assignment will be translated into letter grades according to the following formula:

A+ 99-100	B+ 87-89	C+ 77-79	D <69 (no credit)
A 93-98	B 83-86	C 73-76	
A- 90–92	B- 80-82	C- 70-72	

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 online 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., double-spaced, plenty of white space, generous use of headings/sub-headings, underlining, italics, bold, etc.