



Course Title: Introduction to Community Organization, Management, and Policy/Evaluation Practice
Course Number: SW 560 - 008, Fall 2020
Time and Place: Asynchronous Learning in Canvas + 5 Live Zoom Meetings (See Course Schedule)
Credit Hours: 3
Prerequisites: None
Instructor: Monica Sampson, LMSW
Email: smonica@umich.edu, 248-954-4322
Office Hours: By appointment only

COURSE DESCRIPTION

This course is a social work foundation offering methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

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.

On completion of this course, students will be able to:

1. Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work.
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems.
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values.
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/ discriminated against populations.
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions.
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns.
7. Identify salient connections between macro practice and interpersonal practices.

This course addresses the following competencies and practice behaviors:

1. **Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers advocate for client access to the services of social work and attend to professional roles and boundaries.
2. **Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles; apply strategies of ethical reasoning to arrive at principled decisions.
3. **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. **Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; and recognize and communicate their understanding of the importance of difference in shaping life experiences.
5. **Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers: advocate for human rights and social and economic justice; and engage in practices that advance social and economic justice.
6. **Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers: use research evidence to inform practice.
7. **Apply knowledge of human behavior and the social environment.** Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.
8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy

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

9. **Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and 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 and promote sustainable changes in service delivery and practice to improve the quality of social services.
10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.** Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Through **assessment** social workers: collect, organize, and interpret client data, assess client strengths and limitations, develop mutually agreed-on intervention goals and objectives; and select appropriate intervention strategies. Through **intervention** social workers: initiate actions to achieve organizational goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings. Through **evaluation** social workers: critically analyze, monitor, and evaluate interventions.

COURSE DESIGN

This course is designed as a **hybrid & asynchronous** course, meaning that the majority of the course will be completed through an online platform, Canvas. There will be **only five (5) Live Zoom Meetings** (please see **Course Schedule** below). The online course portion is referred to as a MOOC (Massive Open Online Course). The MOOC consists of weekly “modules” (like classes) that include mini-lectures, online reflections, assignments, and readings. (note all of this content has been transferred into Canvas) Zoom sessions may include lecture, skill building activities and exercises, guest speakers, and videos.

Theme Relation to Multiculturalism & Diversity are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multicultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

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 & 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).

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, organization communities, societies, and in conducting policy-focused research in these areas. For example, employees of organizations, members of communities, and citizens of states, social workers ensure equal treatment for all citizens, while at the same time expressing preferential program attention to the most disadvantaged within those systems. The course will also focus on social 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 progressive changes in social policies, and encouraging informed participation by the public.

CLASS SCHEDULE

Week	Topic	Assignments
Week 1 Aug 31 (Zoom)	Course Overview,	- 1st Live Zoom Meeting (Aug 31 at 6p) - Complete Canvas Module: Week 1. Course Introduction
Week 2 Sep 7	Community Organizing as a Form of Social Work	- Complete Canvas Module: Week 2. Community Organizing as a Form of Social Work
Week 3 Sep 14	Management as a form of Social Work	- Complete Canvas Module: Week 3. Management as a form of Social Work
Week 4 Sep 21	Policy Advocacy as a form of Social Work	- Complete Canvas Module: Week 4. Policy Advocacy as a form of Social Work - Note: Advocacy Event OR Policy Memo (begin, due Oct 4)
Week 5 Sep 28 (Zoom)	Content Reinforcement/ Group Formation	- 2nd Live Zoom Meeting (Sep 28 at 6p)
Week 6 Oct 5	Assessment	- Complete Canvas Module: Week 6. Assessment - Note: Advocacy Event OR Policy Memo due by Oct 4, 11:59pm
Week 7 Oct 12	Strategy / Sustainability	- Complete Canvas Module: Week 7. Strategy / Sustainability
Week 8	Human Resources	- Complete Canvas Module: Week 8. Human Resources

Oct 19		
Week 9 Oct 26 (Zoom)	Understanding Communities & Organizations/ Group Work	- 3rd Live Zoom Meeting
Week 10 Nov 2	Fund Development	- Complete Canvas Module: Week 10. Fund Development
Week 11 Nov 9 (Zoom)	Program Development, Implementation, Monitoring & Evaluation	- 4th Live Zoom Meeting
Week 12 Nov 16	Evaluation	- Complete Canvas Module: Week 12. Evaluation
<i>Thanksgiving Break</i>		
Week 14 Nov 30 By 9:00pm		- Complete Canvas Module: Week 14. Motivational Interviewing Simulation - Note: Complete Motivational Interviewing Simulation (due November 30, by 9:00 pm)
Week 15 Dec 7 (Zoom)		- 5th Live Zoom Meeting - Complete Canvas Module: Week 15. Culminating Assignment - Present Culminating Assignment

COURSE MATERIALS

This course utilizes *Canvas*. There is no required text for this course. Readings for each topic are listed on Canvas. Students are expected to have completed all assigned readings prior to live zoom sessions, as these will serve as the basis for class discussion, activities, and assignments.

Recommended Texts:

- Klein, K (2011). *Fundraising for Social Change* (6th ed). San Francisco, CA: Jossey-Bass.
- Wells, D (2015). *Community Organizing*. Cambridge, MA: Polity Press

GRADING

Assignment	Due	Weight
1. Reflections	every Sunday by 11:59pm	10%
2. Weekly Assignments	every Sunday by 11:59pm	25%
3. Module Quizzes	Every Sunday by 11:59pm	10%
4. Motivational Interviewing Simulation	November 30, 2020 by 9:00pm	10%

5. Group Culminating Assignment	December 7, 2020 by 11:59pm	27%
6. Culminating Assignment Peer & Self-Evaluation	December 7, 2020 by 11:59pm	3%
7. Participation		15%
Total		100%

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

99-100 = A+	77-79 = C+
94-98 = A	73-76 = C
90-93 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-

Motivational Interviewing Simulation Assignment

Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment, with an online “client.” In this class, we will be practicing the skill of motivational interviewing. While this particular simulation is more micro in focus (your client “Gabe” is referred to you for concerns about his alcohol use), the format and process of motivational interviewing has great value in a macro context.

For this assignment, you will review the lesson about motivational interviewing (within the simulation), and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). While this assignment can be done at any point through the semester, I encourage you to do it rather soon, before your semester heats up. To access the simulation, go to: <https://sites.google.com/umich.edu/simmersion/home>, and click “Request Access to SimMersion Simulations.”

Culminating Assignment

This course will have one major, culminating assignment, designed to help you pull together what you have learned through the semester.

As a way to reflect on the experience of this assignment, a self evaluation and peer evaluation are required, due on the same day as the final presentation. Class time during our ZOOM Live sessions will be used to work on your assignment, but additional time outside of class will be necessary if you hope for a positive result.

Details of each piece of this assignment are as follows:

1) Identification of a community or organizational problem

This piece of the assignment is designed to identify and understand a problem within a community or a community organization. You will spend some time identifying and analyzing one specific issue or problem. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other problems not listed that you could pursue.

- a. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food.
- b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

This piece of the assignment has several purposes:

- To learn the skills necessary for understanding and analyzing a community or organization;
- To gain experience in reflective practice at the community or organizational level; and
- To learn and practice skills important to working in a team.

2) *The development of an intervention plan for this identified problem*

An intervention plan should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing the behavior of individuals by intervening in their environment. This can vary greatly. An intervention plan may be a new policy, a change in programming, new practices, or a combination.

This assignment has several purposes:

- To explore what an intervention plan may look like for an organization or community;
- To learn when and why to use an intervention plan;
- To practice the creation and development of a realistic intervention plan.

To learn and practice skills important to working in a team.

3) *An original presentation and materials, detailing both the problem and the proposed solution*

Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

This part of the assignment has several purposes:

- To practice the skills necessary for effectively presenting information and material to stakeholders;
- To practice effective public speaking and public presentation skills, time limits, and answering questions.
- To think critically about what information will be compelling to a stakeholder audience.

This third part of the assignment is the culmination of the work done through the semester. It requires each group to:

- 1) **Create a 10-minute presentation** detailing the needs assessment (part 1), as well as the intervention plan or proposed solution (part 2). Each team will decide who the audience (classmates) will be. That is, if you decide you are doing a presentation to a potential funder, the class will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions from your classmates.

- 2) **Develop a leave behind item.** Each group must include some leave behind item in the chat box via links. This can be a handout, brochure, brief summary, PowerPoint presentation or some other item of your choosing. This written item should support and/or further explain the points made in your presentation.

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: <http://www.lib.mich.edu/ug/research/citation/guide/AP5thed/pdf>.

Because this is the only part of the assignment that is presented/submitted for grading, be sure your presentation and/or product, deals with all of the things included in the rubric below:

Stakeholder group (the audience) is identified. The product and presentation are	10
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appropriate for this audience.	
The community or organizational need/issue/problem is clearly identified.	10
Assessment: <ul style="list-style-type: none"> included all relevant stakeholders data collection methods were appropriate for this need/issue/ problem and community/organization 	25
The intervention plan presented: <ul style="list-style-type: none"> matches or connects clearly to assessment findings demonstrates an understanding of the problem and how the problem is situated within the specific organization or community 	25
The presentation supplemental materials: <ul style="list-style-type: none"> demonstrate graduate level work (graduate level quality) demonstrate an understanding of course materials 	20
Peer and Self Evaluation	10
TOTAL	100

Please note: Each group member must turn in a self and peer evaluation. This should be turned in by presentation day on Canvas. Evaluations must be turned in by each group member and will not be shared.

Part 1. Self-Evaluation (Suggested maximum length: 1 page)

Describe your participation in the assignment. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's work. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this work, using the following guidelines:

- 4 = Extraordinary; far exceeded the basic requirements for group work
- 3 = Very good work; generally exceeded the basic requirements
- 2 = Met the basic requirements for group work
- 1 = Fell below the basic requirements for group work

Part 2. Peer Evaluation

Write the name of each member of your group, and beneath each person's name, provide 2-3 sentences describing their participation in and contributions to the assignment. Provide each person a grade using the above criteria.

ATTENDANCE POLICY

Students are unable to miss any ZOOM classes without detriment to their grade. Students who will miss due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. **Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for ZOOM` assignments to be made up.**

PLAGIARISM & ACADEMIC MISCONDUCT

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, **like other forms of cheating and**

misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to; using or otherwise taking credit for someone else's work or ideas, using the language of another without full and proper quotation or source citation, implicitly presenting the appropriated words or ideas of another as one's own, using Internet source material, in whole or in part, without careful and specific reference to the source, borrowing facts, statistics, or other illustrative material without proper reference and lastly self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class). It is your responsibility to familiarize yourself with the information and other resources regarding expected academic conduct presented at: <http://www.lib.umich.edu/academic-integrity/resources-students>.

CLASS RECORDING & COURSE MATERIALS

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 a recording is occurring. 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.

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.

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*