



Course title:	Introduction to Community Organization, Management, and Policy/Evaluation Practice	
Course #/term:	SW 560, Section 009H, Fall 2020	
Time and place:	Tuesdays 2-5 PM Online, [5 In-Person Sessions (same time as online sessions) 9/8, 9/29, 10/20, 11/10, 12/8/20, Rm #1636 SSW [Educational Conference Center ECC]	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Larry M. Gant	
Pronouns:	He, Him, His	
Contact info:	Email: [Lmgant@umich.edu]	Phone: 734-763-5990
	You may expect a response within 2 hours	
Office:	4735 SSW	
Office hours:	By appointment	

1. Course Statement

a. Course description:

This course is a social work foundation course 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.

b. 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.

c. 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. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW's Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5)
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

d. Course design

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and digital media.

e. Curricular themes:

Multiculturalism & Diversity: These 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.

Social Justice: These 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.

Promotion, Prevention, Treatment :& Rehabilitation: These 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).

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.

f. 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.

g. Intensive focus on PODS

As a School of Social Work committed to social justice and social change, we will work as a community to develop knowledge and refine skills that advance the mission of the social work profession. We will join to engage in courageous conversations that arise out of our efforts to productively address privilege, oppression, diversity, and social justice (PODS). I have worked to include diverse content from multiple populations within and outside the United States.

2. Class Requirements

- a. **Text and class materials.** All class/text/resource materials are located in the Canvas website for the course under the “Modules” Tab. No additional resource needs to be purchased by students.
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and related media (e.g., YouTube presentations, etc.)
 - Required reading and media will be discussed/debriefed in class.
 - Any additional readings, media, web pages, speakers will be posted on Canvas at least one week prior to class use, application and/or discussion.
- b. **Class schedule: Fall 2020**

Class Session/ Date	In Person/ Online	Topic	Assignments	Assignment(s) Due No Later Than:
Class 1 Sept. 1	Online	Intro, Course Overview	None	N/A
Class 2 Sept. 8	In Person	Community	- Reflection - Skills Inventory	Sept 20, 11:59 p.m.
		Organizing as a Form of Social Work	- Ethics Discussion Prompt	
Class 3 Sept. 15	Online	Management as a form of Social Work	- Adaptive Leadership Case Study - Marginalization in Management Reflection	Sept 27, 11:59 p.m.
Class 4 Sept. 22	Online	Policy Advocacy as a form of Social Work	- Reflection - Advocacy Event OR Policy Memo	Oct 4, 11:59 p.m.

Class 5 Sept. 29	In Person	Content Reinforcement/ Group Formation	TBA as needed	N/A
Class 6 Oct. 6	Online	Assessment	<ul style="list-style-type: none"> - Reflection - Photovoice - Advocacy Event OR Policy Memo 	Oct 25, 11:59 p.m.
Class 7 Oct. 13	Online	Strategy / Sustainability	<ul style="list-style-type: none"> - Reflection - SWOT Analysis - Application of Kotter Change Model 	Nov 1, 11:59 p.m.
Class 8 Oct. 20	In Person	Human Resources	<ul style="list-style-type: none"> - Reflection - Conflict Resolution Case Study 	Nov 8, 11:59 p.m.
Class 9 Oct. 27	In Person	Understanding Communities & Organizations/	TBA as needed	N/A
Class 10 Nov. 3	Online	Fund Development	<ul style="list-style-type: none"> - Grant Proposal Review - Ask for Money 	
Class 11 Nov. 10	In Person	Program Development, Implementation, Monitoring & Evaluation	None	N/A
Class 12 Nov. 17	Online	Evaluation (con't)	<ul style="list-style-type: none"> - Reflection - Focus Group Review 	Dec 6, 11:59 p.m.
Class 13 Dec. 8	Online	Summary & Class Presentations	<ul style="list-style-type: none"> - Culminating Assignment (presentation and supporting documents, due 	

			on class day)	
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c. Attendance and class participation.

Students are expected to attend all their scheduled classes. Attendance policies are left to the discretion of instructors. Instructors should give notice of their attendance policies in writing early in the term. Given the nature of the COVID Pandemic and the rapidly changing conditions of access to transportation, technology, services, home and work responsibilities, this instructor is waiving the use of attendance in construction of grades. Class participation is an expectation and constitutes 15% of the total grade for the course.

Excessive absences, as determined by the instructor, may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the academic advisor by the course instructor. While attendance is not always a part of a course grade, due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions, the student may be asked by the course instructor to withdraw from the course.

d. Grading (All Components will rely on rubrics and revealed grade conversion to be generated no later than 30 September 2020).

Course Assignments	30%
Culminating Project - 3 Parts	40%
Reflective Essays	15%
Class Participation	15%
Total	100%

Most of the assignments for this course will be submitted by posting in the "discussion forums" or "dropboxes." It is strongly recommended that you draft (and save) all assignments in Microsoft Word (or other word processing program) and then copy and paste the information into discussion forum postings. That way you will have a copy saved on your computer should anything go wrong. Due dates for each module are published on the course calendar. Work turned in by 11:59 PM Eastern Standard Time on the due date, as evidenced by the date stamp given on the discussion board or dropbox, will be considered on time and will receive full credit. Prompt submission of

assignments for assessment allows the instructor to provide guidance and timely feedback.

Assignments and discussion forum postings and replies submitted after the due date will receive a 10% grade deduction. In other words, assignments which would have been rated A or Exemplary will be graded as B, or instead of 100%, the grade will be 90%. Work submitted after two days past the original due date will not be accepted and will receive a zero.

Assignment grades will be posted in the grade book within 5 days after the assignment due date. If a grade is not posted, then the assignment was missing in the appropriate dropbox folder. Check the grade book and dropbox throughout the course to review assignment feedback. If you have questions or concerns about a grade, please contact the instructor ASAP. Do not wait until final grades have been posted to discuss missing assignments or missing grades in the gradebook.

Contact the instructor in advance if you are going to be late or miss an assignment. Timely communication is an e-learning best practice. Prior email notice to the instructor in enough time to allow for discussing an alternative schedule is required. The instructor will review late requests and circumstances on a case by case basis and make decisions accordingly. If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. The late policy may be waived at the instructor's discretion in case of an emergency. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are: heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are: family weddings, vacations, conferences or any other event which can be planned around.

Excused Makeup Work - If a late submission has been requested in advance of the due date and the instructor grants an extension, no points will be deducted from the assignment grade. Incompletes - (I's) will not be given except under extenuating circumstances that are discussed with your instructor prior to posting final grades.

e. Class Recording and 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.

Additional information on class recordings can be found at the [Recording and Privacy Concerns FAQ](#).

3. 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](#).

a. 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*