SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	Introduction to Community Organization, Management and Policy/Evaluation Practice
Course #/term:	SW 560 Section 012, Fall 2020
Time and place:	Tuesday 2-5pm, B780 SSWB, hybrid format
Credit hours:	3
Prerequisites:	None
Instructor:	Odessa Gonzalez Benson, Ph.D., MSW
Pronouns:	she/her/hers
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	You may expect a response within 48 hours
Office:	3828 SSWB
Office hours:	By appointment

1. Course Statement

a. Course description

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

b. Course content

Students learn beginning knowledge and skills in the areas of community organization, management, & policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW512, designed to be taken concurrently. 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 & organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

c. Course objectives and competencies

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 judgment. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

COMPETENCY 6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
- use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

COMPETENCY 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
- analyze, formulate, and advocate for policies that advance social well-being
- collaborate with colleagues and clients for effective policy action.

COMPETENCY 9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers

recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- promote sustainable changes in service delivery and practice to improve the quality of social services.

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

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

COMPETENCY 10(b)—Assessment
Social workers

- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

COMPETENCY 10(c)—Intervention
Social workers

- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

COMPETENCY 10(d)—Evaluation
Social workers

- critically analyze, monitor, and evaluate interventions.

Course Objectives

On completion of this course, students using a generalist SW 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 videos.

e. 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 address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of transactional & transformational change 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.

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
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

Our class will have a Canvas website where other required articles and reading materials as well as lecture notes, slides will be posted. Login to the Canvas portal at: https://canvas.umich.edu to find the course materials. Readings and content subject to change.

c. Class schedule

Date	Agenda	Required Readings & Assessments
Session 1 [Sep1]	Introductions; Syllabus; Framing *Social worker-in-environment*	**Readings:** • FOCUS ON Pages 77-81. Mulroy, E. (2004). Theoretical Perspectives on the Social Environment to Guide Management & Community Practice. Administration in Social Work, (28)1, 77-96. • FOCUS ON Pages 1-12. Netting. Introduction to Macro Practice in Social Work. • Finn: Chapter 1: Imagining Social Work & Social Justice. **Asynchronous Activities:** None **Assignments DUE FOR THIS CLASS SESSION:** None
Community Organizing & Advocacy; Critical Perspectives to Management and Assessment For Assignment B and C		
Session 2 [Sep8]	Community Organizing; Advocacy *Reform or transform?*	**Readings (read in order listed here):** • Hardcastle (2012), Ch 12 Using the Advocacy Spectrum (p340-370), Community Practice Theories and Skills. • Pyles (2014), Ch 5 Critical Organizing Frameworks (p1-20), Progressive Community Organizing. • Pyles (2014), Ch 9 Tactics for Change (p148-161). Progressive Community Organizing. • READ ONLY PAGES 1-7 AND 15-18: Nathan Heller: Is there any point to protesting? The Newyorker. Aug 2017. **Asynchronous Activities: video lectures: ~**42 mins • <u>Introduction to Community Organizing</u> 8mins • <u>Core Organizing Concepts and Skills</u> 10:40mins • <u>The Spoken Word</u> 11:09 mins • <u>Values, Ethics, and Principles</u> 12:11 mins **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session
Session 3 [Sep15]	**IN PERSON** Management within a Neoliberal Welfare State; *Challenging or complicit, in the neoliberal welfare state?*	**Readings (read in order listed here):** • FOCUS ON PAGES 515-525: Gonzalez Benson, O. (2016). Refugee Resettlement Policy in an Era of Neoliberalization: A Policy Discourse Analysis of the Refugee Act of 1980. Social Services Review. • Hasenfeld, Y. & Garrow, E. (2012). Nonprofit Human-Service Organizations, Social Rights, and Advocacy in a Neoliberal Welfare State. Social Service Review. 86(2), 295-322. • Abramovitz, M. & Zelnick, J. (2015). Privatization in the Human Services: Implications for Direct Practice. Clinical Social Work Journal, 43 • Darrow, J. (2015). Getting Refugees to Work: A Street-Level Perspective of Refugee Resettlement Policy. Refugee Survey Quarterly 34 (2): 78–106.

		Asynchronous Activities: video lectures: ~73 mins • Introduction to Social Work Management 4:39 mins • Management & Leadership 9:09 mins • Adaptive Leadership 12:13 mins • Decision Making 28:33 mins • Boards of Directors 9:24 mins • Discrimination, Marginalization, Oppression 8:54 mins **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session
Session 4 [Sep22]	Community Assessment; Strategy *Assessor or teacher-learner?*	**Readings (read in order listed here):** • Chapter 4: Developing a Community Profile • McKnight, J. (2013). A Basic Guide to ABCD Community Organizing. Asset Based Community Development Institute. Northwestern University, Evanston, IL. • 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. • Finn: Chapter 6: Assessment. Optional: • BROWSE: Hardcastle (2012), Community Practice Theories and Skills, Chapter 4 "The Concept of Community in Social Work Practice" (pp.94-129). **Asynchronous Activities: video lectures:** Assessment: ~24 mins • Introduction to Assessment 6 mins • Information Gathering 7:27 mins • Data and Online Information 11:05 mins Strategy: ~30 mins • Introduction to Strategic Thinking and Planning 2:12 mins • Strategic Thinking (with intro to SWOT) 13:22 mins • Understanding Your Environment: Deeper Dive into SWOT 6:46 mins • Planning for Change 7:14 mins • Fiscal Management 10:28 mins **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session
Website Development, Funds Development and Community Engagement & Participation: For Assignment D (LOI / Website)		
Session 5 [Sep29]	Website Development	**Readings:** • Lenette, C., Cox, L. & Brough, M. (2015). Digital Storytelling as a Social Work Tool: Learning from Ethnographic Research with

		Women from Refugee Backgrounds. *British Journal of Social Work*, 45, 988–1005
		• Thompson, A., Murray, C. & Naugler, K. (2015). Using Technology to Enhance Opportunities in a Disadvantaged Community through Online Advocacy and Computer Education. Worcester Polytechnic Institute
		• AccessAbility- A Practical Handbook on Accessible Graphic Design
		
		Asynchronous Activities:
		   • Social Media for Social Change 21 mins
		   • Accessibility and Graphic Design and Fundamentals of Graphic Design: 6.25 minutes
		   • How People Read Online: New and Old Findings by the Nielsen Norman Group
		   • A brief outline for the content writing best practices
		
		Assignments DUE FOR THIS CLASS SESSION:
		• 1 Critical Question – due Sun 11:59pm before this class session
		• Post Discussion – due Mon 11:59pm before this class session
		• If you are scheduled for this week: Assignment B. Pecha Kucha

Session 6 [Oct6]	**IN PERSON**
	
	Funds Development I
		Readings:
		• Coley, SM & Scheinberg, CA (2014). Proposal Writing: Effective Grantsmanship- 5th edition. Thousand Oaks, CA: Sage Publications.
		
		Asynchronous Activities: video lectures: ~82 mins
		   • Introduction to Fund Devp 6:19 mins
		   • Grants (I) 14:16 mins
		   • Grants (II) 17:38 mins
		   • Events 15:17 mins
		   • Individual Donors 15:21 mins
		   • Solicitation Vehicles 13:28 mins
		
		Assignments DUE FOR THIS CLASS SESSION:
		• 1 Critical Question – due Sun 11:59pm before this class session
		• Post Discussion – due Mon 11:59pm before this class session
		• If you are scheduled for this week: Assignment B. Pecha Kucha

Session 7 [Oct13]	Enter/Exit Communities; and Critical Perspectives On Funding *Is social change fundable?*	**Guest Speaker: U-M Ginsberg Center** **Readings:** • Finn: Chapter 5: Engagement • Trudeau, D. (2008). Junior Partner or Empowered Community? The Role of Non-profit Social Service Providers amidst State Restructuring in the US. Urban Studies, 45(13) 2805–2827. • Pearce, J. (2010). Is social change fundable? NGOs and theories and practices of social change. Development in Practice, 20(6), 621-635.

		Asynchronous Activities: Same as Session 6 above: **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session • If you are scheduled for this week: Assignment B. Pecha Kucha
Session 8 [Oct20]	Community Participation *Involvement vs inclusion vs influence?*	**Readings (read in order listed here):** • Cornwall, A. (2008) Unpacking 'Participation': models, meanings and practices. Community Development Journal, 43(3), 269–283. • Gonzalez Benson, O. (2020). Refugee-run grassroots organizations: Responsive assistance beyond the constraints of U.S. resettlement. Journal of Refugee Studies. • Gonzalez Benson, O. (2020). Welfare support activities of grassroots refugee-run community organizations: A reframing. Journal of Community Practice, 28(1), 1-17. **Asynchronous Material:** • Film about Congolese refugees: To be determined **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session • If you are scheduled for this week: Assignment B. Pecha Kucha
Session 9 [Oct27]	**IN PERSON** Partnering with Refugee Communities; Ethics	**Guest Speaker: Jean de Dieu Manishimwe** President of the Congolese Community of Michigan (CCM) **Readings:** • NASW Code of Ethics • Hardina, D. (2004). Guidelines for Ethical Practice in Community Organizations. 49(4), 595-604. • READ ONLY PAGES 12-30. Netting. Intro to Macro Practice in Social Work: Values and Ethical Dilemmas • BROWSE: 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. • BROWSE: Uehara, E. et. al. (2013). Grand Challenges for Social Work, Journal of the Society for Social Work and Research 4(3), 165-170. **Asynchronous Activities:** Groupwork for LOI/Website **Assignments DUE FOR THIS CLASS SESSION:** None

Session 10 [Nov3]	Asynchronous Only; Voting Day	**Readings:** None **Asynchronous Material:** None **Assignments DUE FOR THIS CLASS SESSION:** None
Future Directions and Transformative Social Work Practice		
Session 11 [Nov10]	Micro + Macro	**Readings:** • Austin, M., Coombs, M. & Barr, B. (2005). Community-Centered Clinical Practice: Is the integration of micro and macro social work practice possible. Journal of Community Practice, 13(4), 9-30. • Hasenfeld, Y., & Gidron, B. (2005). Understanding multi-purpose hybrid voluntary organizations: The contributions of theories on civil society, social movements and non-profit organizations. Journal of Civil Society, 1(2), 97–112. • Gates, A. (2014). Integrating Social Services and Social Change: Lessons from an Immigrant Worker Center. Journal of Community Practice, 22, 102-129. • Minkoff, D. The Emergence of Hybrid Organizational Forms: Combining Identify-based Service Provision and Political Action. **Asynchronous Activities:** Groupwork for LOI/Website **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session • *If you are assigned for this week:* Assignment D: Thinking Macro: Community Profile, Policy Context & Organizational Change
Session 12 [Nov 17]	**IN PERSON** Working within AND outside the system	**Readings:** • The Permanence of Black Lives Matter: A new policy platform from a coalition of activists signals a new stage in the protest movement. The Atlantic. August 3, 2016 https://www.theatlantic.com/politics/ archive /2016/08/movement-black-lives-platform/494309/ • Mullally (2006). Ch11 Working Within (and against) the system: Radical Humanism. New Structural Social Work. Oxford University Press. • Mullally Ch 12 Working Outside (and against) the system: Radical Structuralism and Working within Ourselves. **Asynchronous Activities:** Groupwork for LOI/Website **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session • *If you are assigned for this week:* Assignment D: Thinking Macro: Community Profile, Policy Context & Organizational Change

Session 13 [Nov 24]	Fall Break	**Readings:** None **Asynchronous Material:** None **Assignments:** None
Session 14 [Dec 1]	Political Social Work	**Readings:** • Political Social Work • Finn: Chapter 7: Action and Accompaniment **Asynchronous Activities:** Groupwork for LOI/Website **Assignments DUE FOR THIS CLASS SESSION:** • 1 Critical Question – due Sun 11:59pm before this class session • Post Discussion – due Mon 11:59pm before this class session • *If you are assigned for this week:* Assignment D: Thinking Macro: Community Profile, Policy Context & Organizational Change
Session 15 [Dec 8]	Last Day	**Readings:** None **Asynchronous Activities:** Groupwork for LOI/Website **Assignments DUE FOR THIS CLASS SESSION:** • Submit and Present: Assignment D: LOI and Website
Finals Week [Dec 9-15]	Other Assignments Due	**OTHER ASSIGNMENTS OVER FINALS WEEK: DUE Dec 15** • Revise and Resubmit: Assignment D: LOI and Website • Simulation: Motivational Interviewing Practice

d. Assignments

Assignment	Due Date	100 pts	Notes	Bloom's Taxonomy	Course Objectives
A. Critical Questions	Weekly -due Sunday midnight	14	- Individual	Analyze	1, 2, 3
A. Online Discussions	Weekly -due Monday midnight	7	- Individual	Analyze	1, 2, 3
B. Pecha Kucha: Community Organizing	Once: Session 5-8	18	- Pairs ~7min presentation	Remember, Understand, Analyze	1, 2
C. Thinking Macro: Comm Profile, Policy Review, Org Change	Once: Session 11-14	27	- Individual ~7min presentation	Understand, Analyze, Create	1, 2, 3, 4, 5, 6
D. Community Partner: LOI / Website	Session 15 Last Day (+ Finals Week for revision)	30	- Group of five - informal sharing	Understand, Create	5, 6
E. Simulation:	Finals Week Dec 15	4	- Individual	Remember, Understand	5

* LO4 addressed generally across all assignments

Assignment A: Critical Questions + Online Discussion – **14 pts + 7 pts**

Critical Questions- *Submit by Sunday 11:59pm for 7 weeks in the semester; 2 points each*

Online Discussion- *Post at least 1 comment by Monday 11:59pm for all weeks; 7 points total*

Critical Questions: 14 points (2 points per week for any 7 weeks)

- *Submit seven CQs over the semester*, except Sep2 Session 1, Oct 8 Session 8, Nov 3 Voting Day Session 10; Nov 24 Fall Break Session 13, Last Day Session 15.

- *Practice week:* Sept 8 Session 2 is a practice week, graded but not recorded.

- Three sentences that reflect critical thinking about readings for the coming week. The last sentence should be a question. The point of the assignment is to ensure that you read critically and engage with the views and ideas offered by the writers. It is not asking you to record your reactions or personal reflections.

- Write three sentences:
  - One or two sentences to summarize or contextualize the specific part/s in the readings you are addressing. Make sure you put the reference so that we will know where to look, when we are thinking about your Question. Reference means the author and page number for readings.
  - And then one or two sentences for your Question.

- Do not summarize the readings. Instead, outline your ideas, observations, and perspectives applied to the views and positions presented in the readings. Reading critically and engaging with the reading means (in this context) exploring, investigating, testing, challenging your responses to the reading as well as the viewpoints/ideas posited by the writer.

- The following questions may be useful as entry points to the assignment:
  - Which ideas did you find most convincing? Or most problematic? Why?
  - What kinds of counter-arguments to these perspectives can you offer?
  - What questions/ideas related to the session topic are missing from the readings?
  - What and whose histories, meanings, contexts, powers, possibilities (Finn's social justice framework) are (not) reflected in the readings?

- *We will use Critical Questions for Online Discussions and live discussions.* Your name will not be shared as attached to your Critical Question. The aim is to facilitate open discussions. But you can voluntarily share this and give more explanation during class discussions, as you wish.

  - *Clarifying Questions---* In addition to Critical Questions, you can send as many clarifying questions as you wish, if something is unclear or confusing. Not graded.

  - *Grading: three points automatically, but with these deductions as relevant:*
    - 0.50 Points deducted for *'what-can-social-workers-do?' questions* -- Do not submit broad questions such as, 'what can social workers do to address this?' or "what are some interventions" or "how can we resolve these issues/ problems" or a variation of these. These questions are relevant and important

and we would discuss these in class; however, these are not what's intended from this assignment.

- o 0.50 Points deducted for *'what-are-implications/impact on clients?' questions* -- Do not submit broad questions about impact, like "how does this impact clients" or "how does this affect mental health" or a variation of these. These questions are relevant and important and we would discuss these in class; however, these are not what's intended from this assignment.

- o 0.25 / 0.50 Points deducted if the question is *tackled in readings*, in a major way.

  - ▪ For example, for the Mulroy 2004 article in Session 1: How does dependency on resources or funding limit the work of orgs/agencies? *This is Mulroy's point on page 82.*

  - ▪ *Instead, you might ask this or something like this:* Given that orgs/agencies' can be limited when they are dependent on resources (as stated in Mulroy 2004 p. 82), what are benefits/challenges if organizations instead seek funding from the community itself?

- o 0.25 Points deducted for not following Format: *if more than 3 sentences*.

- o 0.25 Points deducted for not following Format: *if there is no reference or citation* (author and page number)

- o 0.25 Points deducted if *submitted late* after Sunday 11:59pm. Please email me if you will be late, or if you encountered some issues/challenges with your time. The due date is important because classmates need one day Monday to post comments before our live class on Tuesday.

Online Discussion (and Live Discussions): 7 points

- • No other instructions, other than conduct with respect and camaraderie.

- • Your Online Discussion posts are NOT graded for content. However, Online Discussion posts will be considered as part of 'engagement and participation', along with your comments and input during live class sessions.

Assignment B. Pecha Kucha: Community Organizing – 18 points

- • Date to be assigned: Session 5-8.

- • Work in pairs.

- • Pecha-Kucha about a case study or model of Social Action, broadly speaking.

  - o 20 slides x 20 second each (6-mins and 40-sec)
  - o 20 words max on one given slide, other than graphs and key quotes.
    (A Pecha Kucha usually has no words, but we will modify for this Assignment)
  - o See here to familiarize: https://www.pechakucha.com/watch.

- • The assignment is aimed for learning about community organizing cases or models in the US and around the world, in an engaging, dynamic, creative way. This assignment is intended to be means for teaching-learning with other.

- With your partner, do research and select an org, movement or entity.
  - We will try to cover a diversity of entities in the class.
  - Given the timeliness of our Course, you may choose an org/movement/ entity related to the US Elections on Nov 3rd.
- A PPT template will be provided: Your 20 slides should include:
  - 1   title page (with student names)
  - 2-3   issue (racism, environmental justice, food, femicide, etc)
  - 4-5   org/movement/entity
  - 6-7   key players in the org/movement/entity, and their challengers, if any
  - 8   relevance to social work
  - 9-12   analysis: strategy or tactics (4 slides)
             - apply readings, materials, lecture, discussions
             - apply Pyles' advocacy spectrum: reform←→ transform
  - 13-14 wins and losses or challenges
  - 15   what's next and how can we participate; include contact info
  - 16-18 freebie (3 slides)
  - 19-20 references (you can repurpose 1 slide if you want)
- *Grading: Grading rubric to be provided.*

C. Thinking Macro:
Community Profile, Policy Context and Organizational Change -- 27 points

- Due Date to be assigned: Session 11-14.
- Individual assignment
- Format:
  - 7-minute presentation: live or recorded
  - 10-page paper, 12 font, double spaced, Times font, 1" margins, APA
- Based on an organization of your choice. This can be an org where you have worked or hope to work (the latter is possible but will require more research), or where you have been or are a volunteer, member or participant. Let's talk if you want some ideas.
- This assignment is intended to be means for teaching-learning with other, and as a cumulative product of learning, critical thinking and creating over the course of the sem.
- Substantive Content: The presentation consists of the following three equal parts:
  - **Community Profile**:
    - Conduct a mini-Community Assessment and/or Asset Mapping.
    - Community Assessment—Include data from the Census & other sources.
    - Asset mapping-- Include local groups, informal leaders, spaces, and resources not commonly included.
    - For materials & readings, see Session 4 specifically.
  - **Policy Context:** Critical Analysis
    - *Conceptual Framing:* How do neoliberal / market-oriented aspects limit or influence your organization and social work practice within it?

- - *Policies:* What policies impact or regulate the org and/or its programs/activities?
  - *Funders*: What are the funders or sources of revenue for the org?
  - *Critical analysis:* How do policies or neoliberal / market-oriented aspects limit or influence the following?:
    - assessment/monitoring of staff and social workers,
    - organizational culture   - organizational priorities
    - client outcomes   - relations with other organizations
  - For materials and readings, see Sessions 3 specifically, and Session 7.
  - o **Organizational Change**
    - Considering the neoliberal aspects you identified above, how can we as social workers resist and reform and enact 'change from within'? Envision how social work practice could be strengthened, so that it is culturally humble, community based, socially just. Provide concrete steps/actions.
    - What "solutions" do you propose or envision?
    - Do not propose the solution that the org should get more funding. Assume that there is some funding, or assume that some funds will be redirected towards your proposed solutions.
    - Consider the following:
      - How can *communities* be more involved? How can social workers incorporate *ideas, knowledge, worldviews* of clients/ communities? (See Session 4, 8, 9)
      - How can *organizing and advocacy* be incorporated? (See Session 2)
      - How can issues of privilege, oppression, diversity, and social justice or *PODS* be addressed?
    - Why did you select those solutions? Challenges? Advantages?
    - For materials and readings, see Session 2 and Sessions 8-14, specifically.
- *Grading: Grading rubric to be provided.*

Assignment D. Community Partnership: LOI or Website -- 30 points

- Due Date: Last day, Session 15: Dec 7.
- Revisions to be submitted last day of Finals Week: Dec 15.
- Groups of four or five.
- You will be assigned to create either a Letter of Intent or a Website, in collaboration with the community partner for our 560 Course: a Congolese refugee-run org in Grand Rapids, named Congolese Community of Michigan (CCM).
  - o Letter of Intent:
    - Pre-application for the Grand Rapids Community Foundation
  - o Website:
    - For Congolese Community of Michigan (CCM)
- *Details and grading rubric to be provided at a later time in the semester*.

Assignment E. Simulation: Motivational Interviewing Practice – 4 points

- o Due Date: Finals week, Dec 15.
- o Conduct four practice simulation sessions of motivational interviewing or MI.
- o MI is a key practice skill for social workers at both individual & systems level, and we will use this class to give opportunity for you to try it out simulations.
- o UM SSW SIMersion Simulations
  https://sites.google.com/umich.edu/simmersion/home?authuser=0
- o training.simmersion.com
- o Intro to MI: https://www.youtube.com/watch?v=s3MCJZ7OGRk
- o *Grading: Four practice sessions=100%. Your scores will not be included in grading.*

e. Attendance and class participation

School of Social Work policy is that students attend all of their classes. Please email me if you can not make it. Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning.

f. Grading

Grades are earned by successfully completing assignments. A 100-point system is used. At the end of the term, numerical grades for each assignment will be translated into letter grades.

- 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 prior to the final week of class.
- Assignments are to be completed by the date due. Please email if you need an extension.
- Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an on-line resource that can assist you in preparing proper citations for assignments using APA format. Go to: http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf

g. 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.

h. 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. Absences related to mental health, personal challenges and family health/issues will be applicable, for this course.

i. Recording Class

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

j. Accommodations

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.
This course is intended for all U-M students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other such condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. This information is kept confidential.
I also encourage you to contact the Services for Students with Disabilities (SSD) office at http://ssd.umich.edu. If you have a diagnosis, SSD can help you document your needs and create an accommodation plan. By making a plan through SSD, you can ensure appropriate accommodations without disclosing your condition or diagnosis to course instructors. If you have a disability or condition that may interfere with your participation in this course, please contact me as soon as possible to discuss accommodations for your specific needs. For more information and resources, please contact the Services for Students with Disabilities Office at G664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, http://ssd.umich.edu/, Email ssdoffice@umich.edu.

k. Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Megan Shaughnessy-Mogill) at (734) 763-7894 or by email **mshaughm@umich.edu.** You may also consult **University Health Service (UHS)** at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

l. Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information. For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert