



Course title:	Introduction to Community Organization, Management, and Policy/Evaluation Practice	
Course #/term:	SW560 (Hybrid) Section 013 Fall, 2020	
Time and place:	Tuesdays, 2-5 p.m. This section will meet live in class and/or synchronous remote on the following dates: 9/1 (synchronous remote), 9/15 (no class – optional in person office hours), 10/6 (in class), 10/27 (in class), 11/17 (in class) and 12/8 (synchronous remote)	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Bonnie Dockham	
Pronouns:	She, her, hers	
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	You may expect a response within 24 hours on the weekdays	
Office hours:	By Appointment	

Welcome to SW 560. It is my goal for you to learn in an open, honest and safe environment, whereby we ground our conversations in inclusivity and sensitivity. This class will provide a respectful space for learning through encouraging vulnerability and discomfort, challenging and questioning, and assuming the best in one another. Students are an integral part of creating this climate and it is my expectation that students will contribute to a classroom that fosters growth and acceptance

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 emphasize methods to diverse populations and identities is addressed. Aspects of culturally sensitive and socially just practice are emphasized.

COURSE OBJECTIVES & 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)

DESIGN

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

TEXT & COURSE MATERIALS

This course utilizes *Canvas* and *edX edge* as a resource for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on those sites. Please review the sites carefully. Login to the Canvas portal at: <https://canvas.umich.edu> to find the course materials and here:

https://edge.edx.org/courses/course-v1:MichiganX+sw560_011+2018_fall/about to find our edX course site.

There is no required text for this course. Readings for each topic are listed on Canvas (for in class sessions) and edX (for online sessions). Students are expected to have completed all assigned readings prior to in person class 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

CLASS SCHEDULE

Topics may be modified throughout the course, but ample notice will be provided. Please check Canvas for updates.

Class Session/ Date	In Person/ Online	Topic	Assignments <i>Due by the end of the week (Friday at 11:59 p.m.) unless otherwise noted</i>	Assignment Due No Later Than:
Class 1 Sept. 1	LIVE ONLINE	Intro, Course Overview, Intro to Motivational Interviewing	None	N/A
Class 2 Sept. 8	Online	MOOC Module 1: Community Organizing as a Form of Social Work	<ul style="list-style-type: none"> - Reflection (in MOOC) - Skills Inventory (in MOOC) - Ethics Discussion Prompt (in MOOC) - Quiz (in MOOC) 	Sept. 11, 11:59 p.m.
Class 3 Sept. 15	No Class	Optional in person office hours available from 2-5 p.m. by appt	None	N/A
Class 4 Sept. 22	Online	MOOC Module 2: Management as a form of Social Work	<ul style="list-style-type: none"> - Adaptive Leadership Case Study (in MOOC) - Marginalization in Management Reflection (in MOOC) - Quiz (in MOOC) 	Sept. 25, 11:59 p.m.
Class 5 Sept. 29	Online	MOOC Module 3: Policy Advocacy as a form of Social Work	<ul style="list-style-type: none"> - Reflection (in MOOC) - Advocacy Event OR Policy Memo (in MOOC, begin) - Quiz (in MOOC) 	Oct. 2, 11:59 p.m.
Class 6 Oct. 6	In Person	Content Reinforcement/ Group Work	None	N/A

Class 7 Oct. 13	Online	MOOC Module 4: Assessment	<ul style="list-style-type: none"> - Reflection (in MOOC) - Photovoice (in MOOC) - Advocacy Event OR Policy Memo (in MOOC, due) <i>Note: this assignment is in Module 3</i> - Quiz (in MOOC) 	Oct. 16, 11:59 p.m.
Class 8 Oct. 20	Online	MOOC Module 5: Strategy / Sustainability	<ul style="list-style-type: none"> - Reflection (in MOOC) - SWOT Analysis (in MOOC) - Application of Kotter Change Model (in MOOC) - Quiz (in MOOC) 	Oct. 23, 11:59 p.m.
Class 9 Oct. 27	In Person	Understanding Communities & Organizations/ Group Work	None	N/A
Class 10 Nov. 3	Online	MOOC Module 6: Human Resources	<ul style="list-style-type: none"> - Reflection (in MOOC) - Conflict Resolution Case Study (in MOOC) - Quiz (in MOOC) 	Nov. 6, 11:59 p.m.
Class 11 Nov. 10	Online	MOOC Module 7: Fund Development	<ul style="list-style-type: none"> - Grant Proposal Review (in MOOC) - Ask for Money (in MOOC) - Quiz (in MOOC) 	Nov. 13, 11:59 p.m.
Class 12 Nov. 17	In person	Program Development, Implementation, Monitoring & Evaluation	None	N/A
No class Holiday Break				
Class 13 Dec. 1	Online	MOOC Module 8: Evaluation	<ul style="list-style-type: none"> - Reflection (in MOOC) - Focus Group Review (in MOOC) - Quiz (in MOOC) 	Dec. 4, 11:59 p.m.
Class 14 Dec. 8	LIVE ONLINE	Summary & Class Presentations	<ul style="list-style-type: none"> - Culminating Assignment (presentation and supporting documents, due on class day) 	Dec. 11, 9 p.m.

ASSIGNMENTS

The online MOOC modules all incorporate two to three activities. The activities include either:

- 1) a reflection about the reading or TED talk you watched plus one or two short assignments, or
- 2) two short assignments

Each MOOC module also incorporates a quiz that covers the module content.

Outside of the MOOC, you will complete a simulation about motivational interviewing. This simulation can happen at your leisure, but must be completed by the date listed in the assignment detail below. In addition, you will have one semester-long, group assignment that works to tie together the learning in the course. Details are as follows.

1. In-MOOC Reflections

Some MOOC modules include reflection questions about the reading or TED talk you watched.

These include:

- Module 1
- Module 3
- Module 4
- Module 5
- Module 6
- Module 8

Reflections receiving highest marks will be those that thoroughly answer the question asked, are well written, insightful, and make connections to practice. Reflections are due by the dates listed in the chart above. These dates correspond to the Friday following the class date. For example, the reflection for Module 1 must be done by the end of the week that Module 1 was assigned.

Reflection answers are worth 10% of your grade.

2. In-MOOC Assignments

There are 11 short assignments within the MOOC environment itself. Assignment directions are all included in the MOOC. I have noted those assignments on the class schedule to be sure you do not miss them. All in-MOOC assignments are due by the end of the day Friday, the week of the class. For example, the assignments for Module 1 must be done by Friday, 3 days after Module 1 has been assigned. Below is a listing of the in-MOOC assignments, as well as their total point values:

- Skills Inventory, Not graded, but required
- Ethics Reflection, 10 points
- Adaptive Leadership Case Study, 10 points
- Marginalization in Management Reflection, 10 points
- Advocacy Event or Policy Memo (your choice), 20 points (*Note the due date on this assignment is delayed*)
- Photovoice, 20 points

- SWOT Analysis, 10 points
- Application of Kotter Change Model, 15 points
- Conflict Resolution Case Study, 15 points
- Grant Proposal Review, 20 points
- Ask for Money, 15 points
- Focus Group Review, 10 points

These in-MOOC assignments are worth 155 total points, which is worth 25% of your grade.

3. In-MOOC Quizzes

Each MOOC module ends with a brief, 10 question quiz. These quizzes have been designed to ensure you have watched and understand the content in that MOOC module.

In-MOOC Quizzes are worth 10% of your total grade.

4. 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 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.”

This motivational interviewing simulation assignment is worth 10% of your grade.

5. 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 in person 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. 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. If your visual aid is in the form of a handout or pamphlet please provide hard copies (or PDF) for the class.

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](http://www.lib.mich.edu/ug/research/citation%20guide/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 appropriate for this audience.	10
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 	25

<ul style="list-style-type: none"> demonstrates an understanding of the problem and how the problem is situated within the specific organization or community 	
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:

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

This culminating assignment is worth 30% of your grade.

6. Participation

Class participation is more than mere attendance. It includes things like arriving on time, being actively present in the classroom, reading assigned material, preparing for class with questions, completing assignments, reflections, and discussions on the MOOC, doing assignments, and participating in activities - both in class and online. The class participation grade is a subjective grade – I will use the grading matrix on Canvas to determine the class participation grade.

Participation is worth 15% of your grade.

ATTENDANCE POLICY

Students are unable to miss an in-person class 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 in class assignments to be made up.**

GRADING

Assignment	Weight
1. Reflections	10%
2. In-MOOC Assignments	25%
3. In-MOOC Quizzes	10%
4. Motivational Interviewing Simulation	10%
5. Culminating Assignment	30%
6. In-Class / Online Participation	15%
	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-

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*