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| COURSE TITLE: | Introduction to Community Organization, Management and Policy/Evaluation Practice |
| COURSE NUMBER: | 560 (Section 14), Tuesdays 2:00 – 5:00 |
| CREDIT HOURS: | 3 |
| PREREQUISITES: | None Foundation macro methods; Required for all students |
| LOCATION: | Virtual and SSWB 1636 (Hybrid Group C) |
| SEMESTER: | Fall 2020 |
| FACULTY: | Trina R. Shanks, Ph.D. |
| CONTACT INFO: | Office: 3712 SSW (734) 764-7411 trwilli@umich.edu |
| OFFICE HOURS: | Tuesdays 5:15-6:00 Other times by appointment |

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.

Course Content

Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

Course Objectives

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.

Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

COMPETENCY 1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- attend to professional roles and boundaries

COMPETENCY 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
- apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice.

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

- advocate for human rights and social and economic justice; 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 Design:

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises, speakers, and videos—as well as a few built in online/off-site modules .

Theme Relation to Multiculturalism & Diversity:

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

Theme Relation to Social Justice:

are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

Theme Relation to Behavioral and Social Science Research:

Research is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

Relationship to SW 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.

Faculty Approved: October 17, 2012

Accommodations

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

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, (Alejandro Rojas) at (734) 763-7894 or by email aroja@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.

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/>.

Course Materials

This course utilizes *Canvas* 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.

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

Assignments & Grading

There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. These items are summarized below with their relative weight. Details follow the course outline.

| Assignment | Due Dates | Weight |
|--|-----------|--------|
| • Advocacy Assignment | 10/6 | 25% |
| • Group Project & Presentation | 11/10 | 35% |
| • Budget and Fundraising Plan | 12/8 | 20% |
| • Attendance & Participation (including reflection paper, Pecha Kucha, on-line forums, and class activities.) | Ongoing | 20% |

Grading

Grades are earned by successfully completing the work on the assignments. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

| | | | | | | | |
|----|--------|----|-------|----|-------|---|-----------------|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | D | <69 (no credit) |
| A | 94-97 | B | 84-86 | C | 74-76 | | |
| A- | 90-93 | B- | 80-83 | C- | 70-73 | | |

PLEASE NOTE:

- Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request in writing an incomplete with the instructor prior to the final week of class.
- All assignments are to be completed by the date due. Exceptions will be granted with the permission of the instructor *in advance* of the due date for the assignment. Assignments submitted late without such permission will be downgraded 5% points each day the assignment is turned in past the due date, including week-ends.
- Students are to use APA "citation format" for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers, for direct quotes. Please review the Student Guide section on "Ethical Conduct in the University Environment." This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an 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](http://www.lib.mich.edu/ug/research/citation%20guide/AP5thed/pdf))
- +No other aspects of the APA style guide will be used. Instead, students are expected to prepare all assignments as "professional reports," i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, *italics*, **bold**, etc.

Course Outline and Readings

| <u>Session</u> | <u>Topic</u> |
|----------------------------------|---|
| Session 1. 9/1 | Introduction: The History and Components of Macro Practice -- The values, history and components of macro practice -- The challenges of macro practice in a multicultural society Class Discussion: Recent political events from a Macro frame <u>Readings</u> (Please read before class): Primary: Netting, Kettner, McMurty, & Thomas (2012), <i>Social Work Macro Practice</i> , Chapter 1 "An Introduction to Macro Practice in Social Work," (pp. 1-31). Optional: Uehara, E. et. al. (2013). Grand Challenges for Social Work, <i>Journal of the Society for Social Work and Research</i> 4(3), 165-170. |
| Session 2. 9/8 | Advocacy as a Form of Social Action -- Models of advocacy -- Policy advocacy Reflection Essay due <u>Readings:</u> Primary: Hardcastle (2012), <i>Community Practice Theories and Skills</i> , Chapter 12 "Using the Advocacy Spectrum," (pp.340-370). Optional: Lens, V. (2004). Principled negotiation: A new tool for case advocacy, <i>Social Work</i> 49(3), 506-513. McNutt, John (2012). The Lobbying Strategy Handbook, Chapter 11 "Fighting for Justice in Cyberspace" (pp. 251-268). OR Gladwell, M. (2010). <i>Small change: why the revolution will not be tweeted</i> . The New Yorker October 4, 42-49, http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell |
| Session 3. 9/15 | Models of Community Organization Practice and Their Implications Understanding Communities: Their Problems & Their Populations -- Defining the community -- Different conceptualizations of community and their implications -- Typologies of community organization -- Empowerment theory and community organization practice <u>Readings:</u> Hardcastle (2012), <i>Community Practice Theories and Skills</i> , Chapter 4 "The Concept of Community in Social Work Practice"(pp.94-129). Pyle (2014), <i>Progressive Community Organizing: Reflective Practice in a Globalizing World</i> , Chapter 5 "Critical Organizing Frameworks" (pp. 1-20). |

- Session 4. Organizing and Mobilizing Communities**
9/22
- Roles of the organizer
 - Group skills in community work
 - Selecting appropriate strategies and tactics
 - Social capital and community mobilization

Video: Holding Ground or Gaining Ground

Readings:

Primary:

Pyle (2014), *Progressive Community Organizing: Reflective Practice in a Globalizing World*, Chapter 9 "Tactics for Change" (pp. 1-20).

Optional:

Beckwith, D. & Lopez, C. (2010). Community Organizing: People Power from the Grassroots. Center for Community Change. (MOOC article)

Staples, L.H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups* 23(2), 19-35.

- Session 5. Assessing Community Needs and Strengths**
9/29
- Constructing a community profile: Frameworks for community analysis
 - Conducting a community needs assessment
 - Asset mapping: Identifying community strengths

Group Pre-presentation Reflection Due

Library Presentation (videos by Darlene Nichols)

Readings:

McKnight, J. (2013). A Basic Guide to ABCD Community Organizing. Asset Based Community Development Institute. Northwestern University, Evanston, IL.

Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. *American Journal of Community Psychology* 31(3/4), 293-300.

- Session 6. Understanding Community-Based Organizations**
10/6
- The structure, mission & goals of nonprofit community-based organizations
 - Management theories
 - Decisionmaking, power, authority, and politics of nonprofit organizations
 - Assessing Organizations

Advocacy Assignment Due

Readings:

Primary:

Austin, M & Vu, C. (2012). Assessment of organizations. In C.A. Gilsson, C.N. & K. M. Sowers (Eds). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions* (pp. 131-157). Hoboken, NJ: Wiley.

Optional:

Bradach, J. (2003). Going to scale: The challenge of replicating social programs. *Stanford Social Innovation Review*, 19-25.

Sutton, R. (2003). Sparking nonprofit innovation: Weird management ideas that work, *Stanford Social Innovation Review*, 42-49.

Session 7. Ethical and Legal Issues in Macro Practice

10/13

- The meaning of ethics and ethical analysis in macro practice
- Ethical issues in macro practice
- Legal foundations of community-based nonprofit organizations

Readings:

Primary:

Hoefler, R. (2006). Social justice and advocacy practice. In *Advocacy practice for social justice*. Chicago, IL: Lyceum Books.

Optional:

Alinsky, S. (1972). Of means and ends, in *Rules for radicals* (pp. 24 – 47). New York: Vintage Books.

Hardina, D. (2004). Guidelines for ethical practice in community organization, *Social Work* 49 (4), 595-604.

National Association of Social Workers, (1996/2008). *Code of Ethics*, revised, Washington, D.C.: Author. <http://www.socialworkers.org/pubs/code/code.asp>

Session 8. Human Resources Management: Managing Staff in Organizations Inter-Organizational Practice

10/20

- Personnel Policies/Supervisory Roles and Functions
- Staff Development
- Issues of power
- Inter-organizational practice in multicultural communities

Readings:

Hopkins, K.M. (2009). Supervision, development, and training for staff and volunteers. In R.J. Patti (Ed.). *The handbook of human services management* (2nd ed.). Thousand Oaks, CA: Sage.

Session 9. Program Development, Implementation, Monitoring, and Evaluation Visioning and Strategic Planning in Community-Based Organizations

10/27

- Linking programs to organizational mission and goals: Models & stages
- Translating goals into objectives: Promoting community participation
- Evaluating program outcomes
- Managing information

Readings:**Primary:**

Martin, L. (2009). Program planning and management. In R. J. Patti (Ed.). *The handbook of human services management (2nd ed)*. Thousand Oaks, CA: Sage.

Finn, Janet (2016), *Just Practice*, Chapter 8 "Evaluating, Reflecting On, and Celebrating our Efforts" (pp. 337-376).

Optional:

Kellogg Foundation (2004). Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide. Battle Creek, MI: Kellogg Foundation.

Session 10.
11/3

Community Observation/Group Preparation Day

Session 11.
11/10

**Intervention Presentation
Leave Behind Item/Visual Due**

Session 12.
11/17

**Human Resources Management: Managing Staff in Organizations
Inter-Organizational Practice**

- Personnel Policies/Supervisory Roles and Functions
- Staff Development
- Issues of power
- Inter-organizational practice in multicultural communities

Readings:

Hopkins, K.M. (2009). Supervision, development, and training for staff and volunteers. In R.J. Patti (Ed.). *The handbook of human services management (2nd ed.)*. Thousand Oaks, CA: Sage.

Session 13.
12/1

**Resource Development & Management in Community-Based
Organizations**

- Proposal writing
- Strategies for resource development

Primary:

Hager, M., Rooney, P. & Pollak, T. (2006). How fundraising is carried out in US nonprofit organizations, *International Journal of Nonprofit and Voluntary Sector Marketing*, 7(4), 311-324.

Optional:

Coley, SM & Scheinberg, CA (2014). *Proposal Writing: Effective Grantsmanship-5th edition*. Thousand Oaks, CA: Sage Publications

Session 14. Social Policy and Community Practice
12/8 The Future of Macro Practice
--Course Summary and Issues for the Future

Video: CFED SEED video

Primary:

Mondros, J. (2013). Political, social, and legislative action. In M. O. Weil, M. Reisch, & M. Ohmer (Eds.), *the handbook of community practice* (2nd ed.). (pp.345-359) Thousand Oaks, CA: Sage.

Burghardt (2011), *Macro Practice in Social Work for the 21st Century*, Chapter 11 "Summing Up, Moving Forward" (pp. 303-321).

Optional:

McCue, B. (2012). *The Lobbying Strategy Handbook*, Chapter 10 "The 10 Steps Strike Again! Breaking the Tire Cycle" (pp. 223-250).

Budget/Fundraising Plan Assignment Due

Submit Pecha Kucha slides at the end of this week.

Descriptions of Assignments for SW 560

1. Advocacy Assignment (Individual Project)

There are two options for the *Advocacy Practice Assignment: Speak Out or Coalition Assignment*

Option A: Advocacy Practice Assignment: Speak Out

Hoefer (2009) defines advocacy practice as when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice.” Using this assignment to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively you pursue it is up to you.

Step 1: Select an issue

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

Step 2: Research the issues

Research the topic from its historical perspective to the current situation to provide background information and develop a position. This may include a review of policy discussions, relevant reports, or social work literature. It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

Step 3: Write your statement

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

Step 4: Reflect on the process

In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular issue you did and the rationale for how you framed it.
- In terms of your project, what do you see as its strengths and the areas for improvement? While it is appropriate to focus on the product developed, emphasis should be given to the process or skills you used to develop your opinion piece or prepared testimony.
- Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Option B: Coalition Assignment

Step 1: Identify a local organization

Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue that you have interest in.

Step 2: Gather information on the organization

Interview someone in a leadership role and review written and on-line materials that the organization, coalition or collaboration has available and use newspapers as resources to understand the current context.

Step 3: Write a Statement

Prepare a written 3 to 5 page (double-spaced) overview to analyze the group's effort and your opinion of its effectiveness. In this overview, define the issue, describe the organization, coalition or collaboration and who is involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group's effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process

You are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process.
- What knowledge or skills did you gain from the assignment?
- In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
- Reflect on the potential impact of this organization's advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Work to submit to instructor-Submit as one document via Canvas on October 6th .

- Opinion piece, written testimony (Option 1), 3-5 page Written Summary (Option 2)
- Bibliography and/or list of interviews conducted
- Reflection paper

2. Community or Organizational Intervention (Team Project)

This course will have one connected master assignment with multiple products, designed to help you pull together what you have learned through the semester.

There are several important dates regarding this assignment:

- Pre-presentation reflection (prepared as a group) **Due by September 29th**
- Intervention Presentation, including a visual/leave behind item, summary of team minutes, and group evaluation (prepared individually). **Due in class November 11th.**
- Budget and fundraising plan. **Due by last day of class, December 8th.**

Details for each piece of this assignment are as follows:

1) *Develop Teams*

You will be given time to form self-selected teams in the third class session. It is important to assign roles (i.e. facilitator, note taker, reporter, time keeper, process evaluator, etc.—these roles can rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g. at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.

Effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore, your groups are expected to keep minutes of your meetings. Minutes should be at least one page in length for each meeting.

In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

2) *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 or a community in which you have lived or worked. 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, low post-secondary educational attainment, gentrification where long time residents are being priced out of their neighborhood. In today's context, the issue might be high rates of COVID-19 infection rates or police violence.
- b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion, succession planning. In today's context, the issue might mean having to shift to virtual interactions or increased demand for services.

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;
- To use research and well-formulated evidence to convince stakeholders that a problem exists;
- To learn and practice skills important to working in a team.

Work to submit to instructor—Due in class September 29th

After you have selected your community or organizational problem, in the spirit of reflective practice, as a group write a 1-2 page, double-spaced paper addressing the following points:

- What community or organizational problem and why?
- What are some of the things you might examine to make the case for this issue?
- What are your initial ideas about a possible intervention?

Also feel free to list any questions or concerns you would like to consult with me about.

Please ensure that each team member's name is listed on the top of the page. Bullet points or short paragraphs are fine. The use of headings is encouraged. References are not necessary, but you are expected to integrate ideas from the course.

3) *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 piece of the 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 explore how an intervention may be perceived differently by diverse populations, based on identity and intersectionality; and
- To learn and practice skills important to working in a team.

4) *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;

- To explicitly discuss how the proposed intervention would advance social justice

This part of the assignment is to present your idea to others. It requires each group to:

1) Create a 15-minute presentation detailing the needs assessment (part 2) as well as the intervention plan or proposed solution (part 3). You will decide who the audience will be. That is, if you decide you are doing a presentation to a potential funder, I 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.

2) Develop a leave behind item. You 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 share with the class and upload to the instructor.

Work to submit to instructor as a team—Due in class November 10th.

Please give these things to me before your presentation.

- Minutes from your group meetings
- Copy of your Power Point slides and leave behind item/visual aids
- After the presentation, each team member is to reflect on the group process thus far and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be done by filling in the evaluation form that will be provided.

4) The fourth part of the assignment is to generate a budget and fundraising plan for your proposed intervention.

1. FUNDRAISING PLAN: Note what you hope to accomplish and how you plan to raise the money.
2. BUDGET: Estimate cost of intervention (how much money will you need to carry out the project based upon its objectives).
3. BUDGET NARRATIVE: Provide a one-page single-spaced narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget.
4. TIMELINE: Provide a specific timeline to give an idea of the project steps and activities (consider using a Gantt chart).
5. COVER LETTER: Include a cover letter with the fundraising plan. This letter should highlight the main points of the intervention idea and indicate to the potential funding source why this project is important and the amount you would like to have

funded. You may want to explain why the proposed intervention may be of interest to the recipient.

Submit to instructor-as one document via Canvas December 8th.

- Fundraising Plan (includes summary of plan, timeline, budget, and budget narrative)
- Cover Letter to make pitch to someone (foundation, individual donor, social media appeal)

(Note: Late submissions will be accepted only in extraordinary circumstances.)

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).

4. Reflective Assignments: Self-Assessment of Learning

This consists of short responses turned in throughout the term. Essays should be 1-2 pages typed, double-spaced, 12-pt font, and proofread before submission. None of these will be graded for content, but each is worth 5 points and counts toward participation grade.

Essay one: Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

Describe your personal and professional goals. What do you hope to be doing 6 years from now?
How will the MSW degree and this course in particular assist you in meeting your goals?
Discuss your own strengths and limitations with regard to participating in this course.
Describe the things you hope to learn in the course.

Due: September 8th (please submit via Canvas).

Assignment two (Pecha Kucha): Japanese for "chit chat," a *pecha kucha* is a presentation format in which each presenter is allowed 20 images, displayed for 20 seconds each. Select 20 different pictures or images to describe what you have learned during the semester. You can write a few notes for each to relate to class materials or insights. Start collecting pictures and images throughout semester.

What specific knowledge and skills have you developed in this course that you can use in future practice?
How has class experience this term affected your ideas about social justice and/or social work practice?
How have you shifted your goals or expectations?

Due: anytime after the group presentation in November, but must be in by December 11th (please submit via Canvas).

On-line Discussions: I will post a question after each class. Each student is expected to make at least 7 posts on topics of interest. This should include at least one original post, but comments also count.

Class Participation

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 our 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.

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.

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.