



<b>Course title:</b>	<b>Integrative Seminar for Community Based Initiative Scholars: Social Work in Diverse Communities</b>	
<b>Course #/term:</b>	SW 722 Section 001, Fall 2020	
<b>Time and place:</b>	Friday 2 pm – 5 pm	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>	SW 622 or permission of instructor	
<b>Instructor:</b>	Lorraine Gutiérrez	
<b>Pronouns:</b>	She/Her/Hers	
<b>Contact info:</b>	<b>Email:</b> lorraing@umich.edu	<b>Phone:</b> 734-936-1450
	<b>Please leave a voice mail message - you may expect a response within 24 hours</b>	
<b>Office hours:</b>	Tuesdays 3 - 5 and by appointment	

## 1. Course Statement

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### Course description

This integrative seminar will integrate micro and macro levels of practice; research in community development, community leadership, neighborhood asset building programs, community based clinical practice, municipal governance, sustainable communities and the relationship of community initiatives and promotion of citizen participation, community well-being. The seminar integrates content and perspectives from several disciplines, specifically social work, political science, education, urban planning, natural resources, arts and medicine as these disciplines address problems – and solutions - in the areas of community social and economic development and sustainable communities. The seminar will highlight issues of social justice, oppression, privilege, diversity, and socially just evidence based community practice and empowerment among neighborhood residents, community stakeholders and local institutions, and municipal governing bodies.

## Course content

This capstone course for the Community Based Initiative Scholars is focused on the integration of previous learning in order to position students for a successful job search and position that uses social work values and skills. We will discuss practice methods for working with multiple social systems to promote well-being through the involvement of community and social systems, how to work in partnership with the primary and secondary mediating structures in communities, such as schools, neighborhood associations, self help organizations, community centers, and faith based organizations. Undergirding all of these methods will be a focus on methods for encouraging community participation and empowerment and in reducing barriers to these activities for members of different subgroups and who are disempowered and marginalized by mechanisms of oppression. Each student will complete assignments intended to familiarize themselves with the types of practice that CBI scholars engage in, the significance of social work ethics and values, and the development of an online professional portfolio.

## Course objectives and competencies (add competencies)

1. Understand the relationship and intersections of race, gender, and social class in creation and maintenance of 'inner city' 'rural areas' constructions of community. (SW Competency 2)
2. Use this understanding in a critical analysis of a spectrum of interventions used to promote progressive community well-being and citizen participation. (SW Competencies 3 and 4)
3. Conceptualize and describe issues and interventions in community based practice that promote community well-being and citizen participation from individual, social and structural perspectives especially as it relates to diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. (SW Competency 7)
4. Demonstrate knowledge about research findings, as they relate to a range of neighborhood development and citizen participation policies, programs, services and issues. (SW Competency 4)
5. Demonstrate knowledge about the relationship of community organizing, community well being, and citizen participation to other social problems. (SW Competency 3 and 4)
6. Demonstrate knowledge about substantive material from other professional disciplines, such as urban planning, public policy, law, natural resources, education, and public health as they are related to community practice, citizen participation, and community well-being. (SW Competency 4)

7. Develop a professional portfolio that demonstrates the skills, competencies, theory, and knowledge acquired by students during their masters level experience in the Community Based Initiative. (SW Competency 1)

### Course design

In-class activities will include discussions, self-assessment activities, short lectures and presentations, and role plays. Videos and guest speakers will provide in depth information regarding practice in the field. Course assignments will include readings, short papers, and portfolio preparation.

### Relationship to Curricular themes

*Multiculturalism and Diversity:* will be addressed throughout this course through a focus on the ways in which the characteristics of individuals, families, and communities drive the approach to practice. This will include attention to the following diversity dimensions: "ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, as well community of residence."

*Social Justice:* will be central to this course on multiple levels. Methods for increasing community participation and empowerment will be reviewed, and special attention will be given to developing methods that are democratic, participatory, and focused on equity and equality.

*Promotion, Prevention, Treatment & Rehabilitation:* will be covered by considering how community and social systems can be mobilized toward promotion, prevention, treatment, and rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress, and the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

*Behavioral and Social Science Research:* will form the basis of this course and will guide practice in working with community and social systems. For example, community and social systems practice is supported by research that suggests that well-being is enhanced by the involvement of social supports and social networks. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

### Relationship to Social Work Competencies

- 1: Demonstrate Ethical and Professional Behavior Competency
- 2: Engage Diversity and Difference in Practice Competency
- 3: Advance Human Rights and Social, Economic, and Environmental Justice Competency

#### 4: Engage In Practice-informed Research and Research-informed Practice Competency

##### Relationship to social work ethics and values

This course will address how social work ethics and values can guide practice with community and social systems. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on the social worker's responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see objective 5 and the relationship to themes 1 and 2 above.

##### 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**


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### a. Text and class materials

Readings are assigned for each class session. Readings are available on CANVAS and are linked to the course outline and found in a READINGS FILE folder.

During weeks 2 - 5 we will have group presentations of the readings. The class has been divided into two reading groups. We will take time in these classes for the groups to meet to organize and then present a brief (5 - 10 minute) presentation of the assigned reading. To prepare for this, each person in the group has a specific role to focus their reading. Each role requires a preparation sheet with different tasks and guidelines that will be turned in before class. More information the READING GROUPS FILE folder.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
<p>Week 1 October 2</p>	<p>Overview and Introduction to our seminar</p> <p>Please review the syllabus and CANVAS site before our first class</p>	<p><b>All Read:</b> <a href="#">Reisch (2009) Social Workers, Unions, and Low Wage Workers: A Historical Perspective</a> </p> <p><b>Gant and Paley (2009)</b> <a href="#">Using Global and International Community Practice Case Studies to Enhance Critical Thinking about Domestic Community Participation, Social Power and Global Connections in United States Professional Social Work Education</a></p>
<p>Week 2 October 9</p>	<p>Where have we been, where are we going?</p>	<p><b>CO Students:</b> <a href="#">Community Practice in Social Work</a></p> <p><b>Management and SPE students:</b> <a href="#">Social Work Management Practice 1917–2017</a></p>
<p>Week 3 October 16</p>	<p>Identifying future destinations</p>	<p><b>Reading Group A:</b> Hill (2010). <a href="#">Sustaining and Strengthening a Macro Identity: The Association of Macro Practice Social Work</a></p> <p><b>Reading Group B:</b> <a href="#">Reading Group B: Alice B. Gates (2014) Integrating Social Services and Social Change- Lessons From an Immigrant</a></p>

		<a href="#">Worker Center, Journal of Community Practice, 22-1-2, 102-129</a>
Week 4 October 23	Assembling our tool kits	<p><b>Reading Group A:</b> <a href="#">Hardina, D. (2004). Guidelines for Ethical Practice in Community Organization. Social Work, 49(4), 595-604.</a></p> <p><b>Reading Group B:</b> <a href="#">Shannon R. Lane, Jason Ostrander &amp; Tanya Rhodes Smith (2018) 'Politics is social work with power': training social workers for elected office, Social Work Education, 37:1,1-16,</a></p>
Week 5 October 30	Evaluating and Sharing our Learning	<p><b>Reading Group A:</b> Carmen Lavoie (2012) Race, Power and Social Action in Neighborhood Community Organizing: Reproducing and Resisting the Social Construction of the Other, Journal of Community Practice, 20:3, 241-259,</p> <p><b>Reading Group B:</b> <a href="#">Michael R. Woodford &amp; Susan Preston (2011) Developing a Strategy to Meaningfully Engage Stakeholders in Program/Policy Planning: A Guide for Human Services Managers and Practitioners, Journal of Community Practice, 19:2, 159-174</a></p>

c. Assignments

All detailed assignment instructions are located in separate file folders, labelled by their names, on CANVAS.

<b>Assignment</b>	<b>Due date</b>	<b>Possible points</b>
<b>Statement of your philosophy, values, and goals</b>	October 9, 11:59 pm Submit a hard copy to CANVAS	10
<b>Resume:</b>	October 16 11:59 pm Submit a hard copy to CANVAS	10
<b>Information Interview:</b>	October 30 11:59 pm Submit a hard copy to CANVAS	10
<b>Reading Discussion Groups and Presentations</b>	Oct 9, Oct 16, Oct 23, October 30 <b>Noon</b> Submit presentations to CANVAS 7.5 points for each presentation	30
<b>Active engagement in class discussions and presentations</b>	Attend all class sessions or make up missed work. (10 pts) Compete the self evaluation of class participation form – Nov 7 11:59 pm (10 pts)	20

<b>eportfolio</b>	Submit your link to your eportfolio on CANVAS on Nov 7 11:59 pm	20
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d. Attendance and class participation

Class attendance is mandatory, especially with a five-session mini-course. I can only excuse absences in the following situations: religious observances, sickness or injury (with an MD's note), unexpected dependent care responsibilities, registered disability related situations. **Please let me know if you anticipate any difficulty with attending our class.**

e. Grading

I follow the School of Social Work policies on grading. Please review them at the following links to the MSW Student Guide: [Grades in Academic Courses and in Field Instruction](#) and the [policy for grading in special circumstances](#).

Points to Grade conversion

points	grade	points	grade	points	grade	points	grade
100	A+	95 - 99	A	90 -94	A-	85 - 89	B+
80- 84	B	75 - 79	B-	70 -74	C+	65 - 69	C
60 - 64	C-	< 59	D				

*Late Assignments*

I expect all assignments to be turned in when due and will provide you with an option to revise an assignment that is turned in on time. I am willing to accept late assignments but there will be no option for revisions. Please let me know if you will need to turn in an assignment past the due date.

Any academic concern regarding this class can be addressed by following the [Student Grievance procedures](#) that are linked here.

a. Class Recording and Course Materials



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

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

#### b. 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](#).

#### c. 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.

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### Course Policies and Resources

#### *Accommodations for students with disabilities*

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the [Services for Students with Disabilities office](#) at G664 Haven Hall, (734) 763-3000.

#### *Health and Wellness Services*

Health and wellness encompasses situations or circumstances that may impede your success within the program. The [Office of Student Services](#) offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocate Nyshourn Price-Reed ([ndp@umich.edu](mailto:ndp@umich.edu)); 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. For counseling you can also contact our SSW CAPS counselor Alejandro Rojas, LMSW [aroja@umich.edu](mailto:aroja@umich.edu)

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Office of Student Services](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to connect you with resources. If you are not comfortable discussing this with me, please send a message to or make an appointment with staff in the School of Social Work Office of Student Services - [ssw.msw.info@umich.edu](mailto:ssw.msw.info@umich.edu)

#### *Dependent Care Resources*

For students with child- or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include childcare, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues

(COSPI). For additional information on work/life support please also visit the [Work/Life Resource Center](#) and the [UM Child Care Gateway](#).

### *Religious Observances*

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements. Any absences due to religious observances are excused.

### *Student Code of Academic and Professional Conduct*

All students should be familiar with the [Student Code for Academic and Professional Conduct](#) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Director of the MSW Program, Professor Barbara Hiltz, or Associate Dean for Educational Programs, Lorraine Gutierrez at [ssw-adedp@umich.edu](mailto:ssw-adedp@umich.edu)

### *Campus Commitment and "Expect Respect" campaign*

A respectful, supportive, and welcoming environment is necessary for student learning. The University of Michigan has developed the [Expect Respect Campaign](#) as a University-wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information on this program please click on the link in this paragraph. Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

*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
- Teaching evaluations
- Military deployment
- Writing skills and expectations