



Course title:	Intro to Community Organization, Management and Policy/Evaluation Practice
Course #/term:	560 Section 001/Spring & Summer 2021
Time and place:	Tuesday, 6pm-10pm (Scheduled), Fully online via Canvas
Credit hours:	3
Prerequisites:	None
Instructor:	Marlanna Landeros, MSW
Pronouns:	She/her/hers
Contact info:	E-mail: mlandero@umich.edu Phone (cell): 313-506-5704 Office: 2738 SSWB (N/A during Spring/Summer 2021)
Office hours:	By appointment, I may often be available before or after class weekly. When communicating with me use the subject line SW560

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. The course will also provide students with the opportunity to integrate learning from SW502, which is 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 and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

Course Objectives 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)

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

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 multicultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/advocate; 4) the organization or program; 5) the community or client system.

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.

2. CLASS REQUIREMENTS

a. All Readings are in Canvas by session and will be foundations to class discussions and assignments. Session PowerPoint presentations will be posted in Canvas by the start of class.

b. Class schedule:

The course schedule that follows is *tentative* and is subject to change. All changes will be announced in advance so that you will have sufficient time to make adjustments in your readings and assignments.

Class Session Date	Class Session Topics	Required Readings Assignments & Items of Note
Session 1 5/11/21	LESSON 1: <ul style="list-style-type: none"> ● Introduction/Course Overview ● Effective Meetings/Agendas ● NASW-Code of Ethics 	Syllabus
Session 2 5/18/21	LESSON 2: <ul style="list-style-type: none"> ● History, meaning and context of macro practice ● Advocacy: Community Organizing as a form of Social Work 	Canvas: Session 2 readings
Session 3 5/25/21	LESSON 3: <ul style="list-style-type: none"> ● Motivational Interviewing in macro practice ● Assessment and understanding the needs of communities 	Canvas: Session 3 readings
Session 4 6/1/21	LESSON 4: <ul style="list-style-type: none"> ● A Call to Action: Advocacy in Social Work ● Advocacy, Strategy, and Sustainability ● Focus Groups ● Power Maps 	Canvas: Session 4 readings Community Profile Groups Finalized Public Meeting Analysis Due
Session 5 6/8/21	LESSON 5: <ul style="list-style-type: none"> ● Macro Social Work Leadership ● Leadership and Values ● Management in Social Work Practice ● Coaching 	Canvas: Session 5 readings Community Profile: Pre-Profile Reflection Due (group)
Session 6 6/15/21	LESSON 6: <ul style="list-style-type: none"> ● Program Development ● Work Planning ● Fund Development ● Budgeting 	Canvas: Session 6 readings
Session 7 6/22/21	<ul style="list-style-type: none"> ● Organizations/Strategic Planning ● Human Resources in Social Work Practice 	Canvas: Session 7 readings

Session 8 6/29/21	LESSON 8: <ul style="list-style-type: none"> ● Community Profile-Group Day (NO Class) 	Canvas: Session 8 readings Coaching & MI SIMmersion attempts Due Leadership Reflection Due
Session 9 7/6/21	LESSON 9: <ul style="list-style-type: none"> ● Data Visualization ● Communication: <ul style="list-style-type: none"> ○ Professional Writing ○ Social Media ○ Grant writing/components 	Canvas: Session 9 readings
Session 10 7/13/21	LESSON 10: <ul style="list-style-type: none"> ● Professional Presentation ● Generations ● Social Implications of the election ● Project Management 	Canvas: Session 10 readings Advocacy Project Due
Session 11 7/20/21	LESSON 11: <ul style="list-style-type: none"> ● Policy Implications ● Evaluation ● Feedback 	Canvas: Session 11 readings Community Profile: Project and Presentation Due (group)
Session 12 7/27/21	LESSON 12: <ul style="list-style-type: none"> ● Social Work Diversity ● Future of Macro Practice 	Canvas: Session 12 readings Community Profile: Post Reflection Due (individual) Due Participation/Class Activity Score Due
Classes Ended	Remaining Assignments Due	Due 8-1-21: Current Event Career Vision/Plan New Semester Resolution: Pecha Kucha Due

c. Assignments:

Assignment	Due date	Points towards overall grade
Public Meeting Analysis	6-1-21	5
Community Profile: Pre-profile reflection (group assignment)	6-8-21	0 (Pass/Fail)
SIMmersion: Coaching for Improved Performance	6-29-21	0 (Pass/Fail)
SIMmersion: Motivational Interviewing	6-29-21	0 (Pass/Fail)
Leadership Reflection	6-29-21	5
Advocacy Project	7-13-21	10
Community Profile: Project/Presentation (group assignment)	7-20-21	30
Community Profile: Post-reflection (individual assignment)	7-27-21	10
New Semester Resolution: Pecha Kucha Presentation	8-1-21	5
Participation/Class Activities Attendance, Reflections	Ongoing due in Canvas 7-27-21	15
Current Event	8-1-21	10
Career Vision/Plan	8-1-21	10

d. Grading:

MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

b. Class Recording and Course Materials

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

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.

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+ 100	A 94-99	A- 90-93
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73
D < 69 (no credit)		

Assignments are due at 11:59 pm on the date due or noted otherwise, and are to be submitted on Canvas unless otherwise stated. Some assignments/homework will be graded on a pass/fail basis. Handing it in on the due date and completing all elements of the assignment will give you a pass. A grade of “pass” will be converted for computation of the final grade.

Review the link to the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#). Grading is based on the rubric provided.

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Attendance and class participation: Class attendance and participation are very important in this class. Class participation is more than mere attendance. This is a place where you demonstrate your ability to think critically and contribute to your peers’ education during the class. Your class attendance and participation will be considered in determining your final grade. Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions. Attendance, homework and participation are part of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s) and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc.) prior to class, reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. If you have difficulties participating let’s discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion. It is expected that students will attend all classes unless legitimate and/or special reasons exist for absences or tardiness. Legitimate absences include those due to health problems that can be documented, unanticipated emergencies and observance of religious days. Excused absences will only be granted with documentation (i.e. a doctor’s note or other proof of an emergency situation and/or my **prior** approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional

half grade. Excessive absences (more than 3) may result in failure of the course. Coming to or leaving class midway is considered an absence. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

Attendance and Participation Expectations:

- Come to class, be on time and actively participate. Ask questions that can help you and your classmates learn. Share your ideas and experience.
- Be an active participant, if asked to critique your classmates work, make helpful suggestions on what has been done and can be improved, and be forthright and balanced in your assessment.
- Maintain professional respect and confidentiality. Much of what we share in class is for learning purposes not for dissemination.

The class participation grade is a subjective grade – I will use this matrix used also in SW560 to determine the class participation grade:

<p>(0-5) Poor Participation</p>	<p>Does not attend in-person class sessions No effort, disruptive, and disrespectful Does not participate in online forum Uses harmful language in class and does not respect other students' identities</p>
<p>(6-9) Marginal Participation</p>	<p>Does not attend 2 or more class sessions Little effort, texting or web surfing (irrelevant to course) Demonstrates infrequent involvement in class or class discussions Rarely participates in online forum Uses harmful language at times in class and sometimes does not respect other students' identities</p>
<p>(10-12) Moderate Participation</p>	<p>Late to every class session Moderate effort, texting or web surfing on occasion (irrelevant to course) Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze Rarely offers to contribute to discussion (both online and in the classroom), but contributes to a moderate degree when called on May seem occasionally distracted or uninterested Demonstrates sporadic involvement in online forum Uses inclusive language at times and respects other students' identities to an extent</p>

<p>(13-14) Strong Participation</p>	<p>Rarely late and no class absences Engaged in classroom activities only while in the class Has clearly read and asks pertinent questions about course material Offers interpretations or analysis of course material (more than just facts) to class Contributes well to discussion in an ongoing way (both online and in the classroom): responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion Demonstrates consistent ongoing involvement by active visual and /or verbal engagement Uses inclusive language in class and respects other students' identities</p>
<p>(15) Excellent Participation</p>	<p>On time and no absences Engaged in classroom activities only Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) Participates actively and equally during in class discussions, in online forum discussions, class assignments, and team activities Contributes in a very significant way to ongoing discussion (both online and in the classroom): keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building, suggest alternative ways of approaching material Demonstrates ongoing active involvement and active visual and/or verbal engagement Always uses inclusive language in class, on the online forum, and respects other students' identities</p>

There are graded assignments for this course, and on occasion, homework assignments along with the expectation of class participation. A more detailed description of each assignment will be discussed in class, with due dates. Link to the [Policy on Class Attendance](#) found in the MSW Student Guide.

General Expectations for Written Work

I expect in all written work that students will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3*, Summer 1986.) Or

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Academic Integrity:

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your *Student Guide to the Master’s in Social Work Degree Program* for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions. The student guide is electronic:**

<http://www.ssw.umich.edu/studentGuide/>. The library also has an excellent area to advise about issues of plagiarism and other ethical issues. Please visit this site <http://www.lib.umich.edu/acadintegrity>.

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All** assignments for this course must be completed and handed in to the instructor to successfully complete the course.

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- A-, A or A+** Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B** Mastery of subject content at level of expected competency – meets course expectations
- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C+, C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- D** Student has poorly demonstrated minimal understanding of subject content.
- E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. For assistance with writing or if you want feedback on written work contact the Office of Student Services (<http://ssw.umich.edu/current/student-services.html>) or the **Sweetland Writing Center** (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I am not sure if they take walk-ins.

The course is challenging and demanding. Grading will be rigorous but fair. I understand the assessments of your work are subjective in nature and I strive to reduce that subjectivity. I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another. If you read my comments and believe something is incorrect, please discuss your findings with me within one week of getting your assignment back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

The Learning Environment:

The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a "teacher and a learner" in the class will enhance the learning for all class members.

Being honest, sensitive, and respectful to each other in preparation for quality social work practice is one of the learning environment goals. Please share opinions and feedback with others in discussions and exercises, and when you do so; please try to state them in a *respectful* and *constructive* manner. Also, prepare yourself to hear varying opinions and feedback non-defensively, and to use that as data or challenge them constructively. Please practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. We can expect to blunder and make mistakes in the classroom so that we are better prepared when we are in the field; please honor this process. **Let us strive to remain open to diverse perspectives, which may conflict with our own.**

I invite you to consider the following:

- With the understanding that this may be culturally relative, being silent & simply listening is a privilege that not everyone has. More specifically, remaining silent & saying that you are either learning through listening or allowing space for others is in & of itself, a privilege which you will not be able to employ when practicing social work.
- There is a difference between being/feeling safe & being/feeling comfortable. Learning through the uncomfortableness is hard, but can be when the most memorable aha moments occur.

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations, experience and accept people are always doing the best they can, both to learn material and to behave in a socially just and honest way.
2. Listen actively -- respect others when they are talking.
3. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
4. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas. The goal is not to agree -- it is to gain a deeper understanding.
5. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.
6. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
7. We will work diligently to develop an environment where individuals have the freedom to speak their mind, share their personal life experiences and discuss difficult issues with compassion, sensitivity, and confidentiality. Thus, at times, members of the class may wish to make a comment they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
8. We will develop a classroom community that tolerates others making mistakes and encourages everyone to learn from the experience

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 the 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](#).

d. Health-Related Class Absences: Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

Career services ssw-cso@umich.edu (734) 763-6259:

- Writing support
- Job search assistance

OSS ssw.msw.info@umich.edu (734) 936-0961:

- Emergency Financial assistance (e.g., unexpected expenses like computer needs, car repairs etc.)
- Health and wellness referrals
- Disability services advocacy/liaison with Office of Services for Students with disabilities.