



Course title:	Essentials of Community and Organizational Practice
Course #/term:	SW 509 Section 1/Winter 2022
Time and place:	Tuesday, 6pm-9pm, SSWB Room B760
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: 2760 SSWB
Office hours:	By appointment, I may often be available before or after class weekly. When communicating with me use the subject line SW509

Course Description: This course is partly survey in nature, touching on a range of methods, strategies, and skills in macro practice, specifically community organization, management, and advocacy. It provides an appreciation of the historical and contemporary importance of these social work methods as well as opportunities for students to develop practical skills. With opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice, the course places special emphasis on approaches that strengthen socially just and culturally sensitive practice.

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 policymaking, planning, and program development. Course content addresses concepts and practice skills involving assessment, engagement, and intervention planning at the macro level, and strategies to work effectively with communities, organizations and groups. Content also includes reflective practice and utilizing interpersonal skills in macro practice. The course will offer skill-building in some tasks that are important to beginning social work practice, such as understanding and developing spreadsheets, meeting facilitation, teamwork, collecting and presenting basic data, and communicating effectively.

Course Objectives and Competencies: Use anti-oppressive and anti-racist frameworks to describe examples of systemic and structural root causes of contemporary social welfare issues (Essential 22, 33, 39, 45; EPAS 1, 2, 3, 5, 6, 7, 8, 9). Apply inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational and community contexts (Essential 1, 9, 11, 14, 15, 16, 45; EPAS 1, 2, 3, 6, 7, 8). Articulate social work values and ethics in all organizational and community strategies to address contemporary social work and social welfare problems (Essential 26, 44; EPAS 1, 5). Practice engaging with teams, partnerships, collaborations, coalitions, and other alliances to build intraorganizational and interorganizational power and influence (Essential 8, 10, 40; EPAS 1, 6). Assess community needs and issues and identify community assets, indigenous solutions, capacities, and allies in partnership with organizational and/or community stakeholders (Essential 3, 7, 15, 20, 24; EPAS 2, 4, 6, 7, 8, 9).

Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).

Investigate how to engage with community partners to build community capacity to mobilize on issues and needs, develop services and strategies that enhance community well-being, and dismantle oppressive structures and systems (Essential 25, 29, 34, 45; EPAS 2, 3, 4, 5, 9).

Course Design

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, and individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning and implementation, in-person and online simulations and hands-on applications of real-world situations that arise in the field.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (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.

Consistent with social work core values, the primary goals of Community and Organizational Practice are to enhance human well-being and help meet the basic human needs of all people. This course will devote resources and attention to the needs and empowerment of people and groups who traditionally have experienced oppression and marginalization. Course content and processes are designed to help students gain understanding of intersectional diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religious/spiritual practice, immigration status, and cognitive, mental or physical disability. In addition, students will be exposed to strategies for increasing social and racial equity and inclusion across settings.

CLASS REQUIREMENTS

- a. All Readings are in Canvas by session and will be foundations to class discussions and assignments. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and assignments prior to the class session. 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 1/11/22 Class Session Fully Virtual	LESSON 1: <ul style="list-style-type: none"> ● Introduction/Course Overview ● Effective Meetings/Agendas ● NASW-Code of Ethics 	Syllabus Canvas: Session 1 readings
Session 2 1/18/22	LESSON 2: <ul style="list-style-type: none"> ● History, meaning and context of macro practice ● Advocacy and Positionality: Community Organizing as a form of Social Work 	Canvas: Session 2 readings
Session 3A 1/25/22	LESSON 3A: <ul style="list-style-type: none"> ● Introduction to Communities: Understanding and Engaging with Communities and their populations. ● Assessment and understanding the needs of communities 	Canvas: Session 3A readings
Session 3B 2/1/22	LESSON 3B: <ul style="list-style-type: none"> ● Giving back to the community or organizations ● Policy Implications 	Canvas: Session 3B readings
Session 4 2/8/22	LESSON 4: <ul style="list-style-type: none"> ● Introduction to Organizations: Understanding and Engaging the Human Service Organizations and their populations ● Macro Social Work Leadership ● Leadership and Values ● Management in Social Work Practice ● Coaching ● Motivational Interviewing in macro practice 	Canvas: Session 4 readings Community Profile Groups Finalized

Session 5 2/15/22	<p>LESSON 5:</p> <ul style="list-style-type: none"> • A Call to Action: Advocacy in Social Work • Assessing Community and Organizational needs and strengths • Advocacy, Strategy, and Sustainability • Focus Groups • Power Maps 	<p>Canvas: Session 5 readings</p> <p>Community Profile: Pre-Profile Reflection (group) Due</p> <p>Public Meeting Analysis Due</p>
Session 6 2/22/22	<p>LESSON 6:</p> <ul style="list-style-type: none"> • Intervening in communities • Program Development • Work Planning • Project Management 	Canvas: Session 6 readings
3/1/22	Spring Break (NO CLASS)	NO CLASS
Session 7A 3/8/22	<p>LESSON 7A:</p> <ul style="list-style-type: none"> • Professional Presentations • Social Implications of the election 	Canvas: Session 7A readings
Session 7B 3/15/22	<p>LESSON 7B:</p> <ul style="list-style-type: none"> • Intervening in organizations • Organizations/Strategic Planning • Human Resources in Social Work Practice 	Canvas: Session 7B readings
Session 8 3/22/22	<p>LESSON 8:</p> <ul style="list-style-type: none"> • Community Profile-Group Day (NO Class) 	<p>Canvas: Session 8 readings</p> <p>Coaching & MI SIMmersion attempts Due</p> <p>Leadership Reflection Due</p> <p>NO CLASS</p>

Session 9 3/29/22	<p>LESSON 9:</p> <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 4/5/22	<p>LESSON 10:</p> <ul style="list-style-type: none"> ● Developing and Managing Human and Financial Resources ● Fund Development ● Budgeting 	Canvas: Session 10 readings Advocacy Project Due
Session 12 4/12/22	<p>LESSON 12:</p> <ul style="list-style-type: none"> ● Community Assessment Profile Presentations ● Evaluation ● Feedback 	Canvas: Session 12 readings Community Profile: Project and Presentation (group) Due
Session 13 4/19/22	<p>LESSON 13:</p> <ul style="list-style-type: none"> ● Social Work Diversity ● Future of Macro Practice 	Canvas: Session 13 readings Community Profile: Post Reflection Due (individual) Due Participation/Class Activity Score Due
Classes Ended	Remaining Assignments Due	Due 4-24-22: Current Event Due Career Vision/Plan Due New Semester Resolution: Pecha Kucha Due

c. Assignments:

Assignment	Due date	Points towards overall grade
Public Meeting Analysis	2-15-22	5
Community Profile: Pre-profile reflection (group assignment)	2-15-22	0 (Pass/Fail)
SIMmersion: Coaching for Improved Performance	3-22-22	0 (Pass/Fail)
SIMmersion: Motivational Interviewing	3-22-22	0 (Pass/Fail)
Leadership Reflection	3-22-22	5
Advocacy Project	4-5-22	10
Community Profile: Project/Presentation (group assignment)	4-12-22	30
Community Profile: Post-reflection (individual assignment)	4-19-22	10
Participation/Class Activities Attendance, Reflections	Ongoing due in Canvas 4-19-22	15
New Semester Resolution: Pecha Kucha Presentation	4-24-22	5
Current Event	4-24-22	10
Career Vision/Plan	4-24-22	10

d. 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 SW509 to determine the class participation grade:

<p>(0-5) Poor Participation</p>	<p>Does not attend 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, participates and uses break sessions productively. 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 while in the class, participates and uses break sessions productively and brings new concepts or perspectives to the discussion. 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.

e. 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](#).

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	A 94-97	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.

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 “fy” 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.

f. **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.

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

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

ADDITIONAL COURSE INFORMATION AND RESOURCES

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 advice about issues of plagiarism and other ethical issues. Please visit this site <http://www.lib.umich.edu/acadintegrity>.

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.

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 the Office of Services for Students with disabilities.