Course Description
This course is a foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy/Evaluation). It covers basic content in these areas of social work method and prepares students to take the more advanced courses in their concentration. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. In addition, it deals with the process of professionalization and introduces students to a range of practice tools. Issues of gender, race, and ethnicity will be emphasized throughout, with special focus on culturally sensitive practice – i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students’ field experience and future methods courses will build upon the knowledge and skills presented in this course.

Course Content
Students learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy analysis. They learn the overall sequence of phases and roles and skills attached to them – the beginning phase, the middle phase, and the ending phase. The course will also provide students with the opportunity to integrate learning from relevant HBSE, policy, and research courses, designed to be taken concurrently.

During this course, students focus on (1) understanding the context of macro practice; (2) identifying problems at the community and organizational level; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development.

This course will provide a common framework for learning, which sets the stage for more detailed development of skills sets. Readings will be related to theories, concepts, and practice skills involving assessments and interventions at the mezzo-macro level and in working effectively with communities and organizations. Some class time will be devoted to a discussion of issues raised by students’ experiences in the field, in the context of the theories, concepts, and skills covered by the readings, lectures, and exercises. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizational culture.
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, with special attention to community organization, management, policy, and research.

2. identify community organization, management, and policy-planning strategies for dealing with contemporary social work and social welfare problems;

3. demonstrate beginning level community organization, management, and policy/evaluation skills in identifying the major internal and external environmental factors that affect the selection of those strategies;

4. apply NASW’s Code of Ethics to the selection of action strategies, and in particular to those situations which affect women, people of color, and disadvantaged/discriminated against populations;

5. demonstrate the ability to utilize selected assessment tools for designing practice relevant issues (e.g., human resource assessment, flow-charts, force field analysis, nominal group technique, task analysis, community profiling, Eco-Mapping, asset mapping, community needs and strengths assessment, and utilizing frameworks of ethical and policy analysis);

6. specify/identify those situations in which social workers are likely to be central to and have leverage over major social welfare concerns;

7. identify salient connections between Macro Practice and IP Practice.

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.

Relationship Of This Course To Four Curricular Themes
- **Multiculturalism and Social 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.

- **Social Justice and Social Change** 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, as well as the five costs of change and ways to address them: inertia costs; rationality costs; self-interest costs; cultural costs; and subordination costs.

- **Behavioral and Social Sciences 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.
• **Promotion, Prevention, Treatment, and 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).

**Relationship of the Course to Social Work 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.

**Accommodations**
If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs, the more effectively we will be able 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 do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

**Required Reading**
The following books are the required texts for the course. They are available for purchase at Ulrich’s Bookstore (across the street from the School of Social Work):


In addition:
- This course has required articles and book chapters that can be accessed on-line through the University of Michigan Course Reserve system under SW 560. The web location is: [http://mirlyn.lib.umich.edu](http://mirlyn.lib.umich.edu). Click on course reserves and course name.

Copies of the required books will be placed on reserve in the School library. Our class will have a CTools website where additional materials and lecture notes/slides will be posted. Login to the CTools portal at: [https://ctools.umich.edu/portal](https://ctools.umich.edu/portal) to find the course materials.

**Assignments & Grading**
There are three (3) graded assignments for this course. They are summarized below with their relative weight in parentheses. Details follow the course outline.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Weight</th>
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<tr>
<td>Community Profile</td>
<td>Oct. 4 &amp; Nov. 1</td>
<td>30%</td>
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<tr>
<td>Advocacy Assignment</td>
<td>November 22</td>
<td>30%</td>
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<tr>
<td>Grant Proposal Paper</td>
<td>December 13</td>
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<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
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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+ 97-100
- A 94-96
- 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)

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.

- 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.

- 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, generous use of headings & sub-headings, underlining, italics, bold, etc. Examples will be provided in class.
### Course Outline and Readings

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tr>
<td>1. Sept. 6</td>
<td><strong>Introduction: The History and Components of Macro Practice</strong></td>
<td>The values, history and components of macro practice</td>
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<td>The challenges of macro practice in a multicultural society</td>
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<td>Long, Tice, and Morrison, Chapter 1 &amp; 10, pp. 1-25, 206-225.</td>
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<td>Rubin and Rubin, Chapter 3, pp. 52-73.</td>
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<td>“The Forgotten Americans”</td>
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<td>2. Sept. 13</td>
<td><strong>Models of Community Organization Practice &amp; Their Implications</strong></td>
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<td><strong>Understanding Communities: Their Problems &amp; Their Populations</strong></td>
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<td>-- Different conceptualizations of community and their implications</td>
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<td>Long, Tice, and Morrison, Chapter 6, pp. 117-143.</td>
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<td>Rubin and Rubin, Chapters 1-2, pp. 1-51.</td>
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<td>Preparation for computer lab session –</td>
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<td>“Holding Ground: The Rebirth of Dudley Street”</td>
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<td>3. Sept. 20</td>
<td><strong>Assessing Community Needs and Strengths</strong></td>
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<td>-- Constructing a community profile: Frameworks for community analysis</td>
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<td>Long, Tice, and Morrison, Chapter 2, pp. 26-49.</td>
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<td>Rubin and Rubin, Chapters 4-5, pp. 75-116.</td>
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**Videos:**
“The Barrio Speaks Out”/”Mobilizing Community Assets”

4. Sept. 27  **Community Observational Study Day – Small Task Groups (off campus)**

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

**Readings:**
Long, Tice, and Morrison, Chapter 4, pp. 74-94.
Rubin and Rubin, Chapters 6-7, pp. 119-163.


** Assignment 1/Part 1 Due **

6. Oct. 11  **Advocacy as a Form of Social Action**
-- Models of advocacy
-- Policy advocacy

**Readings:**
Long, Tice, and Morrison, Chapter 9, pp. 186-205.
Rubin and Rubin, Chapter 11, pp. 235-259.


**Video:** “Social Work Advocacy: Effecting Change”

**7. Oct. 18** Fall Mini-Break: No Class

**8. Oct. 25** Ethical and Legal Issues in Macro Practice

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

**Readings:**
Long, Tice, and Morrison, Chapter 12, pp. 249-280.
Rubin and Rubin, Chapter 13, pp. 286-315.


**9. Nov. 1** Understanding Community-Based Organizations

- The structure, mission & goals of nonprofit community-based organizations
- Management theories
- Decision-making, power, authority, and politics of nonprofit organizations

**Readings:**
Long, Tice, and Morrison, Chapters 3 & 5, pp. 50-73, 95-116.
Rubin and Rubin, Chapters 9-10, pp. 189-234.


**Video:** “Running Good Meetings”  
**Speaker:** Marianne Udow, Director, Michigan Human Services Agency (Fauri Lecture)

**Assignment 1/Part 2 Due**

10. Nov. 8  
**Planning and Program Development in Community-Based Organizations**  
– Linking programs to organizational mission and goals: Models & stages  
– Translating goals into objectives: Promoting community participation  
– Proposal writing

**Readings:**  
Long, Tice, and Morrison, Chapter 7, pp. 144-164.  
Rubin and Rubin, Chapter 15, pp. 339-361.


11. Nov. 15  
**Resource Development & Management in Community-Based Organizations**  
– Strategies for resource development  
– Managing budgets

**Readings:**  
Long, Tice, and Morrison, Chapter 8, pp. 165-185.  
Rubin and Rubin, Chapter 16, pp. 362-387.


12. Nov. 22  
**Program Implementation, Monitoring, and Evaluation**

-- Evaluating program outcomes
-- Managing information

**Readings:**


*** Advocacy Assignment Final Due Date ***

13. Nov. 29  
**Inter-Organizational Practice**

-- Coalitions, collaboratives, networks
-- Issues of power
-- Inter-organizational practice in multicultural communities

**Readings:**
Rubin and Rubin, Chapter 14, pp. 316-335.


**14. Dec. 6 Social Policy and Community & Organizational Practice I**

-- Policy development & implementation at the community Level
-- Analyzing the community impact of social policies: Monitoring change

**Readings:**


**Video:**
“Policy Affects Practice”

**15. Dec. 13 Social Policy and Community & Organizational Practice II**

-- Assessing the impact of policies on nonprofit organizations
-- Adaptive strategies of nonprofit organizations
-- Macro practice in a global context
-- Macro practice in a multicultural society

**Readings:**
Rubin and Rubin, Chapters 8 & 14, pp. 164-188, 388-414.


**Video:** “Social Work Practice in a Century of Change”

*** Assignment 3 Due ***
Descriptions of Assignments for SW 560

1. Community Assignment

This assignment includes two parts to be completed in small groups (3-5 students).

Part 1: Your group will conduct an observational study of a neighborhood during the class period of Tuesday, September 27. While in Part 2 of the assignment your group will learn about a community by looking at printed data collected about that community. In this part your group will collect observational data to gain a perspective on a particular neighborhood. This neighborhood may be located in the county that you will examine in Part 1 or may be a different community. You may observe the neighborhood by walking, standing on a corner, or driving slowly through the neighborhood (a windshield survey). Use all your senses to begin to understand the neighborhood. In your observations, note the following:

1. What is the name of the community/neighborhood? What is its history? What are the main geographic boundaries and natural barriers? Is the neighborhood geographically isolated or cut off from surrounding neighborhoods?

2. Is there evidence of what people do for a living? What kinds of commercial enterprises do you see? Do you see evidence of unemployment and/or homelessness? What types of transportation are available?

3. What kinds of people (social class, race, ethnicity, and age) can you observe? How do people react to you? Are there many religious buildings? What types of parks or recreational areas and cultural resources are present? What are the housing conditions like? Are there distinct sub-communities within the larger community? What do people do who live here? Where are the schools, the primary stores, bars, community centers? Are they accessible?

4. What is the condition of the roads, sidewalks, garbage collection, and other components of the community’s infrastructure?

5. What kinds of schools are located in the community? What is their condition? Is there a local library?

6. What kinds of voluntary agencies/social services are located in the community?

Your group should process its observations and prepare a 10 minute presentation about what you learned about the neighborhood from this observational study. Identify what your group considered the strengths or assets in the neighborhood and its needs, problems, or shortcomings. Part 1 will be due October 4, the week after the observational class session.

Part 2: Your small group will use the American Community Survey 2003 and other relevant data sets to develop a community brief. A community brief for this assignment is a written account and analysis that describes a community using survey data. Your group will select a county as the unit of analysis. Your group will use quick tables, data profiles, multi-year profiles and narrative profiles provided in the American Community Survey 2003 to describe the county. Your group will also develop your own custom tables. The community brief will include: general characteristics, social characteristics, economic characteristics and housing characteristics. In addition, your group will compare the county selected to other counties in the State on key characteristics and to relevant national data sets. The community brief can be formatted as a brochure or as an executive summary. The brochure or executive summary needs to include narrative information, analysis and relevant graphs.
or tables. Your group will submit the written community brief to the instructor and make a 10 minute presentation to class. Part 2 (community brief & presentation) is due November 1.

The assignment will involve the following tasks:

**Week 2:** Students will select their topics and form groups. Within each group, students will assign themselves key roles (facilitator, timekeeper, note taker, scribe, and reporter). Students will (1) Develop ground rules for their group; (2) Identify and assign work tasks; and (3) Develop a work plan.

**Weeks 2-7:** Students will conduct the research needed to profile their community and integrate the data collected. This will involve (1) Identifying major themes; (2) Synthesizing quantitative and qualitative materials; (3) Determining what findings should be included/excluded; and (4) Resolving conflicts in the data.

**Week 7-9:** Students will develop the format for and prepare their presentations.

**Week 9:** Each group will turn in its profile and make a presentation to the class.
2. Advocacy assignment

To prepare this assignment students will need to review the definition of social work advocacy as developed by Schneider and Lester -- “Social work advocacy is the exclusive and mutual representation of a client(s) or a cause in a forum, attempting to systematically influence decision making in an unjust or unresponsive system(s)” -- (Schneider, R. L. and Lester, L. Social work advocacy: A new framework for action, 2000). Also, keeping in mind the School's emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), students are expected to speak in a public forum in order to influence decisions regarding an identified group of constituents or cause.

By the end of the 5th class session (October 5), students will select an issue, cause or group of constituents about which they are concerned. Each student will then engage – individually – in the following tasks:

1. Research the historical development of this issue from its emergence to the present. This will require an assessment of the current situation and a review of relevant literature (social work & other). Note evidence in the literature supportive of your position.

2. Select the proper forum for your presentation. The forum may be a public hearing, legislative committee session, or meeting of a special commission that is authorized to deal with your issue such as a 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. Do some background research on the nature of this venue and what are the expectations regarding presentations in this setting.

3. Based on your review of the literature and the facts of the case, write an outline of the remarks you will present. Identify the goals you hope to achieve.

4. Schedule a time on the agenda of the forum for your presentation and speak at the forum on behalf of your constituents or cause. Give members of the forum written copies of your presentation in support of your oral presentation.

5. Reflect on the impact of your presentation on behalf of your constituents or cause. What change or outcome occurred or will occur because of your advocacy? Also, reflect on the impact of this assignment on your personal professional growth and development.

The written component of the assignment will consist of a 6 to 8 page paper (double-spaced), which includes the content identified in numbers 1 through 5 above. The paper may be turned in at any time during the semester but is due by November 22.
3. Concept/Pre-Proposal Paper

This assignment involves the development of a concept or pre-proposal paper for a small grant to support some program innovation/development to be submitted to a foundation or other funding organization. The proposal may not exceed seven (7) pages (single-spaced, double-spaced between paragraphs) and must contain the following components:

1. **BACKGROUND/NEEDS STATEMENT**: A brief description of the problem you propose to address and why it is important. This includes the identification of a target population/community for the project.

   *(Include relevant literature/research/policies, and document the need for the intervention/project being proposed.)*

2. **GOAL & OBJECTIVES**: State the proposed project’s goals and major objectives *(Link the goals & objectives to your description of the project.)*

3. **PROJECT DESCRIPTION**: Describe the principal components of the proposed project and identify its anticipated measurable outcomes. Discuss its features and how it will achieve these outcomes.

   *(Include enough information for potential funders to understand how their money will be used to address the identified need and achieve the intended goals.)*

4. **BUDGET**: Estimate the cost of the proposed project.

   *(Indicate how much money will be needed to carry out the project based upon its objectives. Follow the guidelines presented in class or the readings.)*

5. **TIMELINE**: Provide a specific timeline for the proposed project.

   *(This should give the funding source an overall view of the project steps and activities.)*

6. **CONCLUSION**: A final, persuasive, summary paragraph that “sells” the proposed project.

7. **COVER LETTER**: Include a cover letter (transmittal letter) with the proposal. *(Note: This does not count against the seven page limit.)* The cover letter should highlight the main points of the proposal and indicate to the potential funding source why this project is important to fund. Research foundations on the web to determine to which foundation this cover letter and proposal might be sent.

**Due Date: December 13.**

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