Course Description

This course prepares students to engage in integrated practice focused on working with community and social systems to support individual, family and community functioning. It builds on practice methods presented in the foundation and elaborates how social workers can work in partnership with community and social systems. Special emphasis will be placed on conducting this work in a multicultural context and on enhancing the well being of vulnerable and oppressed populations and communities.

Course Content

This course will cover practice methods for working with multiple social systems to promote well being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with formal and informal social systems in communities such as schools, neighborhood associations, self-help organizations, community centers and faith based organizations. Emphasis will be placed on ways in which different levels of practice -- including interpersonal, organizational, community, and policy -- can be involved in this kind of work. Under-girding all of these levels is a focus on methods for encouraging community participation and empowerment.

Course Objectives

On completion of this course, students will be able to:
1. Demonstrate an understanding of how community and social systems can play a role in improving the well being of individuals, families, organizations and communities;
2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice;
3. Describe how the gender, racial, religious, economic or other characteristics of a community affect the needs and assists to be mobilized in practice;
4. Demonstrate skills for engaging community systems and encouraging the participation of community members;
5. Identify how social work ethics and values can guide practice with community and social systems.

Course Design

In-class activities, readings, and course assignments will be coordinated so as to enhance course objectives. For example, films, videos, speakers, and field trips will provide the contextual background for student assignments. Lectures by the instructor will be complemented by speakers representing consumers, providers, professionals, and volunteers involved in advocacy, community education, and service delivery.

Relationship of the Course to Curricular Themes

- **Multiculturalism and Diversity:** This course will focus on ways in which the characteristics of individuals, families and communities will drive the approach to practice. Therefore, the themes of diversity and multiculturalism will be addressed throughout the course. This will include attention to race, gender, ethnicity, religion, age, disability, economic status, and sexual orientation.

- **Social Change and Social Justice:** This course will focus on methods for increasing community participation and empowerment. Therefore, the themes of social change on multiple levels toward the goal of social justice are central to this course. Special attention will be paid for developing methods that are democratic, participatory and focused on equity and equality.

- **Promotion, Prevention, Treatment, and Rehabilitation:** This course will consider how community and social systems can be mobilized toward promotion, prevention, treatment or 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 or 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:** 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. This course will be based in social research that guides this practice. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.
- **Social Work Ethics and Values.** This course will address ethical and value issues related to policies and services directed at social participation and community well-being. The NASW *Code of Ethics* and other sources of the profession’s ideology and values will be used to inform practice in this area. Special emphasis will be placed on the social worker’s responsibility to promote social justice in a diverse society by preventing and eliminating discrimination, oppression, and privilege, 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 the meaning of self-determination in a multicultural society, the impact of information technology on client confidentiality and privacy rights, and the concept of the client’s interest, proper and improper relationships with clients, interruption of services, and termination.

**Relationship to PODS Content**

Social Work 697 is one of the concentration courses designed to provide intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS). Materials on these four themes are woven in to the four curricular themes described above and are integral aspects of course readings, assignments, activities, and exercises. Methods for developing and implementing practice that addresses the PODS content are a major emphasis of Social Work 697. Specifically, PODS reflects six competencies:

1. Vision of and Skills for Social Justice
2. (Methods for) Reduce barriers (Oppression and Privilege)
3. Intersectional and Intercultural skills and humility
4. Monitor PODS development and application
5. Critical consciousness, self knowledge for continued learning
6. Intersectionality and eight groups (economic class, age, ethnicity, race, gender, sexual orientation, religion and disability status).

At the end of the course outline (p. 16) we provide specific examples of the ways in which the course clearly address the competencies in specific course content, assignments and activities, and readings.

**Community Based Initiative (CBI).** This course is part of a sequence of three courses and field placement through the Community Based Initiative (CBI): A Partnership between the University of Michigan School of Social Work and the communities of Southwest Detroit and Dearborn. We believe that the CBI is a great opportunity for students to understand and impact a community which taking required courses. We also see the community as a classroom for real life learning. The CBI includes a section of SW683, SW647, and this course. SW 647 is taught on the same day as this class by Prof. Julia Paley.

*CBI Mission Statement:*
The CBI strengthens student learning from diverse communities as an integral part of their professional training, building sustainable university-community partnerships which contribute to the quality of life and enhance the educational process.

*The CBI Working Principles:*

a) We are committed to providing resources and methods to promote community capacity development in Southwest Detroit

b) We are committed to providing an exemplary educational experience for students interested in community development, community organization, and neighborhood empowerment

c) Methods of participant driven, community based research and evaluation will be used to engender community capacity building development and exemplary educational experience

d) Working with small groups of community organizations and institutions, we assess needs and resources, conduct a twice annual assessment of need or interest from both community members and university faculty to generate a series of relationships, projects, and programs

e) Depending on the needs and interests, the form and nature of the relationship may consist of one-term class driven projects, longer term internships with a small number of students, or development of a technical assistance model. ¹

**Relation to the Global Context of Social Work**

By making connections between the United States, Latin America (Chile), and Africa (Nigeria) throughout the semester, this course offers a unique framework for developing approaches to “Social Work in a Global Context,” one of the key priorities and challenges for social work education in the upcoming years.

**Housekeeping**

*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.

*Religious Observances*
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

**Electronic Devices**
In consideration of your classmates and your own learning please turn off all telephones and pagers during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

**Detroit Travel/Transportation/Inclement Weather**

**Logistics**
The visits to Detroit will be announced well ahead of schedule. Our Detroit base will be the Detroit Center, 3663 Woodward Avenue, Detroit, Michigan. There are classroom amenities, ethernet and wireless capabilities, refrigerators, microwaves, community meeting spaces, etc. From Detroit Center, we will conduct our field trips and invite community guests and stakeholders for meetings and other activities.

**Transportation** to and from Detroit will be provided with two to three minivans provided by CBI. We will need student drivers to pick up the van from UM Transportation Services, and then to drive to and from Detroit. We will try to complete the transportation assignments the first day of class. We will complete a telephone contact tree with emergency numbers.

Happily, most freeway construction will be completed by that time. We will provide maps and directions to and from Detroit. Light refreshments will be provided, but you should plan on bringing or purchasing your meals. There are a number of wonderful restaurants around the Detroit Center. Students are also welcome to drive their own vehicles, but we cannot reimburse for transportation, mileage, etc.

When we do meet in Detroit, vans will depart from SSW (corner of E. and S. University) promptly at 8:15am – no exceptions. Think of the van departure like plane departures!

**Inclement Weather.** We will all monitor weather intensively. Snowy roads and winter conditions are part of the Michigan experience. However, no one will be placed at undue risk. In case of ice storms, snowstorms, etc. our backup plan is always to meet at UM-SSW in Ann Arbor. In all situations, faculty will make the final decision re: location in inclement weather conditions.

**Required Readings:**
There are two required books for this course. They are available for purchase at Ulrich’s, Michigan Union Book and Supply, and the Michigan Union bookstore. The books are also on reserve at the SSW library. Other required and recommended readings will be available on the CTools website for this course (SSW 647:001). Please check announcements and the CTools site for materials added during the semester. Throughout
the syllabus, there are “Suggestions for further reading.” These are bibliographic references, but the texts they refer to are not posted on CTools or available on library reserve.

Note: Students are strongly encouraged to read either print or electronic versions of the New York Times, Wall Street Journal and Detroit Free Press daily. The Economist and The Nation are excellent weekly readings from different political perspectives. The Metro Times is a useful and informative free weekly. For Nigerian news, AllAfrica.com is a useful aggregator of 125 African newspapers. A wonderful set of African media sites (most in English) can be found on a website maintained by the Stanford University Library and Academic Information Resources:


UM has a nice selection of weblinks to world media (including Africa and Latin America) available at:
http://ipl.si.umich.edu/div/news/

(Most of the Latin America media are in Spanish; Much of the African media is available with an English translation)

Required Texts:


Assignments will incorporate the special focus on Privilege, Oppression, Diversity and Social Justice as well as a special focus on Strength and Assets.) For all written assignments, please keep a hard copy for yourself, and remember to back up your computer files so you don’t lose your papers, resources, and drafts.

Assignment 1: Case Portfolio : Community/Neighborhood Assessment and Mobilization Plan (45%)
More details will be provided, but students will prepare a document or product comprised of an examination, critique, and analysis of a past, current or future community or neighborhood assessment and (resident) mobilization plan. While the issue or condition may be larger than the community, the student is to examine and review a specific neighborhood or community’s experience. Ideally, the focus should be on a Detroit/SE Michigan neighborhood. The examples may derive from student experience, interest, current practicum activities, etc.

By end of January, each student will need to identify a project that addresses a focused community assessment. This assessment will utilize three or more methods for community assessment taught in SW 560, 521, and in this class.
Suggestions for the papers:
In order to integrate the course content, the focus of this assignment will be to assess and document what you learned from one “case assignment” you are working on in the field. Your portfolio should include reflective essays, documents from your organization, written products related to the case, etc. This case can be an individual, family, group, or community or policy project. The portfolio should be turned in a 3 ring binder with dividers for each section. Other formats are welcome.

*Part 1 will be due 9PM February 16th. Part 2 will be due 9PM March 30th. Part 3 will be due 9PM April 20th.*

Part 1: Provide some background and context for the case. This should include the following:

- A brief description of your organization: where it is, what it does, who it works with, your role within it; (brochures, agency documents, etc. can be part of this)
- A brief description of this case assignment and why you were assigned to it;
- How you view the central problem, issue, or situation this case presents. Provide a brief review of some literature related to this particular case;
- How you view your role in relation to the case: How involved will you be? Who else will be working on this case and how you will work together.
- A learning goal for this case: what do you hope to gain?

Part 2: Provide an assessment of this case. Use at least two assessment tools you learned in this class or SW 560 or 521. Please include copies of the logic model, ecomap, force field analysis, gantt charts, etc. that you use in the assessment process. The assessment should include the following topics:

- A description of the (community and social system)
- How the CSS s the situation and how the situation has been handled in the past;
- The major strengths or resources of this client system;
- How issues of gender, ethnicity, race, age, class, sexual orientation and other identities impact on this case;
- Tentative “goals” or “objectives” for working on this case. How do they relate to your learning goal?

Part 3: Describe and analyze your work on this case. This should include the following:

- A discussion of your progress on this case: who has been involved? How did you engage the client and other systems?
- What strategies or methods did you use? How effective were they?
- What have your accomplished so far?
- What did you learn in relation to your learning goal? What have you learned about CSS practice from working on this case?
Assignment 2: Documentation of active involvement and participation in pre-approved Service Learning Activity (15%)
Throughout the term we will announce one or more community service projects to benefit the population of Southwest Detroit. If you are unable to participate due to extenuating circumstances, make up community service may be considered at the discretion of the professor.

Assignment 3: Quizzes (40%). Five quizzes in this course will be comprised of 5 multiple choice questions each. The lowest quiz grade (one!) will be dropped.

Grading:

At the end of the term, the numerical grades earned for each assignment will be averaged, appropriately weighted and translated into letter grades using the following categories:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
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<tr>
<td>B+</td>
<td>87-90</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>&lt;69</td>
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Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. A grades are given for exceptional individual performance. Assignments turned in on time can be revised if students desire.

A major part of your grade for written assignments is based on your clarity and thoroughness. All written assignments should be carefully proofread for typos and clarity of content. A paper with lots of errors or is difficult to read and will be marked down. All assignments should be double-spaced, using 12-point font, no less than 1-inch margins.

You should turn in all written assignments on time. Having assignments in on time will assist me in reading and grading them in a timely manner. On time is defined as turned in on time by the due date. In general, a paper will be marked down for each day it is late. Exceptions will only be made for extreme circumstances that require documentation. If you expect that you are going to be late turning in an assignment, let me know as soon as possible so I can plan accordingly.

Please try to anticipate your responsibilities and start your assignments well in advance of the due date. Be sure to have a back up copy on disk in case I misplace your work (which I hope is not the case!).

Finally, all grades are recorded and tallied using grading software. I am able to provide you upon request your grade and status in the course at any point throughout the semester. At the end of the semester, I will provide – upon request – individuals reports with a detailed breakdown and explanation of all grades, weighting algorithms used, etc.
Readings

Readings for this course have been selected very carefully to reflect community and social system practice. Students should come to class having read the material and prepared to discuss and work with what has been covered. Some classroom exercises have been developed to synthesize and apply the readings to practice. Books are available at Ulrich’s bookstore.

All books and readings will also be placed on reserve at the Social Work Library. The course pack is also available online on e-reserves.

At SSW Library Reserve:


<table>
<thead>
<tr>
<th>Ann Arbor Meetings</th>
<th>Detroit Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9th, 23rd, 30th</td>
<td></td>
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<tr>
<td>Feb. 6th, Feb. 20th</td>
<td>Feb 13th Ford Rouge, UAW 600 and SEIU</td>
</tr>
<tr>
<td>March 6th, 13th, 27th</td>
<td>March 20th (health) field trip- INS, sanctuary churches, etc.</td>
</tr>
<tr>
<td>April, 10th</td>
<td>April 3rd (immigration) April 17th (housing projects)</td>
</tr>
</tbody>
</table>

COURSE SCHEDULE FOR SW 697-WINTER 2006

Session 1/January 9  Introduction and Overview

No readings due before the first class meeting. However, please attend
MLK Symposium Opening Lecture: C.K. Prahalad
Pendleton Room, Michigan Union
4:00 PM
Sponsored by the 2006 MLK Symposium Planning Committee and the Office of Academic Multicultural Initiatives.

January 16  Martin Luther King Day. No class.
A number of lectures, exhibits, videos, performances and other presentations will be held on campus in recognition of Martin Luther King. A complete listing of these events is on the Web at http://www.mlksymposium.umich.edu/.

Reading week. Although there is no class meeting this week, you have a lot of reading and an assignment due at our next class meeting. Please use this week to read ahead!

Session 2: January 23  The transforming global economy: Implications for Detroit

Readings
Delgado: Ch. 1-4
Ch. 1: Introduction (3-12)
Ch. 2: Urban Communities (13-26)
Ch. 3: Caring and Helping (27-46)
Ch. 4: Principles and Strategies (47-66)

Adams and Nelson: Ch. 1, 2: “Neighborhood-Based Services in Low Income Neighborhoods – A Brief History” (p 19-41) and “The economic context of community centered practice: markets, communities and social policy” (p 41-59)

Lamb (1987). The Africans, ch. 1 “Portrait of a Continent” (3-24); ch 15 “Nigeria: The world is now” (299-312).


Adams and Nelson: Ch. 2 “The economic context of community centered practice: markets, communities and social policy” (p 41-59)

Delgado: Ch. 5-7: Nontraditional settings: conceptual, dimensional, and services (69-92)
Nontraditional Settings: literature and case illustrations (93-122).
Framework for practice (123-140).


**Session 3: January 30**

**History of Detroit**

**Activity:** Viewing of Detroit: Ruins of a City followed by discussion with filmmaker/sociologist George Steinmetz

**LMG at Conference:** Mike Spencer discusses "Capacity building through community-based participatory research in Detroit" The presentation focuses on REACH Detroit and Professor Spencer’s Head Start Photovoice project.

**Readings**

Delgado, Chapter 10. Engagement of Nontraditional Settings

Adams and Nelson: Ch. 3 “Integrating Community and Individual Practice: A new paradigm for practice” (59-86)

**Session 4: February 6**

**Labor and Economics**

Activities: view movie: Global Assembly Line


Website: UAW Local 600 (www.local600uaw.org): (review “About Us”, newsletters August – December 2004) also:
www.uaw.org/index.cfm – (international HQ in Detroit, Michigan)


The following two documents are included in the Africatown PDF on the SW 697 C Tools site:


**Session 5: February 13**
Detroit Field Trip: Ford Rouge Plant, Local 600, and SEIU Local (maybe)

**Session 6: February 20:**
Analyzing Power and Challenging Hierarchy

*Readings:*
Delgado: 8, 9, 11: Identification and Assessment (143-154)
Mapping (155-158)
Delivery of Services (175-201)


**SPRING RECESS: February 27, 2006**

**Session 7: March 6**
Citizen Participation

*Readings:*
Adams and Nelson: Ch. 6-8 “Self-employment training and family development: an integrated strategy for family empowerment” (127-144).
School based comprehensive services: An example of interagency collaboration (p. 145-162).

Linking schools with family- and community-centered services (p. 163-174).


Adams and Nelson: Ch. 9: “Community policing: The police as community resource” (p. 175-188); Ch 10: “Young people as community resources: new forms of participation” (p. 189-206).

Session 8: March 13

Health

Readings:
Delgado: Ch. 13: “Reflections on collaborative practice” (212-221).

Adams and Nelson: Ch. 11: “Understanding and constructing community: A communication approach” (p 207-222).

Adams and Nelson: Ch. 12: “Professional understandings of community: At a loss for words?” (p. 223-244).

Session 9: March 20  
Health – Detroit trip [SDEV]

Session 10: March 27 
Immigration 

Session 11: April 13  
Immigration Detroit Trip 
Readings 
Adams and Nelson: Ch. 13-14: “Expanding the focus of Intervention: The importance of family/community relations” (pp. 245-260).

“Strengthening partnerships between families and service providers” (p. 261-278).

Session 12: April 10  
Housing 
Sugrue, Ch 8: “Homeowners Rights”: white resistance and the rise of antiliberalism (p. 209-229). [CTools site for sw697]


Session 13: April 17
Housing - Detroit Trip
Celebration Lunch – 11-1pm

Sweet Honey in the Rock Concert (April 22, 8pm) TBA

Appendix: PODS Competencies in Detail

1. Develop a specific vision of IF/PODS practice relevant to practice area concentration; implement that vision within one’s work environment
   - Visions of social justice in specific practice contexts
   - Steps towards achieving sj that recognize limitations and strengths of current paradigms
     - Work within intersectional framework
   - Skills to recognize, develop, implement steps in change process
   - Apply practice and evaluation models that
     - Differentiate within and across social categories
     - Maintain strengths-based and resiliency perspectives
     - Attend to power dynamics (and other mechanisms of privilege/oppression)
   - Collaborate and work with/use processes that are socially just

2. Describe strategies for and learn skills to recognize and reduce barriers to social justice
   - Identify and disrupt mechanisms in society that support oppression and injustice
   - Identify how inequitable power is manifested on various dimensions (age, gender, race, economic status, sexual orientation, disability status, religion), and how these various dimensions interact with each other. What knowledge and specific action steps can offset or alleviate the impact of differentials in power?
   - Connect complex social problems with specific historical and cultural inequities; understand how these inequities are embedded within current institutions’ structures and processes.

3. Demonstrate skills for intersectional and intercultural communication and collaboration, cultural humility
   - Recognize how an individual’s history, culture, group memberships and positions within society (ascribed and earned) shape their perceptions, attitudes, cognitive processes and actions.
   - Apply practice models that a) differentiate within and between social categories; b) maintain strengths-based and resiliency perspectives, address risk and protective factors; and c) are inclusive and collaborative in ways that promote dialogue with others across social and cultural differences. These include skills in decentering one’s own perspectives, listening, engaging, speaking, facilitating, and tolerating ambiguity and discomfort.
• Recognize unfamiliar cultural practices and ask relevant questions in order to understand individual, group, or community needs within the context of those practices and perspectives.

4. **Develop the knowledge and skills for monitoring PODS development and application**
   • Be able to describe and implement the process of *praxis*: iterative steps involved in applying knowledge, taking action informed by that knowledge, and reflecting on what is learned through action (and modifying knowledge accordingly).
   • Develop humility and skills in working in multiple contexts, with various types of conflict and translations; learn to recognize how PODS dynamics are operating
   • Critique knowledge, research, and practice methods in terms of their cultural framing and how power and inequities are being initiated or reinforced.

5. **Build and use self knowledge and skills and critical consciousness to continue learning about PODS**
   • Locate oneself in social categories, identify corresponding lenses and biases
   • Maintain an awareness of self that is central to assessment, analysis and action from a PODS perspective in all the above dimensions

6. **Develop the knowledge and skills to apply the concept of intersectionality in PODS**
   • Understand how systems of race, social class, gender, sexuality, ethnicity, nation, and age form mutually constructing features of social organization, which shape people’s experiences and, in turn are shaped by them
   • Reflecting on oneself historically, in relation to others, including an awareness of how one’s race, gender, class, and other group identities simultaneously work together to create one’s perception and experiences

**How SW 697 addresses PODS Competencies**

**TBD**