1. 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.

2. 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 HDSE, 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.

3. **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.

4. **Course Design**

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

5. **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).

6. **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.

7. **Required Reading**

This course has several required articles and book chapters that can be accessed on-line.
On line reserves are available at:
> [http://mirlyn.lib.umich.edu/](http://mirlyn.lib.umich.edu/)

8. **Assignments**

There are three (3) graded assignments for this course. They are summarized below
with their relative weight in parentheses. Details follow the course outline. Information
regarding the first two assignments can be accessed at:
[http://www.lib.umich.edu/socwork/rescue/sw560.html](http://www.lib.umich.edu/socwork/rescue/sw560.html)

- **Assignment 1–Community Profile Group Project (Due Class # 8 - 10/25)**
  (30 % of Final Grade)
  [http://www.lib.umich.edu/socwork/rescue/communityprofile.html](http://www.lib.umich.edu/socwork/rescue/communityprofile.html)

- **Assignment 2 – Concept/Pre-Proposal Paper (Due Class # 11 - 11/08)**
  (25 % of Final Grade)
  [http://www.lib.umich.edu/socwork/rescue/grantwriting.html](http://www.lib.umich.edu/socwork/rescue/grantwriting.html)
- **Assignment 3 – Advocacy or Coalition Assignment Paper (Due Class #13 -11/29)**  
  (25% or Final Grade)

- **Article Presentation**  
  (20% of Final Grade)

9. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
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</tbody>
</table>

10. Please note:

Incomplete is 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 an incomplete with the instructor prior to the final week of classes.

All assignments are to be completed at the beginning of class on the date due. Exceptions may 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 one point for each day late.

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. The School of Social Work Library has an on-line tutorial that helps you in preparing proper citations for assignments. The web site is: http://www.lib.umich.edu/ugl/searchpath/index.html. Another web site focusing primarily on APA style referencing is http://www.lib.umich.edu/ugl/research/citationguide/APA5thed.pdf. 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.

**Students Needing a Learning Accommodation:** 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.

11. Course Outline and Readings

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (9/6)</td>
<td>An Introduction to Macro Practice in Social Work and Historical Roots of Macro practice.</td>
</tr>
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</table>

2. (9/13) Understanding Community/ Organizational Problems and Populations

Film: Holding Ground – The Dudley Street Initiative.

Readings:


3. (9/20) Understanding and Analyzing Communities

Film: The Forgotten Americans

Readings:


**Preparation for computer lab session**

http://www.lib.umich.edu/socwork/rescue/sw560.html

4. (9/27)

**Building Support for the Proposed Change and Selecting Appropriate Strategies and Tactics**

*Computer Lab Session*

**Readings**


5. (10/4)

**Community Observations**

**Windshield Surveys**

6 (10/11)

**Planning, Implementation, Monitoring and Evaluating the Intervention And Advocacy as a Form of Social action**

*Film: Stand Up Speak Out*
Readings:


7 (10/18) Understanding and Analyzing Human Service Organizations

Readings:


8(10/25) SWOT Analysis and Strategic Planning

Community Profile Papers Due and Presentations begin.

Readings:


9. (11/1)  
**Resource Development and Management in Organizations**

Readings:


10. (11/8)  
**Community Profile Presentations Continue.  
Human Resources Management: Managing Staff in Organizations (Concept/Pre-Proposal Paper Due)**

Readings:


11. (11/15) **Inter-Organizational Practice**

*Film: Running Good Meetings or Back From The Brink*
Readings:


12. (11/22) **Ethical and Legal Issues in Macro Practice**

*Film: NASW Code of Ethics*

Readings:


13. (11/29) **Advocacy Papers Due and Presentations for those who choose an option other than the “speak out” option**

14. (12/6) **Course Review and Evaluation**
Descriptions of Assignments for SW 560

1. Community Assignment

Community Assignment

This is a group assignment in which task groups of 5 students will identify a county as a unit of analysis. This multi-part assignment will focus on data collection, analysis, observation and presentation of findings, as well as the skills involved in working with task-oriented groups. The assignment will be completed in the following stages:

**Week 2:** Students will form groups and select their county. 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.

**Week 3-4:** Students will conduct the research needed to profile their community.

**Week 5-6:** Students will 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. Students will determine in what format(s) they will present their profiles and begin to develop the class presentations. These may include (1) Written report; (2) Photo voice project; (3) Geographic Information System (GIS) Presentation; (4) Videotape; (5) PowerPoint (or some combination thereof).

**Week 5:** Students will conduct their ‘community observation’.

**Week 8:** Student groups will make brief (20 minute) presentations in class (schedule to be determined). Students will turn in:

1. Their **Final Community Brief** (includes the presentation materials and a community profile narrative with references and the findings from the community observation) and
2. An evaluation critiquing and evaluating their task group experience and
3. Typed **minutes** of each of their group’s meetings identifying group roles and group ground rules

This assignment includes two parts.

**Part 1:** Your small group will use the *American Community Survey 2005* 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 for analysis for this community brief. Your group will use quick tables, data profiles, multiyear 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.

**Part 2:** Your small group will have an opportunity to conduct an observational study of a neighborhood. In Part 1, your group learned about a community by looking at data collected about that community. In this part, your group will be collecting observational data to gain a perspective on a particular neighborhood. This neighborhood may be located in the county that you examined in Part 1 or may be a different community. When your group begins to observe the neighborhood, you might walk; stand on a corner or by drive slowly through the neighborhood. Use all your senses to begin to understand the neighborhood. Note the following:

1. 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? What type of transportation is available?
3. What kinds of people (social class, race, ethnicity, and age) are observed? How do people react to you? Are there many religious buildings? What types of parks or recreational areas 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 services?
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?

Identify what your group considered strengths or assets in the neighborhood and needs or shortcomings of the neighborhood from this observation.

2. **Select the Advocacy Practice Assignment: Speak Out or the Coalition Assignment to complete before the end of the term**

**Option 1 Advocacy Practice Assignment: Speak Out**

In this assignment you 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. 2000). Also, keeping in mind the School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to speak on behalf
of a client or a cause in a public forum in order to influence decisions regarding your client or cause.

At sometime during the semester you may select any issue, cause or client group that is of interest to you and:

1. Research the topic from its historical perspective to the current situation including review and incorporation of some relevant social work literature. Cite any evidence in the literature supportive of your position.

2. Based upon your review of the literature and the facts of the case, write an outline of the remarks you will use to guide your oral presentation or advocacy.

3. Select the proper forum for your advocacy effort. This could include a letter to the editor, a policy brief or a speak out script at a forum that may consist of any public hearing, legislative committee, or special commission that is authorized to deal with your issue such as 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.

4. Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. What change or outcome occurred because of your advocacy?

Your work product will consist of a 6 - 8 page (double spaced) paper which includes the content identified in number 1 through 4 above. The paper may be turned in at any time during the semester but is due no later than class session number 12. If you choose an option other than the "speak out" option, such as the letter to the editor, policy brief, or coalition option you will be required to make a 10 minute presentation to class during class session number 13 regarding your advocacy effort.

**Option 2 Coalition Assignment**

Identify a local coalition or collaboration (public or private) that is working for change on an issue that you have interest in. Attend a meeting of this group, interview someone in a leadership role and review written materials that a member organization, coalition or collaboration has available and use newspapers as resources to understand the current context. Prepare a written 6 - 8 page (double spaced) overview and analysis of the effort and your opinion of its effectiveness. In this overview, describe the organization, coalition or collaboration, define the issue, including its historical perspective to the current situation including review and incorporation of some relevant social work literature, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. In an Appendix, include a summary of the meeting you attended and of the key informant interview. The paper may be turned in at any time during the semester but is due no later than session number 12. If you choose this Coalition Assignment you will be required to make a 10 minute presentation to class during class session number 13 regarding your advocacy effort.
3. Concept/Pre-Proposal paper

In this assignment you are developing a concept paper for program innovation, expansion, or development to be submitted to a foundation or funding organization. Please use the following outline to guide your paper.

Taken from Ann Arbor Area Community Foundation

COMMON GRANT APPLICATION FORM

INSTRUCTIONS
1. A cover letter should be included with each proposal which introduces your organization and your proposal.
2. Please type all proposals in 12 point font and limit your narrative (Section A, numbers 1-3 of the Common Grant Application Format) to three single spaced pages.
3. Please answer all the questions in the order listed.
4. Please use the headings, subheadings and numbers provided.
5. Please submit each application packet simply stapled together (no binders).

COMMON GRANT APPLICATION COVER SHEET:

Project Name
Program Director/Contact person
Phone:
Email address
Purpose of Grant (one sentence)
Amount Requested: $ Total Project Cost: $
Project Period: Start Date End Date
Geographic Service Area

COMMON GRANT APPLICATION FORMAT
Please provide the following information in this order. Use these headings, subheadings and numbers provide in you response
A. NARRATIVE (Numbers 1-3 may not exceed 3 single spaced pages)
1. Executive Summary
Begin with a half-page executive summary. Briefly explain why your agency is requesting this grant, what outcomes you hope to achieve, and how you will spend the funds if the grant is made.
2. Purpose of Grant
   - Statement of current conditions to be addressed; description of target population and how they will benefit.
   - Description of project goals and measurable objectives and whether this is a new proposal or expansion of existing services.
- Plans to accomplish goals, objectives, and activities. (Attach Gantt chart)
- Timetable for implementation.
- Who are the other partners in the project, if any, and what are their roles?
- Acknowledge similar existing projects or agencies, if any, and explain how your agency or proposal differs, and what effort will be made to work cooperatively
- Describe the active involvement of constituents in defining problems to be addressed, making policy, and planning the program
- Describe the qualifications of key staff and volunteers that will ensure the success of the program. Are there specific staff training needs for this project?
- Long-term strategies for funding this project at end of grant period.

3. Evaluation
- Plans for evaluation including how success will be defined and measured.
- How evaluation results will be used and/or disseminated and, if appropriate, how the project will be replicated.
- Describe the active involvement of constituents in evaluating the program.

4. Budget Narrative/Justification
On a separate sheet, show how each budget item relates to the project and how the budgeted amount was calculated.
GRANT BUDGET FORMAT – use the LEO/560 Sample budget format on Ctools for Revenue and Expenditures
B. ATTACHMENTS
1. Gantt Chart
2. Table of Organization