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 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.

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 are available on-line. Online reserves are accessible at:

> [http://mirlyn.lib.umich.edu/](http://mirlyn.lib.umich.edu/)

    [https://ctools.umich.edu/](https://ctools.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 - (11/6, 7 & 8)**

    (35 % 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 # 10 - 11/20,21 & 22)  
  (30 % of Final Grade)  
  http://www.lib.umich.edu/socwork/rescue/grantwriting.html
• Assignment 3 – Advocacy or Coalition Assignment Paper (Due class #12 – (12/4, 5 & 6)  
  (30 % of Final Grade)
• In class participation.  
  ( 5% 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:

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<69 (no credit)

10. 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 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. 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.

II. Course Outline and Readings

Class Sessions:

9/5& 9/6 Introduction to the class and to the course

1. (9/11, 12, and 13) The History and Components of Macro Practice
   Film – Women of Hull House

   Readings (Please read before class):
   Netting, Kettner, & McMurty (2004), Social Work Macro Practice, Chapter 1
   “An Introduction to Macro Practice,” (pp. 3-35).

   Rubin & Rubin (2001), Community Organizing and Development, Chapter 3
   “A Thumbnail Sketch of the History of Community Organizing,” (pp. 52-73).

2. (9/18, 19, and 20) Models of Community Organization Practice & Their Implications
   Understanding Community and Organizational Problems
   Film: Holding Ground – The Dudley Street Initiative.
   -- Rothman’s Typology and Updates
   -- Empowerment Theory and Community Organization Practice
   -- Multiculturalism and Community Organization
   -- Asset Mapping

   Reading:


3. (9/25, 26, and 27) Understanding, Assessing and Analyzing Community Needs and Strengths

Film The Forgotten Americans

-- Defining the Community
-- Conducting a Needs Assessment - surveys, focus groups, interviews.
-- Community Profiles

Reading:


Preparation for computer lab session

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

4. (10/2, 3, and 4) Organizing and Mobilizing Communities

Computer Lab Session

-- SWOT analysis in communities (considering PEST)
-- Organizer Roles in Community Development, Social Planning and Social Action
-- Group Skills in Community Work (Meetings, etc)
-- Selecting Appropriate Strategies and Tactics

Reading:


5. (10/9, 10, and 11) Community Observations

Windshield Surveys

6 (10/23, 24, and 25) Advocacy as a Form of Social Action

-- Models of advocacy
-- Policy advocacy
Film - Stand Up Speak Out

Readings:


7 (10/30, 31, and 11/1) Understanding Organizations

The Structure of Community-Based Nonprofit Organizations

- Nature of Nonprofit Organizations
• (Mission, Goals, Structure, By-Laws, Articles of Incorporation, 501C3/4)
  ▪ Decision-making, Power, Authority, and Politics in Organizations
  ▪ Council on Accreditation

Reading:


8 (11/6, 7, and 8) SWOT Analysis, Force Field Analysis and Strategic Planning in organizations.

Community Profile Papers Due and presentations begin.

Logic Models: Moving from Problem Definition to Problem Solution
Goals, Objectives, tasks, Evaluation.

Reading:


9. (11/13, 14, and 15) Resource Development and Management in Organizations
  ■ Strategies for Resource Development
  ■ Budgeting in non-profit human service organizations

Reading:


dependence in nonprofit organizations.” *Nonprofit and Voluntary Sector Quarterly* 28(3), 246-269.


10. (11/20, 21, and 22) Community Profile presentations continue.

**Human Resources Management: Managing Staff in Organizations**

(Concept /Pre-proposal paper Due)

-- Personnel Policies
-- Supervisory Roles and Functions
-- Staff Development

**Reading:**


11. (11/27, 28, and 29)

**Inter-Organizational Practice**

-- Coalitions, Collaboratives, Networks
-- Issues of Power
-- Practice in Multicultural Communities

Film – Running Good Meetings or Back From The Brink

**Reading:**


12. (12/4, 5, and 6) **Ethical and Legal Issues in Macro Practice**
   Advocacy papers and presentations due.
   -- The meaning of ethics and ethical analysis in macro practice
   -- Ethical issues in macro practice
   -- Legal foundations of community-based nonprofit organizations
   Film - NASW code of Ethics

Readings:


13. (12/11, 12, and 13) **Course Review and Evaluation**