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**

   The following books are 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:

   - A coursepack of articles is available at Excel, (1117 South University Avenue).

   Copies of the books and the coursepack will be placed on reserve in the School library.

8. **Assignments**

   There are four (4) written assignments for this course. They are summarized below with their relative weight in parentheses. Details follow the course outline.

   - Assignment 1 – Policy Memorandum (20%). Due: Session 5 – Oct. 8
   - Assignment 2 – Community Profile (25%). Due: Session 8 – Oct. 29
   - Assignment 3 – Organizational Analysis (25%). Due: Session 11 – Nov. 19
   - Assignment 4 – Concept/Pre-Proposal Paper (25%). Due: Session 14 – Dec. 10
   - Class Participation (5%).

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:

   - A+ 97-100  B+  87-90  C+  77-80  D  <69 (no credit)
   - A  94-96   B  84-86  C  74-76
   - A-  91-93  B-  81-83  C-  70-73

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.

Attendance will be monitored throughout the semester. Unexcused absences may effect the grade given for the in class activities and assignments.

Students with specialized learning needs are requested to make an appointment with the instructor to see to necessary arrangements.

All assignments are to be completed by the date due. Exceptions will need the permission of the instructor. At least one letter grade will be deducted for late submission of assignments.

Students are to use APA format style in their written assignments. Assignments will be considered unacceptable and returned for revision with a late penalty if:

- APA format style is not used correctly
- the assignment has not been developed in accordance with the guidelines
- if the assignment does not provide appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, included page numbers for direct quotes.

Please review the Student Guide section on Ethical Conduct in the University Environment (pp. 50-52). This section addresses plagiarism, harassment and discrimination policies.
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<th>Session</th>
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<td><em>(Please read in advance of the first class.)</em></td>
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<td>-- Policy Development &amp; Implementation at the Community Level:</td>
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5 Models of Community Organization Practice & Their Implications

Oct. 8

--- Rothman’s Typology and Updates
--- Empowerment Theory and Community Organization Practice
--- Multiculturalism and Community Organization

Reading:


** Policy Memorandum Due **

6 Assessing Community Needs and Strengths

Oct. 15

--- Defining the Community
--- Conducting a Needs Assessment
--- Community Profiles
--- Asset Mapping

Reading:
Fauri, et al, *Cases in Macro Social Work Practice*, #9, 139-156.


7 Organizing and Mobilizing Communities

Oct. 22

-- Organizer Roles in Community Development, Social Planning and Social Action

-- Group Skills in Community Work (Meetings, etc)

Reading:


8 Social Planning and Program Development at the Community Level

Oct. 29

-- Logic Models: Moving from Problem Definition to Problem Solution

-- Promoting Community Participation in the Planning Process

-- Stages of Planning and Program Development

Library Presentation- Assignment 4

Reading:
Fauri, et al, Cases in Macro Social Work Practice, #7/11,105-123,172-182


** Community Profile Due- Oct. 29 **

9  
**Advocacy as a Form of Social Action**

Nov. 5  
-- Models of Advocacy (case, class, self)  
-- Legislative Advocacy: Blending Policy and Practice

Reading:  


10  
**Inter-Organizational Practice**

Nov. 12  
-- Coalitions, Collaboratives, Networks  
-- Issues of Power  
-- Practice in Multicultural Communities

Reading:  


11  
**The Structure of Community-Based Nonprofit Organizations**

Nov. 19  
-- Nature of Nonprofit Organizations (Mission, Goals, Structure, Systems)  
-- Decisionmaking, Power, Authority, and Politics in Organizations

Reading:  


** Organizational Analysis Due **

12 Resource Development and Management in Organizations

Nov. 26
-- Strategies for Resource Development
-- Proposal Writing
-- Budgeting
-- Management Information Systems


13 Program Planning and Development in Organizations

Dec. 3
-- Linking Programs to Organizational Mission and Goals
-- Translating Goals into Objectives
-- Evaluating Program Outcomes: Efficiency, Effectiveness, Effect


Dec. 10

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

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

**Reading:**


**Concept/Pre-Proposal Paper Due**
1. Policy Memorandum (20%)

You have been asked by the Executive Director of your field placement agency (or an agency at which you are currently working or have worked) to write a 3-5 page memorandum (single-spaced, double-spaced between paragraphs) analyzing the impact of a particular state or federal policy on the organization or the clients it serves. [If you are not in a field placement, you will need to select an agency and conduct a few key informant interviews with individuals in the organization selected. You may also need to review printed materials produced by the agency.]

For this particular exercise, a “policy” is defined as an action of government that has the effect of law and that affects either the nature/amount of resources provided to the agency or its clients or the types of activities in which the agency can/can not be involved. Relevant policies could be in the form of (a) a piece of legislation – either one which is already in place or one that is currently being considered; (b) proposed changes in the city, county, state, or federal budget; (c) proposed changes in administrative law or regulations; and (d) recent or pending court decisions.

Your memorandum should include the following elements:

- A brief description of the policy (or proposed/pending change in policy) (~1/2 page);
- An explanation of how/why the policy is significant for the agency and the clients/community it serves (~1/2 page);
- An analysis of how the policy (or proposed policy change) affects/will affect the agency and the clients/community it serves (~2 pages);
- A brief discussion of either (a) past and current strategies the agency has adopted to respond to this policy or to proposed policy changes OR (b) what preparations the agency is undertaking to respond to proposed or impending policy changes (~1-2 pages).

To the extent possible, use actual data from your agency in drafting this memorandum. Cite the sources of your data. Where such data do not exist or are not available indicate where they might be obtained and how. You may make any assumptions that are necessary to draft the memorandum, as long as they do not contradict the data you have collected, the policy itself, or current conditions in/activities of the agency. **Due Date: Session 5 – Oct. 8**
2. Community Profile (25%)

You have been asked by the Executive Director of your agency to develop a community profile of the community that is the principal beneficiary of the organization’s programs. This profile will be used in the creation of a concept paper for a new program being developed by the agency. (Please briefly identify the nature of this program.) The community profiled can be either a geographic community (i.e., a neighborhood or catchment area), a community of identity (e.g., African American youth, the elderly and their caretakers, the hearing impaired, victims of domestic violence, gays and lesbians), or some combination of the two. You may use any of the following models to develop your community profile (or some combination of all three). In a brief introduction, identify the alternative approach you have selected and the reasons you chose it. The profile should be approximately 8 pages.

Due Date: Session 8 – Oct. 29

Developing a Community Profile: Alternative Approaches

Model 1: A Community “Guide” (Emphasis on problems)

I. Identification/Demographic Information
   A. Does the community have a name? What is its derivation/significance?
   B. What are the physical/locational boundaries of the community?
   C. What is the population?
   D. What are the geographical characteristics of the community?
   E. What are the main economic bases of the community?
   F. What is the political character of the community? (e.g., voting trends)

II. Resources in the Community
   A. Note any special items of interest in regard to the following:
      1. Education  2. Health care  3. Recreation/Leisure

III. Community Problems
   A. What are the major social problem areas within the community? Describe
   B. What are the major economic problems within the community? Describe
   C. Who defines the problem areas?
   D. What – if any – special problems exist regarding race, ethnicity, gender, age?
   E. What inter-group tensions or conflicts exist within the community?
   F. What are the forces that hold power, leadership, or influence, especially in problem situations?

IV. Community Appraisal
   A. What are the dominant social values of the community? (as expressed in its interests, traditions, attitudes, etc.)
   B. What is the nature of the community’s sense of identity (positive/negative)?
   C. What are the major strengths/assets and weaknesses of the community?
Model 2: An Outline of a Guide for a Community Profile (Emphasis on systems)

I. Background and Setting of the Community
   A. Local History
   B. Geography – Natural boundaries, location
   C. Transportation – Types, patterns, isolation/integration into surroundings

II. Demography
   A. Total population – trends
   B. Distribution by age, sex, gender, ethnicity, religion, class

III. Communications
   A. Print Media
   B. Electronic Media
   C. Informal Patterns of Communication

IV. Economic Life of the Community
   A. Sources of income/patterns of employment-unemployment/occupational analysis of working population
   B. Consumption patterns
   C. Distribution of public assistance (Social Security, TANF, etc.)
   D. Insurance owners (life, health, house, etc.)
   E. Distribution of wealth in the community (property, other assets) – internally or externally owned

V. Government, Politics, and Law Enforcement
   A. Structure and Functions of local government units
   B. Political organizations (parties, pressure groups, etc.)
   C. Sources/Pattern of expenditure of public funds
   D. Relationship of local government to rest of the community
   E. Crime statistics and nature of law enforcement

VI. Housing
   A. Overall conditions
   B. Distribution of owners/renters – are there absentee landlords?

VII. Education
   A. Level and range of education of community residents
   B. Structure/resources of the educational system (teachers, special services, adult education)
   C. Libraries and other sources of education

VIII. Recreation
   A. Public, private, and semi-public facilities
   B. Informal recreational and leisure activities
   C. Planning and administration of community-wide activities

IX. Religion
   A. Number and type of churches
   B. Clergy
   C. Church-related organizations
   D. Church-related activities
   E. Interfaith relationships

X. Social Services
A. Public  
B. Non-profit  
C. Private  
D. Self-Help/Mutual Aid  

XI. Patterns of Inter-organizational Relationships  
A. Types of associations/networks  
B. Characteristics  
C. Targets/Outcomes of inter-organizational efforts  

XII. Health System  
A. Health and mental health-related facilities (hospitals, HMOs, clinics, etc.)  
B. Ownership/auspices of facilities (public, non-profit, private)  
C. Indicators of health (e.g., life expectancy, morbidity patterns, epidemiology)  
D. Distribution of other health-related resources (doctors, dentists, nurses, pharmacies, etc.)  
E. Linkage of health programs to other services (e.g., housing, schools)  
F. Receipt of public benefits (Medicare, Medicaid)  
G. Voluntary Health Agencies (Red Cross, Visiting Nurses, In-Home Hospice, etc.)  
H. Indicators of Environmental Health (water supply, sewage and waste management, housing conditions, pollution, pest control, industrial health)  

Sources for demographic data (selected examples):  

Public: Census Bureau, Department of Labor, Planning Commissions, etc.  
Private: Federations, community networks/coalitions, service providers
Model 3: Focus on Major Issue Areas

I. Social
   A. Demographics
      1. Migration patterns
      2. Age structure
      3. Household composition
      4. Crime and delinquency
      5. Income and wealth distribution
      6. Education and occupation
      7. Physical and mental health
   B. Values, culture, and life styles
   C. Social structure (e.g., social class distribution, urban/rural)

II. Economic
   A. Pattern of economic growth/stagnation
   B. Tax base and revenue sources
   C. Employment/unemployment
   D. Inflation, prices, and personal income
   E. Work force composition
   F. Labor force growth or contraction
   G. Corporate economics (e.g., interest rates, profits of local companies)
   H. Natural resources (e.g., water, land)

III. Political
   A. Public opinions and major policy issues/controversies
      1. What people value
      2. Support for government, government services
   B. Political structure (centralized vs. decentralized)
   C. Locus of political power (public/private; which institutions/people)
   D. Patterns of government spending
   E. Government regulations
   F. Legislative behavior
   G. Rates of political participation (e.g., voting)

IV. Technological
   A. Impact of scientific and technological developments on community
   B. Changes in work environment (e.g., due to computerization)
      1. Job security
      2. Labor/management relations
      3. New industries/relocation or closure of older industries
      4. Jobs vs. skills
   C. Patterns of education/work/retirement
   D. Patterns of work/leisure
   E. Patterns of processing communications and information
3. Organizational Analysis (25%)

In this assignment, you need to select an organization to analyze. For those of you who are in a field placement, you may select your field site for this project. For those of you who are not in field placement, you may need to conduct a few key informant interviews with individuals in the organization selected and collect annual report information. The Appendix: Framework for Analyzing a Human Service Organization located on pp. 277-280 in Netting et al. (1998) can serve as a more detailed guide for this assignment.

The organization analysis should contain the following:

1. Identification of sources of cash and non-cash revenues for the agency/organization
2. Identification of the client population served and the referral sources
3. Agency/Organization’s relationship to the other services and the agency/organization’s mission/values/beliefs
4. A discussion of the major program units on the organizational chart and the program structure
5. Identification of what programs and services are offered and program outcomes
6. A review of human resources plan, staff development activities and job descriptions.
7. Organization’s strengths, weaknesses, opportunities and threats.

The organizational analysis narrative should be approximately 5 pages. Include in the Appendix any supporting documentation such as, organizational charts/annual reports, job descriptions, program descriptions and mission statement. If the organization that you are analyzing does not have some of the information for this assignment, discuss this in your analysis. **Due Date: Session 11 – Nov. 19**
4. Concept/Pre-Proposal Paper (25%)

In this assignment, you are developing a concept or pre-proposal paper for program innovation/development to be submitted to a foundation or funding organization. You may select to use your community profile to support the development of this proposal. Identify a target population for the project. The paper may not exceed 5 pages. The concept/pre-proposal paper needs to contain the following:

1. A brief description of the problem you propose to address and why it is important
   (include relevant literature/research/policies, document need for addressing the problem now)

2. State the project’s goals and major objectives
   (link the goals and the objectives to your description of the project)

3. Discuss principal components of the project and expected measurable outcomes
   (include enough information for the potential funder to understand how their money will be used to address problem area and goals identified)

4. Estimate project cost
   (how much money will you need to carry out the project…develop a budget)

5. Provide a timeline
   (This should give the funding source an idea of the project steps and activities)

Include a transmittal letter with the proposal. The transmittal letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund. Check out foundations on the web that might be relevant for your proposal to determine which foundation you might send this transmittal letter and proposal. Due Date: Session 14 – Dec. 10