I. Course Description:
This course is intended to help students in the Community Based Initiative (CBI) reflect on and actualize issues that commonly arise in practicum settings in Detroit.

II. Course Content:
Using a practical and interactive approach to learning, students will reflect on the skills and ethics required to practice community-based social work. The seminar will focus on community-based practice in the Detroit community. Course content will concentrate on the history and evolution of culture, politics, and social structure of the city. Students will spend half of in-class time in structured learning situations, while the other half of in-class time will be devoted to reflection on specific issues encountered in field placement, through reflection on readings and student experience. Although there are specific issues that will be covered each week, student experience, discussion, and need may influence the course content.

III. Course Objectives:
Upon completion, students are expected to:
1. Understand the personal and professional ethics that guide their practice of community social work.
2. Develop an educational plan/agreement that reflects accurately reflects desired skills and experiences.
3. Be able to discuss how personal and community cultures and values interact with the work of community building.
4. Be able to discuss events and movements that have shaped the City of Detroit.
5. Understand the roles of all players in their practicum including
   - their own role as student
   - field instructors and supervisors
   - co-workers
   - family members and community residents
   - other professionals
   - funding sources
   - the academic world
IV. **Relationship to Four Curricular Themes**

- **Multiculturalism and Diversity** issues will be addressed by asking students to reflect on their own culture. Students will also reflect on the interaction of their own personal culture in the community. Students will complete at least one assignment in this area.

- **Social Justice and Social Change** will be addressed as students evaluate policy and power structures that effect the organizations where they are placed as well as SW Detroit as a whole. The seminar will offer an opportunity for reflection and discussion.

V. **Assignments**

1. Educational Agreement.
2. Reflection journals. Students are asked to provide reflection journals every other week, for a total of 4 journals. Content should include students reflections on topics covered in the seminar as well as issues from the student’s placement in an organization.

   The format for the reflection journals should include the following: Student name and placement organization, specific topic upon which the paper is based, name any supporting literature which inspired you and 2-3 points of reflection and analysis. These papers are to help the students examine the connection between course work and practice. The papers should be spaces to address any incongruencies, surprises or difficulties encountered in matching academia with praxis.

   Class Participation: Students are expected to attend 7 of 8 seminars.

VI. **Grading**

SW 531 is graded on a satisfactory/unsatisfactory basis. 50 percent of students’ grade will be based on student attendance and participation and 50 percent on course assignments. Students will receive a satisfactory grade if all assignments are completed in a complete and thoughtful manner and have attended and participated in 7 of 8 required classes.

VII. **Course Schedule**

**January 28, Introduction and Overview**

Class content will include:
- Course overview
- Review of assignments and expectations
- Assessment of students current knowledge of Detroit
- A brief introduction to the history of the City

**February 4** Detroit Tour (will be scheduled sometime during this week)

Due: Education Agreement

**February 11, Cultural Competence**

Class content will include:
- General principals of cultural competence
- Orienting yourself to community culture
- Examining university and community cultures

*Read SAMHSA Cultural Competence National Standards*

*And ACOSA Article on University/Community Collaboratives*

Due: Reflection Journal
February 18, Issues in Values and Ethics
Class content will include:
- Determining and working within community values
- NASW Code of Ethics
- Balancing multiple value systems
- Panel of community members (families and youth)

Read Linda Watkins-Goffman Lives in Two Languages, Chapter 2 “The Public and Private Selves”

March 11 Social movements in Detroit
Class content will include:
- The labor movement
- Faith Based Organizing
- The insurgencies and the cleanup

Read, Thomas J. Sugrue, Origins of the Urban Crisis: Race and Inequality in Postwar Detroit, Conclusion
Due: Reflection Journal

March 25 Social Movements in Detroit
Class content will include:
- SW Detroit and Organizing against the gangs
- Neighborhood organizing and block clubs

Read, Thomas J. Sugrue, Origins of the Urban Crisis: Race and Inequality in Postwar Detroit, Chapters 2, 4 and 7.

April 8 Young Professionals in Detroit
Class content will include:
- Panel with young committed professionals
- Suggestions for staying engaged

Read Community Building 101 from the National Community Building Network
Due: Reflection Journal

April 22, Personal Survival Skills
Class content will include:
- Setting boundaries, enjoying the work
- Connecting to social work/social justice networks
- Evaluations