OFFICE HOURS: Wednesdays 8 a.m.-12 p.m. There is an appointment sign-up sheet on the door of Room 3688 for your convenience. The instructor is also available for consultation via the Coursetools site for the class.

COURSE DESCRIPTION:
Students are presented methods of integrated micro through macro practice focused on the use of community and social systems at the individual, family, community and societal levels. This includes skills for entering, assessing, and working collaboratively with client systems and their social networks. The course builds on practice methods presented in the foundation and the platforms methods courses, and special emphasis is given to collaborative, strengths-based, and empowerment models of practice. Special emphasis will also be placed on conducting this work in a multicultural context and on enhancing social justice as it affects vulnerable and oppressed populations and communities.

INSTRUCTOR OBJECTIVES
1. To address social injustice and its alternatives from a multi-system perspective.
2. To present practice methods based on community, feminist, multicultural, and structural practice models.
3. To present methods for developing partnerships with primary and secondary mediating structures in communities such as schools, neighborhood voluntary and advocacy associations, self-help organizations, community centers and faith-based organizations.
4. To provide case examples, lectures, and practice simulations, which will allow students to address ways in which interpersonal, organizational, community and policy levels can be integrated in practice situations.
   A. To contrast domestic and international work in community and social systems using case examples, lectures and practice simulations from an international setting.
   B. To integrate the Intensive Focus on Social Justice core competencies into the course design, assignments and readings. Toward this end, periodic discussions of the IF competencies will take place throughout the term.
STUDENT OBJECTIVES

1. To demonstrate an understanding of how community and social systems can play a role in improving the well-being of individuals, families, groups, institutions, organizations and communities.

2. To identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice and to promote well-being.

3. To describe how the gender, racial, sexual orientation, religious, ability, economic or other characteristics of a community affect the needs and assets to be mobilized in practice;

4. To demonstrate skills for engaging community systems and encouraging the participation of community members;

C. To identify how social work ethics and values can guide practice with community and social systems.

D. To articulate and demonstrate at least one new skill listed in the Intensive Focus Competencies for this course by the end of the term.

RELATIONSHIP TO CURRICULAR THEMES

A. Multiculturalism and Diversity: This course focuses on ways in which characteristics of individuals, families, and communities will drive the approach to practice. Themes of diversity and multiculturalism are addressed throughout the course. This includes attention to sexual orientation, gender, race, religion, ethnicity, age, physical and/or mental ability, and economic status.

B. Social Change and Social Justice: The course focuses on methods for increasing community participation and empowerment. Social change on multiple levels toward goals of social justice are central to the course. Special attention will be paid to methods that are democratic, participatory and focused on equity and equality. Emphasized throughout will be discussions of social injustice, its alternatives, and conflict management.

C. Promotion/Prevention/Treatment/Rehabilitation: Mobilization of community and social systems toward promotion, prevention, intervention or rehabilitation are addressed. For example, community and social systems involvement can be an integral element of the promotion of mental health, the prevention of mental illness, interventions aimed at alleviating mental distress, and rehabilitation of those considered mentally disabled as a result of a developmental (dis)ability, mental illness or traumatic brain injury.

D. Social Science and Social 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. The course will have the social research base guiding community and social systems practice. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

REQUIRED READINGS:
The three texts for this course are:
ASSIGNMENTS AND GRADING

All written assignments will be submitted to the Coursetools site for this class no later than the beginning of the class period on the date they are due. Papers, are to be double-spaced, with 12 point font pages. Late papers not cleared a priori with the instructor will be subjected to an automatic 2 point per day reduction in the grade.

ASSIGNMENT 1 - 5 POINTS  Complete the 1 Hour Institutional Review Board Online training module on research involving human subjects. You will find this module on the IRB research website at http://www.irb.research.umich.edu


ASSIGNMENT 2  5 POINTS: Expanding our understanding of communities and social systems through experiential learning. Attend at least one presentation as part of the 2003 University of Michigan Rev. Dr. Martin Luther King, Jr. Memorial Program, or submit a plan to the instructor to substitute involvement in other related activities for this event. THE ASSIGNMENT: In a brief memorandum, (maximum of two typewritten pages) discuss two key findings from the experience related to issues of community and social systems. The recommended event for 2003 is the presentation co-sponsored by the School of
Social Work by Dr. Alvin Poussaint on sustaining family and community growth and change. A list of other events for the King Day campus programs may be found on the Web at http://www.mlksymposium.org/ Permission to substitute activities must be approved by January 13, 2003.

DUE: JANUARY 27, 2003

ASSIGNMENT 3  30 POINTS

Expanding our skills as practitioners in non-traditional settings. Delgado (1999) queries:

“WHAT OVERARCHING QUESTION DO I HAVE AT THE BEGINNING OF THIS SEMESTER ABOUT WORKING COLLABORATIVELY AND EFFECTIVELY AT THE COMMUNITY AND SOCIAL SYSTEMS LEVEL?”

A. Submit the question/issue to the instructor by February 3

B. Submit a plan for addressing the question by February 17. The plan should include citations for at least 5 additional readings beyond those assigned for the course. (5 points)

C. Use the Coursetools, Community Toolbox and comm.org sites to seek assistance from the class to answer your question by March 3, 2003. This may mean submitting a simple discussion question, an inquiry for additional citations, airing a hypothesis for consideration and/or feedback. (5 points)

D. Respond to at least one of your classmates’ requests for assistance throughout the term. (5 points)

E. Submit a final paper based on your answer to your question by March 17, 2003 (20 points) The paper (maximum of 10 double-space, size 12 font, typewritten pages) must include references from course readings, references from other sources of literature on the topic (social work and/or other disciplines), examples from your own professional practicum experiences, or discussions with your group members. Each paper must address the ways issues of physical/mental ability, social class, sexual orientation and geographic location are influenced by their question and/or its answer. Implications for prevention/promotion/rehabilitation and social justice should also be discussed.

ASSIGNMENT 3 - GROUP ASSIGNMENT – 60 POINTS

You will be assigned to a small group for the duration of the term based upon your professional practicum placement and interests. Each group will work on some aspect of the same case. The groups, however will represent different points of entry and the professional methods associated with them at the individual, family, group, community, and societal levels. Your group task will be to complete short assignments and discussions based on your case, illustrating key points for other class participants. Group members are encouraged to use practice simulations, guest speakers, videos, and other methods to illustrate issues when presenting their case in the class. In order to facilitate discussion and groupwork, the first hour of each class period will be focused on the group assignments, and readings, beginning February 10, 2003.
The case for the term is based on recent local events and is likely to include some involvement in the local community.

Each group will:

A. Lead a discussion on class readings once during the term. These discussions will include a presentation of the issues pertinent to the case study under analysis by the class (10 points).

B. Present background case information pertinent to their entry level, including any local, state or federal legislation influencing the case (10 points).

C. Present two options for intervention across levels, beginning with their level of entry. One of these interventions will be at the macro or mezzo level and one at the micro level of intervention. Your discussion of each intervention should address the desired outcomes and potential consequences for other levels affecting the case. Each presentation will include methods for evaluating your interventions, in terms of their potential for social change. (20 points)

D. Prepare a 1-2 page summary of key issues regarding your level of intervention for all class participants, including key legislation related to the case, and suggested readings. (10 points).

E. Each group will have 30 minutes for their periodic presentations and the discussion of readings, and 1 hour and 15 minutes to present their interventions. Presentations should be tailored to these timeframes.

F. Class Participation Participation grades will be based upon timely class attendance with participation in group activities, and completion of tasks for the small group assignment. Class members will complete a self-analysis of their own level of class participation, and a group analysis for discussion within the group. (10 Points).

Grading
For the purposes of grading, the 100 possible points are distributed as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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SESSION OUTLINE

Part One: Introduction to Key Concepts

WEEK 1 - January 6:
Topic: Course Overview
D. “Community and Social Systems??”: Understanding integrated micro-mezzo-macro practice
E. Relationship of the framework to specific fields of service and levels of practice
F. Role of social work ethics and values in community and social systems work: The Hero and Heroine of SW 697, Winter 2003
G. Justice and integrated community and social systems practice
H. “The Shape of the World” Exercise
I. Discussion of activity alternatives for January 20.

WEEK 2 - January 13: Group Assignments Made
Topic: Conceptual Frameworks Contributing to Social Work Practice in Communities and Social Systems - Dimension One
A. Multicultural
B. Feminist
C. Structural
D. Community
E. The Parabola Model (Hope and Timmel)
F. A Distillation of Principles Guiding Community and Social Systems Practice Methods

Readings:
Gutiérrez, Chapter 1, 3 and 7
Delgado, Section 1
Hope, Chapter 2
Reflect Mother Manual, Chapter 1 Background Theory and Philosophy–http://reflect.actionaid.net/resources/publications/mothermanual/background.htm

**Complete the one hour training module supplied by the Health Sciences and Behavioral Sciences Institutional Review Board available at: http://www.irb.research.umich.edu

WEEK 3 - January 20
Topic: Experiential Learning Activity. Please see Assignment #1 above. This assignment is worth 5 points and is due January 27.

Part Two: Dimensions and Methods of Intervention

WEEK 4- January 27: Assignment 1 Due Dimension Two
Topic: Encouraging Individual and Community Participation and Empowerment Assessment Education Engagement The Highlander Model: Rural Vs. Urban Interactions
Readings:
Delgado: Chapters 4 and 7
Hope: Chapter 1

ben Asher, Moshe (2002). Writing Daily Macro Practice Notes: A Primer for Community Organizers and Developers: http://comm-org.utoledo.edu/papers2002/benashernotes.htm


WEEK 5 – February 3: Dimension Two
Topic Enhancing Individual, family and community interaction

Skill Building
Evaluation

Readings:
Gutiérrez, Chapters 9 and 13
Delgado Chapter 3
Hope: Chapter 4


WEEK 6 - February 10: Dimension Two (Group 1 Leads Readings Discussion)
Topic: Group Facilitation

Readings:
Delgado
Hope

Reflect Mother Manual Adaptation 3 Implementing Reflect.
http://reflect.actionaid.net/resources/publications/mothermanual/adapt3.htm

WEEK 7 - February 17: Assignment Due (Group 2 Leads Readings Discussion)
Topic: Techniques for coordinating Crisis Intervention
  Transforming Crisis From Danger to Opportunity
  Outcome goals
  Evaluation

Readings:
Gutiérrez, Chapter 10
Delgado Chapter 5
Hope


WEEK OF FEBRUARY 24 SPRING BREAK!!

WEEK 8 - March 3 (Group 3 Leads Readings Discussion) Dimension Two
Assignment Three Due
Topic: Managing Conflict at the Intrapersonal, interpersonal, familial and community levels
  Everyday Conflict
  Conflict Styles
  Conflict and Social Justice
  Promoting Intergroup Relations and Tolerance
  Evaluation

Readings:
Gutiérrez, Chapters 4 and 8
Hope: Chapter 1 Section 4, Chapter 3


WEEK 9 - March 10: (Group 4 Leads Readings Discussion) Dimension Three –
Topic: Resource Development
  What is a resource?
  Social Justice and Multi-level resource development
  Mapping
  Evaluation

Readings:
Delgado: Chapter 9
Hope: Chapter 5 Section 3


WEEK 10 - March 17: Dimension Four– Assignment 2 Paper Due
Topic: Convening and Working with community committees, volunteers, planning boards and interdisciplinary groups
   Can skills be transferred effectively across settings?
   Evaluation

Readings:
Delgado: Chapters 6, 8, and 11
Hope: Chapter 5, Sections 2,4


Part Three: Interventions and Integration

WEEK 11 - March 24: Dimension Four
Topic: Coalition Building
   Intra-agency, Interagency coalitions
   Faith-Based service providers
   Evaluation

Readings
Gutiérrez, Chapter 2,5 and 7
Hope, Chapter 2, Section 6, 117-124


WEEK 12 - March 31: Groups 1 and 2 Presentations

Readings: TBA

WEEK 13 - April 7: Groups 3 and 4 Presentations
Readings: TBA

WEEK 14 - April 14: Last Class Session
Topic: Social Justice and Social Change in Community and Social Systems: What do we know? What do we need to know?

Readings: Gutiérrez, Chapters 11 and 12
Delgado: 13
Hope: Chapter 1 Section 3