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.

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.
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.

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

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).

**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.

**Accommodations**
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.

**Required Reading**
The following book is the required text for the course. It is available for purchase at Ulrich’s Bookstore (across the street from the School of Social Work):


In addition:
• A coursepack of articles is available online at:
  [http://sitemaker.umich.edu/sw560.articles](http://sitemaker.umich.edu/sw560.articles)

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Organizational Analysis</td>
<td>October 20th</td>
<td>25%</td>
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<tr>
<td>Community Profile</td>
<td>Nov 3rd &amp; 10th</td>
<td>25%</td>
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<tr>
<td>Concept/Pre-Proposal Paper</td>
<td>December 8th</td>
<td>25%</td>
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<tr>
<td>Final Take Home</td>
<td>December 15th</td>
<td>25%</td>
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**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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<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<td>A</td>
<td>94-96</td>
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<td>A-</td>
<td>91-93</td>
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<td>B+</td>
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<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>81-83</td>
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<td>C+</td>
<td>77-80</td>
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<td>C-</td>
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<td>&lt;69 (no credit)</td>
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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 by the date due. Exceptions will need the permission of the instructor in advance of the due date for the assignment. At least one letter grade will be deducted for late submission of assignments.

- 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. 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, different style fonts, underlining, italics, bold, etc. Examples will be provided in class.
## Course Outline and Readings

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Sept 8</td>
<td><strong>Introductory Class: The History and Components of Macro Practice</strong></td>
<td>- What is macro practice?</td>
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<td>-- Macro practice in the community</td>
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<td>-- Macro practice in the organization</td>
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<td><strong>Reading:</strong></td>
<td>Netting, Chapters 1-2</td>
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<td>Sept 15</td>
<td><strong>Understanding Community and Organizational Problems</strong></td>
<td><strong>Understanding Populations</strong></td>
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<td><strong>Understanding Professional Responsibilities</strong></td>
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<td><strong>Readings:</strong></td>
<td>Netting, Chapters 3-4.</td>
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<td>legacy.</td>
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<td>communities: Practice principles and challenges.</td>
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<td>multicultural communities in a dominant culture setting: An</td>
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<td></td>
<td>organizational perspective.</td>
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<td></td>
<td>lesbians. American Journal of Community Psychology. 31(3/4), 293-300.</td>
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<td>Sept 22</td>
<td><strong>Understanding Organizations</strong></td>
<td><strong>Reading:</strong></td>
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<td></td>
<td>-- Management theories</td>
<td>Netting, Chapter 7</td>
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<td>-- Systems theory</td>
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<td>-- Additional organizational theories</td>
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<td>management in nonprofit organizations: Synthesis, analysis, and future</td>
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<td>directions.</td>
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**Sept 29**

**Analyzing Human Service Organizations**
-- Nature of nonprofit organizations (mission, goals, structure, systems)
-- Decisionmaking, power, authority, and politics in organizations
-- A framework for organizational analysis

**Reading**
Netting, Chapter 8


**Oct 6**

**Understanding Communities**
-- Defining the community
-- Community theories and perspectives

**Reading**
Netting, Chapter 5


**Oct 13**

**NO CLASS – FALL STUDY BREAK**

**Oct 20**

**Analyzing Communities**
-- Defining the community
-- Conducting a needs assessment
-- Asset mapping
-- A framework for community analysis

**“Organizational Analysis Paper Due”**
Oct 27

**Advocacy as a Form of Social Action**
-- Models of advocacy
-- Policy advocacy

Reading:


Nov 3

***Community Profile Presentations***

Nov 10

***Community Profile Presentations***

Nov 17

**Building Support for the Proposed Change**
-- The intervention hypothesis
-- Building support
-- Selecting an approach

**Selecting Appropriate Strategies and Tactics**
-- Assessing the political and economic context
-- Selecting strategies and tactics

Reading:

Netting, Chapters 9 &10


**Nov 17**

**Planning, Implementing, Monitoring, and Evaluating the Intervention**

-- Writing outcome objectives
-- Writing process objectives
-- Preparing the proposal

**Reading:**
Netting, Chapter 11

**Nov 24**

**Social Policy and Community & Organizational Practice**

-- Policy Development & Implementation at the Community Level
-- Translating Problems into Policies
-- Translating Policies into Programs

**Reading:**


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**Dec 1**

**Dec 8**

**Inter-Organizational Practice**

-- Coalitions, Collaboratives, Networks
-- Issues of Power

**“Concept/Pre-proposal Paper Due”**

**Reading:**


**Dec 15**

**No Class – Take Home Final Due**
Descriptions of Assignments for SW 560

1. Organizational Analysis

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 will need to conduct a few key informant interviews with individuals in the organization selected and collect annual report information.

1. Use the Appendix: Framework for Analyzing a Human Service Organization located on pp. 298-301 in Netting et al. (2004) for this assignment. Address each component, but not necessarily each point, of the outline.

2. SWOT Analysis - Conclude with a review of the organization’s strengths, weaknesses, opportunities and threats. Break the last section into several short paragraphs in which you summarize (through the use of bullets) the main points in your assessment. That is:
   - List the 3-4 greatest strengths of the agency.
   - List the 3-4 most concerning weaknesses.
   - List potential threats to the agency (whether internal or external based upon your systems analysis) and address how the threats may be exacerbated by the agency’s weaknesses.
   - List potential opportunities for the agency.
   - Finally, conclude by listing strategies the agency may want to consider (based upon its strengths) to counter these potential threats and maximize their opportunities.

The organizational analysis should be approximately 8-12 pages. Include in the Appendix any supporting documentation, such as, organizational charts, 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.
2. Community Profile

This is a group assignment in which 3-4 students will identify a population/community and develop a profile of that population/community using the Framework for Analyzing Community outlined in Netting et al (2004) on pp. 202 – 204. Address each component, but not necessarily each point, of the outline. The target population must be a marginalized/underserved population located in a specific geographic community. This multi-part assignment will focus on data collection, analysis, 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 select their topics and form groups. 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.

**Weeks 3-6**: Students will conduct the research needed to profile their community. This includes resolving such issues as: (1) What type of data will be collected? (2) How will these data be collected? (e.g., analysis of written documents, interviews, web searches); (3) Who will collect which data? (i.e., task assignments) (4) When will be the data be collected? (timeline).

**Week 7**: 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.

**Week 8**: Students will determine in what format(s) they will present their profiles and begin to develop these presentations. These include (1) Written report; (2) Photovoice project; (3) Geographic Information System (GIS) Presentation; (4) Videotape; (5) Powerpoint (or some combination thereof).

**Weeks 9 or 10**: Students will turn in an Executive Summary (2-3 pages) of their profile and make brief presentations in class (schedule to be determined).

**Week 10**: All groups will turn in (1) their final profile and (2) a process evaluation critiquing their group experience.

Class time will be set aside for brief group meetings, for updates, and for group problem-solving.
3. Concept/Pre-Proposal Paper

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. Identify a target population/community for the project. The paper may not exceed 7 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
   (Use the handout guidelines to format and outline your objectives.)

3. Describe the project and discuss the principal components and how it will all work
   (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 overall view of the project steps and activities.)

Include a Cover Letter with the proposal. The cover letter should highlight the main points of the proposal 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 cover letter and proposal.