Course Description
This course prepares students to engage in integrated practice focused on working with community and social systems to support individual, family and community functioning. It builds on practice methods presented in the foundation elaborates how social workers can work in partnership with community and social systems. Special emphasis will be placed on conducting this work in a multicultural context and on enhancing the well being of vulnerable and oppressed populations and communities.

Course Objectives
On completion of this course, students will be able to:
  1. Demonstrate an understanding of how community and social systems can play a role in improving the well being of individuals, families, organizations and communities;
  2. Identify the critical primary and secondary structures in communities that can be mobilized for engaging in practice;
  3. Describe how the gender, racial, religious, economic or other characteristics of a community affect the needs and assists to be mobilized in practice;
  4. Demonstrate skills for engaging community systems and encouraging the participation of community members;
  5. Identify how social work ethics and values can guide practice with community and social systems.

Relationship to Four Curricular Themes
1. Multiculturalism and Diversity: This course will focus on ways in which the characteristics of individuals, families and communities will drive the approach to practice. Therefore, the themes of diversity and multiculturalism will be addressed throughout the course. This will include attention to race, gender, ethnicity, religion, age, disability, economic status, and sexual orientation.
2. **Social Change and Social Justice**: This course will focus on methods for increasing community participation and empowerment. Therefore, the themes of social change on multiple levels toward the goal of social justice are central to this course. Special attention will be paid for developing methods that are democratic, participatory and focused on equity and equality.

3. **Promotion/Prevention/Treatment/Rehabilitation**: This course will consider how community and social systems can be mobilized toward promotion, prevention, treatment or rehabilitation efforts. For example, community and social system involvement can be an integral element of the promotion of mental health, the prevention of mental illness, the treatment of mental distress or the rehabilitation of the mentally disabled. This course will shed light on how these methods can be involved at these different types of practice focus.

4. **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. This course will be based in social research that guides this practice. In addition, social science methods will be introduced as a means for developing and evaluating specific practice methods.

### Relationship to PODS Content

Social Work 697 is one of the concentration courses designed to provide intensive focus on Privilege, Oppression, Diversity and Social Justice (PODS). Materials on these four themes are woven in to the four curricular themes described above and are integral aspects of course readings, assignments, activities, and exercises. Methods for developing and implementing practice that addresses the PODS content are a major emphasis of Social Work 697.

### Course Responsibilities

#### Course Content

This course will cover practice methods for working with multiple social systems to promote well being through the involvement of community and social systems. The primary focus will be on ways to work in partnership with formal and informal social systems in communities such as schools, neighborhood associations, self-help organizations, community centers and faith based organizations. Emphasis will be placed on ways in which different levels of practice -- including interpersonal, organizational, community, and policy -- can be involved in this kind of work. Undergirding all of these levels is a focus on methods for encouraging community participation and empowerment.

#### Assignments:

**Reflection Papers.** Students in this class will turn in common reflection papers onto the SW 647, section One CourseTools Next Generation site every other week. For those in both the Gant and Gutierrez sections, the same reflection papers will count for both SW 647 section 1(GANT) and SW 697 section 1. The class will be divided into two groups with each group alternating the weeks in which they turn in a reflection paper. Reflection papers should include reflections and discussions that integrate the readings,
field experiences, and classroom experiences for that week. Reflection papers should be posted every week on the Friday prior to class. The group that does not turn in reflection papers will read these journals and comment on them in CourseTools. These comments will not be graded. The reflection papers will make up 20% of your grade.

**Group Assignment:** In our second or third class session you will sign up for a group project that will work on a focused community assessment. These assignments will focus of a specific dimension of a SW Detroit Neighborhood as identified by community partners. Students in SW 647 (GANT) will follow this up with a paper on the same topic with the same group with a policy and services focus. For students in the Gant section this paper will count for Part I of their policy analysis paper.

**Potential topics are the following:**

Project 1. Re-engaging Delray -- Peoples Community Services; Southwest Detroit Environmental Vision

Project 2. Bridgewatch Program: Redirection, re-coordination, and refocus: work with Bridgewatch Detroit, Mexicantown CDC, and Citizens for a Better Rail Alternative.

Project 3. Comprehensive Afterschool Initiative – SW Detroit Counseling and Development

Project 4. Southwest Detroit Voter Mobilization Initiative (COPC Safety and Security and Diversity and Fairness Committees)

This assessment will utilize three or more methods for community assessment taught in SW 560, 521, and in the this class. Time will be provided during class for student groups to work on the project and the March 1 session will be dedicated for this group work. The group will turn in a 8 to 10 page summary of their findings in class on March 15. Each group will present their findings to the rest of the class during the second half of the semester. These findings will be compiled into a report to be shared with our community partners at a presentation on April 19.

**Suggestions for the group papers:**

1. Write the papers using APA format. Use of correct grammar is mandatory. Points will be deducted for incorrect grammar. Type this paper, double-spaced in a report format and make use of sub-headings.

2. DO NOT split the group according to the sections of this paper. Group members cannot contribute their fair share to a project if this method of task distribution is employed.

3. Give responsibilities during task group meetings and ensure that they are fulfilled during the next meeting.
4. If the members do not solve issues and concerns related to group process within a week, kindly bring this to the notice of the professor. All issues concerning the content of the paper (e.g. difficulty in finding literature, developing methodology, etc.) should be brought to the attention of the professor as soon as possible.

*The presentation and paper will make up 30% of your grade. Each group member will submit to us a grade for all group members. Grades will be based on the quality of the paper and presentation and the recommendations of all group members.*

**Case portfolio:** In order to integrate the course content with your field placement experience, the focus of this assignment will be to assess and document what you learned from one “case assignment” you are working on in the field. Your portfolio should include reflective essays, documents from your organization, written products related to the case, etc. This case can be an individual, family, group, or community or policy project. The portfolio should be turned in a 3 ring binder with dividers for each section.

*Part 1 will be due February 16. Part 2 will be due March 29. Part 3 will be due April 21. The final portfolio is worth 30% your grade.*

**Part 1:** Provide some background and context for the case. This should include the following:
- A brief description of your organization: where it is, what it does, who it works with, your role within it; (brochures, agency documents, etc. can be part of this)
- A brief description of this case assignment and why you were assigned to it;
- How you view the central problem, issue, or situation this case presents. Provide a brief review of some literature related to this particular case;
- How you view your role in relation to the case: How involved will you be? Who else will be working on this case and how you will work together.
- A learning goal for this case: what do you hope to gain?

**Part 2:** Provide an assessment of this case. Use at least two assessment tools you learned in this class or SW 560 or 521. Please include copies of the genogram, logic model, eco-map, force field analysis, GIS map, etc. that you use in the assessment process. The assessment should include the following topics:
- A description of the client system;
- How the client system views the situation and how the situation has been handled in the past;
- The major strengths or resources of this client system;
- How issues of gender, ethnicity, race, age, sexual orientation and other identities impact on this case
- Tentative “goals” or “objectives” for working on this case. How do they relate to your learning goal?

**Part 3:** Describe and analyze your work on this case. This should include the following:
- A discussion of your progress on this case: who has been involved? How did you engage the client and other systems?
- What strategies or methods did you use? How effective were they?
What have your accomplished so far?
What did you learn in relation to your learning goal? What have you learned about CSS practice from working on this case?

Class Participation:
Each week we will engage in group activities and discussion, therefore attendance is very important. Students are expected to attend every class session and participate in discussions and group exercises. Class participation will be graded based on the self-assessment form that is at the end of this course outline.

Class Participation makes up 10% of your grade.

Community Service:
During the second half of the term we will develop and work on one or more community service projects to benefit the population of South West Detroit. Participation in this activity is worth 10% of your grade.

Grading:
A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be averaged and translated into letter grades using the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
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<tr>
<td>C+</td>
<td>77-80</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69</td>
</tr>
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<td>(no credit)</td>
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</tbody>
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Grades in the B range reflect satisfactory completion of course requirements (competent performance). C grades reflect less than satisfactory work. A D indicates deficient performance and is not acceptable at the graduate level. A grades are given for exceptional individual performance. Assignments turned in on time can be revised if students desire.

Readings:
Readings for this course have been selected very carefully to reflect community and social system practice. Students should come to class having read the material and prepared to discuss and work with what has been covered. Some classroom exercises have been developed to synthesize and apply the readings to practice. Books are available at Shaman Drum Bookstore on State Street in Ann Arbor.

All books and the Coursepack will also be placed on reserve at the Social Work Library. The course pack is available at Excel/Michigan Document at 1117 S. University.
**Required:**

**Recommended:**
Mast, R. (1994). *Detroit Lives*. Philadelphia: Temple University Press. The prologue and Part I of this book are in the coursepack. This book has been ordered and will be on reserve for those who would like to read more.


**Housekeeping**

*Accommodations for students with disabilities*
If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort 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 disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

*Religious Observances*
Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

*Electronic Devices*
In consideration of your classmates and your own learning please turn off all telephones and pagers during class. I prefer that you receive no messages during class time, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.
COURSE SCHEDULE

Session 1: January 12, Introduction and Overview

Activities
Group and individual introductions
Overview of course and requirements
Introduction to South West Detroit
Defining community and social systems practice

Session 2: January 19, MLK Events

A number of lectures, exhibits, videos, performances and other presentations will be held on campus from January 12 to February 11 in recognition of Martin Luther King. A complete listing of these events is on the Web at http://www.mlksymposium.umich.edu/. Select at least two of these events to attend and discuss them in your journal. We will also discuss these events in class on January 26.

Readings
Pages 1 – 66 in Detroit Lives.

Session 3: January 26, Principles of Community and Social Systems Practice Methods

Activities
Form assignment groups
Lunch and tour of UAW headquarters

Readings
Kemp, Chapters 1 - 3
Delgado: Section One
Gutierrez: Chapter 1

Session 4: February 2, Entering and Engaging with Communities and Social Systems

Readings
Kemp, Chapter 6
Delgado, Chapter 10
Gutierrez: Chapter 6

**Session 5: February 9, Scanning and mapping methods for community and social systems: Assets and needs**

**Activities:**
Participant Observation/Community Treasure Hunt
Casa de Unidad tour

**Readings**
Delgado, chapters 6, 7 & 8
Kemp, Chapter 4

**Session 6: February 16, Scanning and mapping methods for community and social systems: GIS systems**

**Activities:** Steven Ward, history of SW Detroit

**Readings**
Delgado, Chapter 9
Gutierrez, Chapter 11

**Case Analysis – Part 1 due**

**Session 7: March 1, Assessing community conditions**

**Activities**
Working session on group assignments

**Practice Methods with Community and Social Systems**

**Session 8: March 8, Practice in Dimension One: Developing critical consciousness**

**Readings:**
Gutierrez, Chapters 2 & 4
Session 9: March 15, Practice in Dimension Two: Group facilitation skills

Activities: ACCESS tour-afternoon

Readings:
Gutierrez, Chapter 3
Community toolbox (http://ctb.lsi.ukans.edu/tools/) – Part E, Chapter 16: Group Facilitation and Problem Solving

Community Assessment report due

Session 10: March 22, Practice in Dimension Two: Education, Skill Development and Self Help

Readings:
Kemp, Chapter 5
Gutierrez, Chapters 5 & 8

Session 11: March 29, Practice in Dimension Three: Identifying and Securing Resources

Readings:
Gutierrez, Chapters 9 & 10
Delgado, Chapter 11

Case analysis: Part 2 due

Session 12: April 5, Practice in Dimension Four: Changing community conditions through coalition building

Activities: Amy Israel – Bagley Housing

Readings
Gutierrez, Chapter 7
Community Tool Box: Creating Coalitions and Partnerships, http://ctb.ku.edu/tools/coalitions/create/narrativeoutline.jsp
Session 13: April 12, Evaluating community and social systems practice

Readings:
Delgado: 12 & 13
Gutierrez: 12 & 13
Kemp, Chapter 7

Session 14: April 19, Community Presentations

*Case Analysis, Part 3 due*
Guidelines for Evaluating Your Own In-Class Participation

Successful social work practice is almost always a collaborative activity. Participants in are often volunteers who may be new to the process and who learn "on the job, often from others they work with. Much of what you learn in this class is also likely to derive from your own participation and your interaction with other students. You will contribute to your own learning and to theirs by the questions and comments you make in class, the way in which you make formal presentations, the leadership you undertake in your working groups and the way you contribute to the other working groups.

You may use the following criteria to evaluate your own in-class participation. Alternatively, you may prefer to write a brief, one-page essay (400 words or less) that indicates how you would grade your own participation and why.

Your Name________________________________ Score

Yourself 1-10

1. I read the assignments in advance of class, thought about them and came ready to ask questions or to integrate new info. ______

2. I took initiative for raising issues in class that I think benefited others, brought in news clippings or other useful materials to share. ______

3. I played a leadership, facilitative or otherwise active role during in-class exercises and small group activities. ______

4. I did my share and more as a member of my assignment team. ______

5. I played a constructive role and assumed my share of responsibility and more as a member of the class. ______

6. I attended all class sessions. ______

7. Other (describe) __________________________

________________________________________

Add up your five highest scores for your total score _______