COURSE TITLE: Introduction to Community Organization, Management and Policy/Evaluation Practice

COURSE NUMBER: 560 (Section 002), Wednesdays 2:00 – 5:00pm; 3 credit hours

PREREQUISITES: None; foundation macro methods - required for all students

LOCATION: SSWB 3816

SEMESTER: Winter 2016

FACULTY: Mat Despard, Ph.D., MSW

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OFFICE HOURS: Mondays and Tuesdays 1-2pm and by appointment

**Course Description**  
This course is a social work foundation offering in methods for macro practice, specifically community organization, management, and policy advocacy. It is partly survey in nature, touching on a range of methods, strategies, and skills. It provides an appreciation of the historical and contemporary importance of these social work methods. The relevance of these methods to diverse populations and identities is addressed.  Aspects of culturally sensitive and socially just practice are emphasized.

**Course Content**  
Students learn beginning knowledge and skills in the areas of community organization, management, and policy advocacy. They learn to understand a variety of roles attached to them, e.g., community organizer, manager, and policy advocate. The course will also provide students with the opportunity to integrate learning from SW502, which is designed to be taken concurrently.

Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development. Course content addresses concepts and practice skills involving assessment, problem solving, and intervention planning at the macro level, and strategies to work effectively with communities and organizations. Content also includes reflective practice and utilizing interpersonal skills in macro practice.

**Course Competencies and Practice Behaviors**This course addresses the following competencies and practice behaviors:

**COMPETENCY 1—**Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

* advocate for client access to the services of social work;
* attend to professional roles and boundaries

**COMPETENCY 2—**Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

* recognize and manage personal values in a way that allows professional values to guide practice;
* make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
* apply strategies of ethical reasoning to arrive at principled decisions

**COMPETENCY 3—**Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

* distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
* analyze models of assessment, prevention, intervention, and evaluation;
* demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**COMPETENCY 4**—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.  Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.  Social workers

* recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
* gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
* recognize and communicate their understanding of the importance of difference in shaping life experiences

**COMPETENCY 5**—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

* advocate for human rights and social and economic justice; and
* engage in practices that advance social and economic justice.

**COMPETENCY 6**—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

* use research evidence to inform practice.

**COMPETENCY 7**—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

* utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
* critique and apply knowledge to understand person and environment.

**COMPETENCY 8**—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

* analyze, formulate, and advocate for policies that advance social well-being
* collaborate with colleagues and clients for effective policy action.

**COMPETENCY 9**—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

* continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
* promote sustainable changes in service delivery and practice to improve the quality of social services.

**COMPETENCY 10—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**COMPETENCY 10(b)—Assessment**

Social workers

* collect, organize, and interpret client data
* assess client strengths and limitations
* develop mutually agreed-on intervention goals and objectives; and
* select appropriate intervention strategies.

**COMPETENCY 10(c)—Intervention**

Social workers

* initiate actions to achieve organizational goals
* implement prevention interventions that enhance client capacities;
* help clients resolve problems;
* negotiate, mediate, and advocate for clients; and
* facilitate transitions and endings.

**COMPETENCY 10(d)—Evaluation**

Social workers

* critically analyze, monitor, and evaluate interventions.

**Course Objectives**  
On completion of this course, students using a generalist social work practice framework 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. (Practice Behaviors 4.1, 9.1)
2. Identify community organization, management, and policy-advocacy strategies for dealing with contemporary social work and social welfare problems. (Practice Behaviors 1.1, 3.1, 5.2, 5.3, 6.2, 8.1)
3. Demonstrate beginning level community organization, management, and policy advocacy skills in promoting social work values. (Practice Behaviors 3.1, 3.3, 4.3, 5.2, 5.3, 8.1, 8.2, 9.2, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5, 10.d.1)
4. Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular applying them to those situations which affect disadvantaged/discriminated against populations. (Practice Behaviors 1.3, 2.1, 2.2, 2.4, 4.2, 5.3)
5. Demonstrate the ability to utilize selected macro assessment tools (e.g., community profiles, asset maps, community needs and strengths assessment, Census data analysis, windshield surveys, SWOT analysis, force field analysis, flow-charts, nominal group technique, task analysis, and ethical analysis) to develop client-centered interventions. (Practice Behaviors 3.1, 3.2, 7.1, 7.2; 10.b.1, 10.b.2, 10.b.3, 10.b.4, 10.c.1, 10.c.2, 10.c.3, 10.c.4, 10.c.5 )
6. Specify/identify those situations in which social workers are likely to be central to addressing major social welfare concerns. (Practice Behaviors 5.3, 7.2)
7. Identify salient connections between macro practice and interpersonal practice. (Practice Behaviors 3.2, 7.1, 7.2)

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| **Theme Relation to Multiculturalism & Diversity:** | will be 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. |
| **Theme Relation to Social Justice:** | will be 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. |
| **Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:** | will be 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). |
| **Theme Relation to Behavioral and Social Science Research:** | will be 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. |
| **Relationship to SW 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. |

**Faculty Approved:**October 17, 2012

**Course Design**  
I use a team-based learning approach. Each student will be assigned to a team to answer questions about assigned readings and engage in learning exercises. In their teams, students will also participate in a series of course assignment “checkpoints” in which students share their assignment ideas and receive team feedback and develop questions for the instructor to clarify expectations. Students will engage with the full class for simulations, videos, interactive presentations, and group discussion. I use lecture to introduce and frame topics, present key concepts, offer practice examples, and/or review research findings. This is a course that depends on a high level of engagement and critical thinking by students.

###### Course Materials

There is no required text book for this course. Required readings, presentations, assignment materials, and other course materials are available on the course Canvas site (https://canvas.umich.edu).

###### Assignments & Grading

There are three (3) major graded assignments for this course as well as an expectation of regular attendance and class participation that contributes to a learning environment. A brief description of each assignment is offered below. Detailed instructions and grading guides can be found on the course Canvas site.

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| **Assignment** | **Due Date** | **Weight** |
| Organizational Development project | 2/10/16 | 25% |
| Community Intervention project | 3/23/16 | 30% |
| Advocacy project (group) | 4/13/16\* | 25% |
| Class attendance | Ongoing | 10% |
| Class participation | Ongoing | 10% |

\* Written part of assignment is due 4/13/16; teams are also required to give a graded presentation in class on either 4/6 or 4/13/16.

Organizational development project **(25% of course grade; due February 10, 2016)**

This assignment corresponds to **Unit 1**. Students will work independently to 1) assess a human service organization (field placement agencies are recommended, but not required) and 2) propose an organizational change intervention aimed at improving client outcomes, such as the adoption of evidence-based practices or strengthening cultural competencies and promoting anti-oppressive practices.

Community intervention project **(30% of course grade; due March 23, 2016)**

This assignment corresponds to **Unit 2**. Students will work independently to 1) describe and assess a community problem and 2) propose a community-level intervention to address the problem that makes use of existing community assets, such as a community organizing campaign for affordable housing or creation of a coalition to confront human trafficking.

Advocacy project **(25% of course grade; due April 13, 2016)**

This assignment corresponds to **Unit 3**. Students will work in their assigned teams to identify and describe a community or social problem that requires a change in public policy (legislative or administrative) at the local, state, or federal level, propose a new policy, and describe the advocacy strategy for getting the proposed policy enacted. Teams’ work will be graded based on 1) an in-class presentation on **April 6 or 13** and 2) a paper that is due **April 13**. Presentations will entail selecting and persuading a decision-making body (e.g., Washtenaw County Board of Commissioners, Michigan House of Representatives Families, Seniors and Human Services Committee), the role for which will be played by another student team that will give feedback to be considered by the instructor in assigning the presentation part of the assignment grade.

Class attendance **(10% of course grade; ongoing)**

Students will be awarded points as follows:

No more than one class session missed 10 points

Two class sessions missed 7 points

Three class sessions missed 3 points

Four or more class sessions missed 0 points

A pattern of being late for class and/or leaving early may result in fewer points awarded.

Class participation **(10% of course grade; ongoing)**

###### Participation points will be awarded based on peer and self-assessment concerning the extent to which the student a) was prepared for class having completing the readings and assignment checkpoints; b) made active and thoughtful contributions to class discussions and learning activities; and c) contributed to a positive and constructive team learning environment and experience. Peer assessment will be conducted through assigned learning teams.

###### Grading Assignments

Grades are earned by successfully completing work on assignments. 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+ 98-100 B+ 87-89 C+ 77-79 D <69 (no credit)

A 94-97 B 84-86 C 74-76

## A- 90–93 B- 80-83 C- 70-73

Assignment and Grading Policies

* All assignments must be submitted via Canvas. Students may take a **one week extension** for either the Organizational Development or Community Intervention assignment. Prior notice is not required; students only need to submit the assignment by one week after the due date. Otherwise, assignments are to be completed by the due date. **Late** assignments will be reduced in grade by **5% each day** the assignment is turned in past the due date, including week-ends.
* Assignments are graded using a modified form of contract grading, wherein students can choose to complete additional, and higher quality work to increase the chances of earning an A or A+. Clear and detailed **instructions** and **grading criteria** are offered for each assignment and can be found on the course Canvas site.
* A course grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g., family crisis, serious illness. It is the student’s responsibility to submit a written request prior to the final week of class. The request should explain the reason(s) for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.
* Students must use **APA format** for all in-text and bibliographic citations. 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. For help with APA citation format, see <http://guides.lib.umich.edu/c.php?g=282964&p=1885441>

All students are expected to uphold the **Student** **Code of Academic and Professional Conduct**, which students should review in Section 1.13.00 of the MSW Student Guide, which addresses plagiarism, cheating, unacceptable collaboration, and other ethical violations and their consequences.

* No other aspects of the APA style guide will be used. Instead, students should prepare assignments as professional reports, i.e., single-spaced, plenty of white space, generous use of headings & sub-headings, underlining, *italics*, **bold**, use of figures, tables, charts, and graphs, etc.

###### Accommodations

If you are differently-abled or have a condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

Please notify me in advance if a religious observance(s) conflicts with class(es) or a due date(s) for assignments so I can assign make-up work or adjust a due date(s). The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: <http://www.provost.umich.edu/calendar/religious_holidays.html>

**Student Mental Health and Wellbeing**

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at [(734) 764-8312](tel:%28734%29%20764-8312) and [https://caps.umich.edu/](http://click.actionnetwork.org/mpss/c/6QA/ni0YAA/t.1sr/1XmDlirLSRy_10hmMBXGig/h0/jbPE8mifOYh9ZTFY4-2F4ex1AMj27YruYwCuFs-2FGEWlDkJBrUWruTFLccdvUjy0vPoz7TIt5UYalwpJeNFW9ye-2BIp5R3md2SU3JYbg-2FdmJuuWvNJvBFbq1xeTIrHHOJB3X3bufiiUOWLL9ZHqr2zq4QM4Ma8dKHgWdNSwROmBvgY0PcvJ5urLlWH857M6ljJh5bBKLgGN4OZ8qZ7ZFkB9h761J7T0Qzyr0DoA3rqZETQE0TyQX4mp0bGEmzFhyYa8nFwXwOSW-2BusxFVrfAneO1Qw-3D-3D) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](http://click.actionnetwork.org/mpss/c/6QA/ni0YAA/t.1sr/1XmDlirLSRy_10hmMBXGig/h1/36Gq4-2F3niUnzPyyRf-2BAOrtZp9EUXw4VV93TeV2pngezLaxone85BdNKXn1g2Jx-2FuLbxguPJoRbLrmKMTu5lHlJKwMYjs6fAxXOISO2fsyF6-2BoxQoXHPVy3G0xVvONVrq7xLVbBZIkCzVf0lVl3vJ-2FTq-2B-2B84YqfMV8-2FwzqnFfNZaUUowypesNiEkC3YuMvS3naLARXEaHj60APoYb-2FGvFTFKfzO1UE8uXprEtwY5ygxcVxnYHPFRwdW54rgLJfXLWQGeD1NgqbF7MGU5ue1upLrSkmo0BUuI7h38KoR7Nn5c-3D), or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://click.actionnetwork.org/mpss/c/6QA/ni0YAA/t.1sr/1XmDlirLSRy_10hmMBXGig/h2/oP32kiuHXvNwJ-2BGou1c-2F3FQapQ5bx-2FfCisCI31j2zY1Kl-2F0BglKFayy-2FeehPLu2WVKKMSh-2FvjcCHoE0aG-2B9PEgArEqYHyMB9DPHKPQiuaiFMjrx1evAp2FnciSDUTNzP1hea3oZD45D-2BnxFSfQqt0j-2BbLhbolWNIuUbKonXT7Ww1TRAM9tTJ0D7HRk-2Fng0Hj-2FUwz3yLyneEOGHKA1zd5mBLaKbHXo9DRisUlgkm34D6QCIbYsa8hV66Mq30kShylQANPRuYp4WHw5l-2F-2FGdFTQS3WK-2F6z-2Bh1khKI-2BNSyR5WM-3D).

**Electronic Devices Policy**

Use of electronic devices is permitted for learning purposes such as taking notes and looking up information relevant to a discussion or small group activity, but is prohibited for purposes not relevant to the class, except during breaks.

**Class Schedule & Reading Assignments**

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| **Class 1 - 1/6/16** | **Introduction** |

**Objectives**

* 1. Understand course learning objectives, content, assignments, and learning processes.
  2. Describe the importance and key characteristics of community, organizational, and policy social work practice.

**Readings**

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). *Social work macro practice* (5th ed.) (Chapter 1: An introduction to macro practice in social work). Boston: Pearson Education.

**UNIT 1: Strengthening Human Service Organizations**

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| **Class 2 – 1/13/16** | **Understanding Human Service Organizations** |

**Objectives**

1. Understand key characteristics and functions of communities and human service organizations.
2. Describe the importance of and best practices concerning supervision and professional development.

**Readings**

Austin, M. J., & Vu, C. M. (2012). Assessment of organizations. In C. A. Glisson, C. N. Dulmus, & K. M. Sowers (Eds.), *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions* (pp. 131-157). Hoboken, NJ: Wiley.

Hopkins, K. M. (2009). Supervision, development, and training for staff and volunteers. In R. J. Patti (Ed.), *The handbook of human services management (2nd ed.).* Thousand Oaks, CA: Sage.

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| **Class 3 – 1/20/16** | **Program Development in Human Service Organizations** |

**Objectives**

1. Draft a logic model to identify the inputs, activities, outputs, and outcomes of a program or intervention that address an identified problem(s) from a community assessment.
2. Articulate a theory of change for a program or intervention – a coherent, evidence-based explanation of how program or intervention activities will result in desired outcomes

**Readings**

Martin, L. L. (2009). Program planning and management. In R. J. Patti (Ed.), *The handbook of human services management (2nd ed.).* Thousand Oaks, CA: Sage.

W.K. Kellogg Foundation. (2004). *Logic model development guide*. (Read Chapters 1-3, pp. 1-34). Battle Creek, MI.

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| **Class 4 – 1/27/16** | **Organizational Change and Innovation, Part 1** |

**Objectives**

1. Understand how organizational culture and climate affect the experiences of employees, interns, volunteers, and participants and human service organization performance.
2. Describe organizational factors associated with the successful adoption and implementation of evidence-based practices.

**Readings**

Austin, M., & Claassen, J. (2008). Implementing evidence-based practice in human service organizations: Preliminary lessons from the frontlines. *Journal of Evidence-Based Social Work, 5*(1-2), 271-293. doi: 10.1300/J394v05n01\_10

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice, 19*(5), 531-540. doi: 10.1177/1049731509335549

Glisson, C. (2015). The role of organizational culture and climate in innovation and effectiveness. *Human Service Organizations: Management, Leadership & Governance, 39*, 245-250. doi:10.1080/23303131.2015.1087770

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| **Class 5 – 2/3/16** | **Organizational Change and Innovation, Part 2** |

**Objectives**

1. Understand how marginalization, discrimination, and oppression are expressed in human service organizations.
2. Describe how to promote diversity, inclusion, and equity in human service organizations through anti-oppressive practice.

**Readings**

James, J., Green, D., Rodriguez, C., & Fong, R. (2008). Addressing disproportionality through undoing racism, leadership development, and community engagement. *Child Welfare, 87*(2), 279-296.

Karabanow, J. (2004). Making organizations work: Exploring characteristics of anti-oppressive organizational structures in street youth shelters. *Journal of Social Work, 4,* 47-60.

Messinger, L. (2013). Reflections on LGBT students in social work field education. *Field Educator, 3*(1), 1-16. Retrieved from <http://www2.simmons.edu/ssw/fe/i/Messinger.pdf>

**UNIT 2: Facilitating Community Change**

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| **Class 6 – 2/10/16** | **Community Observation Day** |

In lieu of meeting for class, student teams will observe a community meeting and be prepared to report their observations in class on February 17 (detailed instructions are on Canvas).

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| **Class 7 – 2/17/16** | **Understanding Community Problems & Assets** |

**Objectives**

1. Explain how community issues are identified and understood to be problems.
2. Describe community assessment methods using both quantitative and qualitative data.
3. Understand the importance of and basic methods in mapping a community’s assets.

**Readings**

Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and managing programs: An effectiveness-based approach* (4th ed.) (Chapter 3: Understanding social problems and Chapter 5: Needs assessment). Thousand Oaks, CA: Sage.

McKnight, J. L., Kretzman, J. P. (1996). *Mapping community capacity* (read pp. 1-21). Evanston, Ill: Institute for Policy Research, Northwestern University. Retrieved from http://www.abcdinstitute.org/docs/MappingCapacity.pdf

UCLA Center for Health Policy Research (n.d.). *Section 4: Key informant interviews.* Retrieved from <http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba23.pdf>

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| **Class 8** – **2/24/16** | **Solving Community Problems: Strategies, Part 1** |

**Objectives**

1. Understand, compare, and contrast different types of community interventions.
2. Describe ways that multiple organizations can collaborate to solve community problems.
3. Explain the differences between conflict- and consensus-based community organizing and when one approach is better indicated to solve a community problem.
4. Describe the different professional roles social workers adopt in community change efforts.

**Readings**

Administration for Children & Families. (2008). *Interagency collaboration.* Retrieved from <http://www.childwelfare.gov/pubs/acloserlook/interagency/interagency.pdf>

Gamble, D., & Weil, M. (2010). Community practice skills: Local to global perspectives. (Chapter 2: Conceptual frameworks and models for community practice, pp. 24-46). New York: Columbia University Press.

Hoefer, R., & Chigbu, K. (2015). The motivation and persuasion process (map): Proposing a practice model for community intervention. *Journal of Community Practice*, *23*(1), 51-75.

**\*\*\*NO CLASS ON MARCH 2, 2016 – SPRING BREAK\*\*\***

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| **Class 9 – 3/9/16** | **Solving Community Problems: Strategies, Part 2** |

**Objectives**

1. Understand, compare, and contrast different types of community interventions.
2. Describe effective community practice methods with LGBTiQ communities, youth, and older adults.

**Readings**

Chaskin, R. J. (2009). Toward a theory of change in community-based practice with youth: A case-study exploration. *Children and Youth Services Review, 31*, 1127-1134.

Craig, S. L. (2011). Precarious partnerships: Designing a community needs assessment to develop a system of care for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) youths. *Journal of Community Practice, 19*(3), 274-291.

Nystrom, N., & Jones, T. (2003). Community building with aging and old lesbians. *American Journal of Community Psychology* *31(3/4)*, 293-300.

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| **Class 10 – 3/16/16** | **Community Engagement Skills & Processes** |

**Objectives**

1. Describe how to engage diverse groups of people in the process of community change.
2. Critically assess our own positionality in relation to community change efforts.
3. Understand ethical dilemmas that may arise in community practice and how to resolve them.
4. Explain how to effectively facilitate meetings and lead constructive discussions in organizational and community settings.

**Readings**

The Community Tool Box. (2015). *Chapter 16: Group facilitation and problem-solving*. Read the following sections:

Section 1: [Conducting effective meetings](http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/main).

Section 2: [Developing facilitation skills](http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main).

Section 4: [Techniques for leading group discussions](http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/group-discussions/main).

Gutiérrez, L. M., Lewis, E. A., Dessel, A. B., & Spencer, M. (2013). Principles, skills, and practice strategies for promoting multicultural communication and collaboration. In M. O. Weil, M. Reisch, & M. Ohmer (Eds.), *The handbook of community practice (2nd ed.)* (pp. 445-460) Thousand Oaks, CA: Sage.

Hardina, D. (2004). Guidelines for ethical practice in community organization, *Social Work 49 (4)*, 595-604.

Staples, L.H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups 23*(2), 19-35.

**UNIT 3: Advocacy & Policy Practice**

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| **Class 11 – 3/23/16** | **Advocating for Community and Social Change, Part 1** |

**Objectives**

1. Explain the importance of advocacy with respect to the NASW Code of Ethics.
2. Describe roles social workers play in advocating for changes in local, state, and federal public policies.
3. Understand the difference between legislative and administrative policy.

**Readings**

Hoefer, R. (2012). Social justice and advocacy practice. In *Advocacy practice for social justice* *(2nd ed.).* Chicago, IL: Lyceum Books.

Mondros, J. (2013). Political, social, and legislative action. In M. O. Weil, M. Reisch, & M. Ohmer (Eds.), *The handbook of community practice (2nd ed.)* (pp. 345-359) Thousand Oaks, CA: Sage.

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| **Class 12 – 3/30/16** | **Advocating for Community and Social Change, Part 2** |

**Objectives**

1. Describe different organizational and community change advocacy strategies and skills social workers need to implement these strategies.
2. Explain how to align a strategy on the advocacy spectrum with the problem you are trying to resolve.
3. Understand when to advocate on behalf of disadvantaged groups and when to support such groups’ self-advocacy efforts.

**Readings**

Hardcastle, D. A., & Powers, P. R. (2004). Using the advocacy spectrum. In *Community practice: Theories and skills for social workers* (2nd ed.) (pp. 355-390). New York: Oxford University Press.

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| **Class 13 – 4/6/16** | **Group Advocacy Presentations** |

No assigned readings

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| **Class 14 – 4/13/16** | **Presentations (cont’d), Future of Macro Practice, Course Review** |

No assigned readings