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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Integrated Micro, Mezzo, & Macro Practice**

**SOWK 302**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:**

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**Class Day and Time:**

**Class Location:**

**Credits/Length of Course:**

**Method of Delivery:**

**Prerequisites:**

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course extends theoretical knowledge and practical skills in mezzo and macro social work practice that support anti-racist and anti-oppressive, community-engaged practices. While integrating theories of sociology, political science, anthropology, public health, and urban studies – as well as practice knowledge – the class examines relationships between social, economic, political, and cultural structures, collective action, and individual attitudes and behaviors.

In part one of the course, we will explore theoretical understandings of the community including ecological, systems, and communitarian perspectives. This course considers the community as a place of practice and source of social change. We will examine strategies, tactics, and power dynamics associated with community intervention models—such as community building and development, community organizing and social action, and community planning and research. We will review historical and contemporary case studies of social change efforts, highlighting the work of marginalized groups, community organizations, and social movements. Emphasis will be placed on community-based interventions rooted in Chicago.

In part two of the course, we will review organizational theories, research, and practice methodologies. In this section, tactics and strategies relating to the management of human service organizations are explored. Emphasis is given to philanthropy and its critiques, as well as grant-writing. In addition, the course will provide practical experience such as creating work team contracts, articulating the elements of a typical grant proposal, and reviewing grant proposals.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

| **Activities** | In-class discussion groups | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Team Collaboration Contract Assignment | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Material** | Readings on relationship-building in community practice | Knowledge |
| **Activity** | Reflection on team experience | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Letter of Interest evaluation in-class activity | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | “What is missing from our Syllabus?” group assignment | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | History of Community Practice and Social Change: Comparing and contrasting macro practice over time | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Letter of Interest | Knowledge, Values, Skills |
| **Assignment** | Research Paper  | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

| **Readings, video, & discussions** | Numerous readings with writing prompt for integration and reflection | Knowledge, Values, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | What’s Missing from Our Syllabus | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Letter of Interest | Knowledge, Values, Skills |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

| **Readings** | Numerous | Knowledge, Values |
| --- | --- | --- |
| **Assignment** | History of Community Practice and Social Change: Comparing and contrasting macro practice over time | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Readings** | Numerous | Knowledge, Values |
| **Assignment** | Letter of Interest in-class evaluation activity | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | Research Paper | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Writing Prompts**

There will be **four weeks** in which the instructor will pose a question for you to reflect upon and respond in writing. Your response should be no more than 2 pages and should demonstrate that you have read and grappled with the course material for that week. The following are examples of the types of questions you might receive. It may be helpful to keep them in mind when you review course material.

* What is/are the basic argument(s) or core concept(s) contained in the week’s reading?
* How does the reading relate to social work practice broadly? How might it inform your / macro social work practice?

The purpose of this assignment is to assess how students are processing and engaging with the material. They are not intended to be a “test” but rather provoke deeper engagement with the themes of the course.

**History of Community Practice and Social Change: Comparing and Contrasting Macro Research Over Time**

Begin by identifying a community that interests you (ex: identity-based, place-based, or interest-based).

Then identify three scholarly papers in which a form of community practice (ex: community building, community development, community organization, participatory planning, mutual aid) is applied in relation to your chosen topic. Be sure to identify articles that focus on collective action for social change. To be clear, this means that they are focused on a **collective action** (group, organization, or community – not individual action) and a change effort (not a focus on the **impacts** of a social problem). The goal is for you to examine how a community that you care about has historically and collectively worked to promote social justice.

The first of the three papers you identify should be from the 1970s or 1980s, the second from the early 2000s, and the third from within the last five years. I recommend using the advanced search through LUC library website and/or www.scholar.google.com to help you. A campus librarian can also assist you.

After you have identified and reviewed the three papers, write a 3 – 4-page paper in which you first summarize and then analyze them. Compare and contrast their differences like:

* How do the authors characterize the social problem(s) that need to be addressed?
* What do the studies suggest about how social change takes place and/or what barriers exist?
* Are you able to infer ways in which community practice relating to your community of interest has changed in the last 50 years?
* How might this research inform social work theory or practice?

**What’s Missing from Our Syllabus? Group Assignment (Instructors – see Addendum at end of the syllabus for helpful information)**

Module 8 = Submit Team Collaboration Contract

Module 9 = Work on syllabus entry in class

Module 10 = Submit Individual Reflection on Group Work

**Team Collaboration Contract Template – Module 8**

As a group, consider what it takes to be successful when working in a small group, including the items below. Collectively complete one team collaboration Contract and submit.

**Team Members’ Names:**

**Date:**

**Purpose of the small group**

**Needs** (considerations that would help you succeed in this group)

**Interpersonal expectations** (respect, feedback, confidentiality)

**Participation** (attendance, quality, and distribution of work)

**Communication** (methods—e-mail/Google doc, Zoom, face-to-face, etc.; frequency; and timeliness)

**Meetings** (place and format, distribution of leadership, agendas, social interactions—check-ins, support, etc.)

**Conflict considerations** (Should conflict or non-participation occur, we agree to…)

**Signatures of all group members**

**Syllabus Entry – Module 9**

As a group, consider communities or social justice topics that interest you. Were there any that were not included in our course syllabus and that you would like to learn more about? The key is to find course material that integrates a theme of your choosing along with processes of social change. In other words, you are not trying to understand the breadth of scope of a social problem (like your social policy class), but rather how people are working together collectively to address it.

Your assignment is to draft your own syllabus entry for one week of class. Identify your group’s theme, learning objectives, required materials, class content, and a writing prompt relating to social change and macro social work theory or practice.

**Individual Reflection on Team Experience – Module 10**

Individually, write a 2-page reflection that answers the questions: What did you learn about yourself and your working style as a member of a group? How will understanding your own needs and style in a group work setting influence your career as a social worker? It may be helpful to include some of the group participation skills and dynamics listed below. (Note: You do not need to discuss all of these aspects, nor is this list exhaustive – discuss what is most relevant to your group work process.)

* Role(s) in group
* Time management
* Responsibility to the group -- Accepting fair share of work; Completing assigned work on time
* Adaptability -- Displays or tries to develop a wide range of skills in service of the project; Accepts changed approach or constructive criticism
* Creativity / Originality - Problem-solves when faced with impasses or challenges; Originates new ideas; Initiates team decisions
* Communication Skills - Effective in discussions; Good listener; Capable presenter; Proficient at documenting work.
* General Team Skills - Positive attitude; Encourages and motivates team; Supports team decisions; Helps team reach consensus; Helps resolve conflicts in the group
* Technical Skills -Ability to create and develop materials; Provides technical solutions to problems.

**RESEARCH PAPER**

The goal of the research paper is to help students deeply investigate some aspect of macro social work and social change.

The research paper must identify a clear research question pertaining to some aspect of the course. It should then answer the question by integrating both course material and out-of-class sources. Finally, it must consider implications for social work practice and research. Remember to think of practice broadly (micro, mezzo, and macro) and to consider opportunities for future research.

The research question might focus upon relevant social change theories or empirical work – or a combination of the two. To help with your brainstorming process, I am providing the following examples of topics. You are not limited to these ideas.

* What are some historical and contemporary examples of community organizing in [XYZ] community?
	+ Identity-based communities (ex: fat activism or disability rights or immigrant rights)
	+ Place-based communities. Look in your community or neighborhood (ex: Rogers Park or Pilsen or Logan Square etc. Then look for place-based strategies like Food Co-ops, Community Gardens, Arts & Murals, Political Organizing, Homeless Tent Communities)
	+ Interest or issue-based communities (ex: affordable housing, anti-gentrification, educational justice, environmental justice, reproductive justice, abolition, etc., etc.)
* Researching examples of social or political change that can inspire you
	+ Ex: Stacy Abram’s and voter rights group’ work to register voters
	+ Ex: Groups that use the arts to motivate change
	+ Ex: Social workers organizing to mobilize voters
	+ Ex: Social workers organizing to form labor unions
* Seeking out models of change that seek structural change
	+ Ex: Models that blend micro-macro-mezzo
	+ Ex: Models of social change philanthropy or fundraising
	+ Ex: Models of mutual aid
* Thinking of marginalized groups as agents of change (not recipients of aid)
	+ People who are sometimes viewed (especially by social workers) as “targets” of interventions (ex: people who are homeless, sex workers, without legal status, formerly incarcerated)

The length of the paper should be around 8 – 10 double spaced pages with APA-style title page and references but NO ABSTRACT. You have the option of completing this assignment individually, in pairs, or in a small group. If you wish to work with another person or in a small group, please submit a one-page learning contract at least 10 days before the due date.

**Grading Criteria for Research Paper**

* Sheds light on, and demonstrates learning about, an innovative aspect of macro social work.
* Integrates scholarly sources and data to answer the research question.
* Adequately addresses the assignment in a focused, logical, consistent, and clear manner
* Uses a scholarly writing style with APA-style references.

**Letter of Interest (Fundraising)**

The purpose of this assignment is to help students understand processes that build capacity within organizations while practicing “the art” of fundraising. Specifically, the student will transform some need or strength into a grant proposal. While all writing must be their own, students are encouraged to consult with colleagues to gain ideas about agency and community needs and grant opportunities.

**Letter of Interest**

Prepare a persuasive 2-page letter of interest that is addressed to a foundation that is likely to fund an ask similar to yours. Be sure to demonstrate how your ask complements the foundation’s mission. The letter should summarize the components of a grant that are listed below.

1. Introduction: Introduce (1) the foundation to whom you are requesting funds, (2) the name of the organization that is requesting the funding, and (3) a title and concise summary of your ask.
2. Statement of the Problem and Need: Explain: What is the community or societal need that your program aims to address? Provide evidence that will be compelling to the funder.
3. Goal Statement(s): State in simple, clear terms what goal you intend to fulfill.
4. Program Objectives: There should be a minimum of three measurable objectives. The objectives must describe “who will do what, when, and how”.
5. Descriptions of Evaluations for Outcomes: Explain how you will measure the effectiveness of the program’s objectives.
6. Budget: Provide an educated, realistic estimate of your request for funds.
7. Summary: Provide a closing statement appropriate for the proposal. Suggest why it is a “match” with the funder’s mission.
8. Any References: Use APA format.

**Grading Criteria for Letter of Interest Assignment**

* Identifies a realistic, innovative program to address a community or agency need.
* Appropriately addresses all parts of the grant proposal, as listed above.
* Uses a compelling writing style with APA-style references.

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| --- | --- | --- |
| Assignment |  | Total Points |
| 4 Writing Prompts | Throughout Course | 20 (4 \* 5 points) |
| History of Community and Social Change: Comparing and contrasting macro practice over time  | Week 4 | 20 |
| Team Collaboration ContractWhat’s Missing from this Syllabus?Individual Reflection on Team Experience | Week 8Week 9Week 10 | 1131 |
| Research Paper | Week 12 | 30 |
| Letter of Interest to a Foundation | Week 15 | 15 |
| Total Possible Points |  | 100 of 100 |

**REQUIRED TEXT(S)**

There are no required textbooks for this course: all content is from journal articles or other electronic sources. See the Course Schedule below for list.

**RECOMMENDED TEXT(S)**

[List the recommended text(s) here]

**COURSE SCHEDULE**

**PART ONE OF COURSE: THEORIES AND MODELS OF COMMUNITY PRACTICE**

**Module 1**

**Introduction to Mezzo and Macro Practice and Social Change**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Develop awareness of mezzo and macro social work practices, including group work, community, organizational, and policy practice, as methods to advance social, economic, racial, and environmental justice.
2. Define and identify key concepts that are embedded within macro practice including social justice, fair and equitable outcomes, democratic participation, and representation.
3. Explore the ways that communities and organizations shape social issues and social work practice.
4. Reflect upon one’s own communities, including place-based, identity-based, and interest-based communities.

**Required Resources**

* Checkoway, B. (1997). Core Concepts for Community Change. *Journal of Community Practice, 4*(1), 11-29.
* Miriam Axel-Lute. How Organizing for Justice Helps Your Mental Health. *Shelterforce*. <https://shelterforce.org/2017/11/22/how-organizing-for-justice-helps-your-mental-health/>
* Reisch, M. (2016).  Why macro practice matters. *Journal of Social Work Education*, 52(3), 258-268.

**Module 2**

**Theories of Participation and Social Change**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Define social justice and “true” community participation looks like.
2. Theorize how marginalized groups can influence social change.
3. Demonstrate an awareness of power including mechanisms through which influences social issues, and how it can be organized and applied to advance social justice.

**Required Resources**

* Sherry Arnstein. 1969. A Ladder of Participation.
* Angela Y. Davis. (2016). “Chapter 8. Feminism and Abolition: Theories and Practices for the Twenty-first Century.” *Freedom is a Constant Struggle*. Haymarket Books.
* Beth Reed. (2005). “Chapter 4. Theorizing in Community Practice: Essential Tools for Building Community, Promoting Social Justice, and Implementing Social Change”. In M. Weil. *The Handbook of Community Practice*. (84-102)
* In-Class Video: [What is Mutual Aid?](https://www.youtube.com/user/SpadeSULaw) https://www.youtube.com/user/SpadeSULaw

**Module 3**

**Methods and Modes of Community Practice**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand the theories of change, methods, and skills embedded within community building and development, community organizing and social action, and social planning and community based research. Identify how the role and goals of the social worker and community members change with each model.
2. Connect the theories and methods embedded within community practice to interpersonal (clinical) practice.
3. Compare and contrast theories and methods of social change that focus inward (ex: building community cohesion and capacity) with those focusing outward (ex: direct action organizing).
4. Nuance thinking around the strategic and ethical limits and potential of community engagement and local organizing.
5. Consider what it means to be in solidarity, and how to build solidarity across multicultural and multilingual groups.

**Required Resources** (for instructor optional to show - [Holding Ground: The Story of Dudley Street](http://luc.kanopystreaming.com.flagship.luc.edu/video/holding-ground-rebirth-dudley-street?final=1)”)

* David Dobbie & Katie Richards-Schuster. 2008. Building Solidarity through Difference: A Practice Model for Critical Multicultural Organizing. *Journal of Community Practice. 16(3)*, 317-337.
* Morales, C. (Fall 2015 / Winter 2016). Organizing as Clinical Practice. *Illinois Society for Clinical Social Work*.
* Obama. 1988. *Why organize? Problems and promises in the inner city*.

**Module 4**

**Macro Social Work and Social Change: Thinking Historically**

History of Community Practice and Social Change Paper is Due (Date)

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Learn about the historical role of macro practice, including why and how its position has become marginalized within the profession.
2. Examine how lessons from the past influence social change efforts today.
3. Explore the theory of neoliberalism, and how a neoliberal logic and political structure shape contemporary community change and social action. Contrast with a human rights framework and approach.
4. Consider Martin Luther King Junior’s quote: The arc of the moral universe is long, but it bends toward justice.

**Required Resources**

* Gutiérrez, L. M., & Gant, L. M. (2018). Community practice in social work: Reflections on its first century and directions for the future. *Social Service Review*, *92*(4), 617-646.

**Module 5**

**Community Practice for Racial Justice**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand key concepts embedded within racial justice campaigns, including contemporary abolitionist organizing.
2. Examine methods of collective action to support racial justice and to dismantle white supremacy.
3. Consider the difference between community organizing and advocacy, critically examining both approaches and their philosophy of social change.
4. Explore what it means to be in solidarity, and how to build solidarity across multicultural and multilingual groups.

**Required Resources**

* Kaba, M. (2021). “Part 5: We Must Practice and Experiment: Abolitionist Organizing and Theory (103-129).” *We Do This ‘Til We Free Us: Abolitionist Organizing and Transforming Justice.*
* Mychal Denzel Smith. August 27, 2014. How Trayvon Martin’s Death Launched a New Generation of Black Activism. *The Nation.* <https://www.thenation.com/article/archive/how-trayvon-martins-death-launched-new-generation-black-activism/>
* Paik, A. N. (2017). Abolitionist futures and the US sanctuary movement.  *Race & Class*, 59(2), 3-25.

OR

* Diebold, J. (2021). “We’re going to show up:” examining the work of a white antiracist organization. *Journal of Community Practice*, 1-12.

OR

* “[White People Organizing for Racial Justice: Deep Canvassing – Kristen Brock-Petroshius, MSW](https://dointhework.podbean.com/e/white-people-organizing-for-racial-justice-deep-canvassing-kristen-brock-petroshius-msw/)” Doin’ the Work Podcast Interview.

**Module 6**

**Community Practice for Youth Participation and Educational Justice**

After successfully completing this module, students will be able to:

**Learning Objectives**

1. Explore methods to engage youth and to support youth leaders.
2. Compare and contrast the concepts of educational equity and neoliberalism as they relate to educational and social work settings.
3. Consider the use of the arts to build power, engage marginalized groups, and advance social change.
4. Explore the theory of neoliberalism, and how a neoliberal logic and political structure shape community change, social action, and the social work profession.
5. Learn about practices to cultivate and promote community-based leadership and capacity that advances social justice, including marginalized groups such as youth.

**Required Resources**

* Nygreen, K. (2016). Competing Paradigms of Educational Justice: Parent Organizing for Educational Equity in a Neoliberal Reform Context. *Equity & Excellence in Education*, *49*(2), 202-214.
* Ortega-Williams, A., Wernick, L. J., DeBower, J., & Brathwaite, B. (2020). Finding relief in action: The intersection of youth-led community organizing and mental health in Brooklyn, New York City. *Youth & Society*, *52*(4), 618-638.
* Julia Sinclair-Palm. (2020). Queer and Trans Youth Organizing. *Oxford Research Encyclopedia of Education.*

**Module 7**

**Mid-Semester Break**

**Module 8**

**Community Practice for Environmental Health and Sustainable Development**

Begin group work by completing the learning contract and organizing work to be done for next week. (Introduce What’s Missing in Our Syllabus group assignment, then introduce group contract. Give groups 15-20 minutes for contract, another 20 minutes to set goals for next week’s in-class work time)

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Deepen understanding of the breadth of strategies to develop sustainable, healthy communities.
2. Highlight values that lead to respectful partnerships and collaboration with community members.
3. Nuance critical thinking in relation to “community improvement” by asking: for whom?
4. Define the terms environmental racism and environmental injustice and identify modes community-driven environmental justice organizing.
5. Explore how to create or support equitable and sustainable development to address social, economic, racial, and environmental justice.
6. Consider the limits and potential of local place-based organizing.
7. Examine the impacts of gentrification on communities, as well as resistance.

**Required Resources**

* Dennis, M. K. & Bell, F. M. (2020). Indigenous Women, Water Protectors, and Reciprocal Responsibilities. *Social Work*.
* Krings, A. & Copic, C. (2020). Environmental justice organizing in a gentrifying community: Navigating dilemmas of representation, recruitment, and issue selection. *Families in Society: The Journal of Contemporary Social Services.*<https://doi.org/10.1177/1044389420952247>
* Sartini, I & Caravaca-Sánchez, F. (2021). Community Organization and the Empowerment of Women: The Mujeres Pescadores del Manglar Cooperative in Oaxaca, Mexico. *Social Work, 66*(4), 307-316.
* In-Class Video: [Greening of the Ghetto](https://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal?language=en). Majora Carter TED Talk.

**Module 9**

**What’s missing from our syllabus?**

Syllabus assignment is due (make the due date a day or two after this class session).

In-class group work: Group works on the What’s Missing from Our Syllabus? Assignment.

**PART TWO OF COURSE: THEORIES AND MODELS OF ORGANIZATIONAL PRACTICE**

**Module 10**

**Introduction to Nonprofit Organizations**

Individual reflection on group work is due on (date)

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand the role of human service organizations.
2. Examine organizational structures and hierarchies, and how they influence social work practice.
3. Understand how neoliberal logics and policies influence social work organizations, funding, and practice.
4. Identify how organizational structures and procedures can be changed to be trauma-informed and culturally sensitive.
5. Practice analyzing the organizational hierarchy of a non-profit that you are familiar with.

**Required Resources**

Community Toolbox.

Chapter 9, Section 1. [Organizational Structure: An Overview](http://ctb.ku.edu/en/table-of-contents/structure/organizational-structure/overview/main)

Chapter 27, Section 7. [Building Culturally Competent Organizations](http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main)

JBS International and Georgetown University National Technical Assistance Center for Children’s Mental Health. [Creating Trauma-Informed Provider Organizations](https://gucchdtacenter.georgetown.edu/TraumaInformedCare/IssueBrief3_CreatingTraumaInformedOrgs.pdf).

**Module 11**

**Philanthropy, Funding, Inequality, and Social Change**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Conceptualize the relationship between philanthropy, inequality, and social change.
2. Understand how funders influence the social work profession.
3. Identify the political and economic forces that have shaped nonprofit organizations in the United States.

**Required Resources**

* Paul Kivel. 2007. “Social service or social change?” [*The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex*](https://collectiveliberation.org/wp-content/uploads/2013/01/Smith_Intro_Revolution_Will_Not_Be_Funded.pdf)*.* South End Press.
* Andrea Smith of INCITE! Women of Color against Violence. 2007. “Introduction chapter.” [*The Revolution will not be Funded: Beyond the Non-Profit Industrial Complex*](https://collectiveliberation.org/wp-content/uploads/2013/01/Smith_Intro_Revolution_Will_Not_Be_Funded.pdf)*.* South End Press.
* Bradford Smith. (2015, July 7). [Philanthropy’s Difficult Dance with Inequality](http://philanthropynewsdigest.org/commentary-and-opinion/philanthropy-s-difficult-dance-with-inequality). *Philanthropy News Digest*.

**Module 12**

**Monitoring and evaluation using agency data**

Research paper is due (date).

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Understand the strategy and utility of data collection in the implementation stage of the program.
2. Build skills to justify the need for data to critically analyze program decision-making.

**Required Resources**

* Chapter 17 in Nonprofit management: A social justice approach
* Gooding, Makwinja. “[Using Theories of Change to Design Monitoring and Evaluation of Community Engagement in Research: Experiences from a Research Institute in Malawi](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_doaj_primary_oai_doaj_org_article_708c5fe23e8a4b5ea449d0552bfffebc&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en).” Wellcome Open Research, vol. 3, Wellcome Trust Limited, 2018, pp. 8–8, doi:10.12688/wellcomeopenres.13790.1.
* Craig W. LeCroy, (2019). [Mismeasurement in Social Work Practice: Building Evidence-Based Practice One Measure at a Time](https://www.journals.uchicago.edu/doi/full/10.1086/704363)
* **Website:** Centers for Disease Control and Prevention, Program Performance and Evaluation Office. (2018) [Program Evaluation Framework Checklist for Step 2](https://www.cdc.gov/eval/steps/step2/index.htm).

**Module 13**

**Fundraising & Grant Writing**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify and understand the core components of typical grants.
2. Develop basic grant reviewing skills.

**Required Resources**

* Coley & Scheinberg. 2014. [An Orientation to Proposal Writing](https://www.amazon.com/Proposal-Writing-Effective-Grantsmanship-Sourcebooks/dp/1483376435#reader_1483376435) Chapter 1. *Proposal Writing: Effective Grantsmanship.*
* Yuen, et al. 2009. “Ch. 5: Grant Proposal Writing: Beginning with the End in Mind” *Effective Grant Writing and Program Evaluation for Human Service Professionals*.

**Module 14**

**Fundraising & Grant Writing continued**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Practice researching and writing a letter of intent.
2. Practice identifying potential funders, based upon the compatibility of their mission with your organization’s mission.

**Required Resources**

* Community ToolBox. Chapter 42, Section 4. [Applying for a Grant: The General Approach](http://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources/grant-application/main)
* Chapter 42, Section 5. [Writing a Grant](http://ctb.ku.edu/en/writing-grant-application)

**In-class Videos:**The Grantsmanship Center (TGCi). (2016)

[How to write a LOI.](https://www.youtube.com/watch?v=89_rRCONwc8) (4:12, CC)

**Module 15**

**Fundraising & Grant writing**

**In Class Simulation: Letters of Interest**

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Critically analyze the appropriateness of a Letter of Intent.
2. Understand the importance of the vision and goals of a program and agency and how to match these to the funder’s priorities.
3. Learn how to appeal to a funder’s mission

**Required Resources**

* Evaluation Planning for Grant Proposals. (2020). [The Major Gifts Report](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_reports_2419132129&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en), 22(8), 3–3. <https://doi.org/10.1002/mgr.31526>

Handouts:

* [A Donor Bill of Rights](https://afpglobal.org/donor-bill-rights)
* [AFP Code of Ethical Principles](https://afpglobal.org/ethicsmain/code-ethical-standards)

ADDENDUM FOR INSTRUCTOR (remove from the syllabus that you give to students).

**Notes to instructor:** The in-class team building, and contract activity should happen THE WEEK BEFORE a larger team assignment is given.

Each team should develop a working contract, which determines the norms and expectations for their collaborative work. Ideally, the team should not contain friendship pairs to create a more level playing field and avoid sub-group influences.

Suggested steps for team building and collaborative team contract creation process:

1. Group/Team Process - Put students into their groups of three.
2. Give teams ~ 10-15 minutes to answer introductory along with the following questions:
	1. Introductory/getting to know each other activities – Inclusion of diversity questions, especially “Describe a time when you felt different.” (Based on concept that everyone has experienced feeling different at some point, and it is valuable to re-experience those feelings as a foundation for working with and understanding diversity and marginalization.)
	2. “What do I need to work effectively as a member of this team?”
3. Assignment 1 (15-20 minutes): Team members then develop and sign a contract/agreement identifying their operating procedures and expectations. Students will need to know what their assignment is to make a realistic contract (for example, the What’s Missing in this Syllabus assignment). Due date could be by the end of the appointed time in class or another date that you set. See template below.

**Another note to instructor – if you are someone who allows extra credit, here is one suggestion:**

**Outside Learning Opportunities (OLOs)**

You are expected to attend at least one out-of-class learning opportunity (OLO) that pertains to course themes such as social change, community intervention, organizational practice, social justice, and advocacy. Examples of applicable OLOs include online or on-campus speakers and community events. The instructor will periodically announce potential OLOs, but the student is responsible for finding an OLO that works with their schedule.

After attending the OLO, submit a 2 to 3-page report that (1) describes the event and then (2) analyzes how it deepened your understanding of some aspect of the course content. Refer to class readings and material as needed.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

[List professional journals, websites, etc. by category here]

**Professional Journals**

**Websites**