SWK-S 663 Leveraging Organizations, Communities, and Political Systems (3 cr.)

Course Information

Semester Year:	Spring 2017		**Instructor:**	XXXXX XXXXXXXXX
Section Number:	XXXXX		**Office:**	XXXX
Location:	XXXXX		**Email:**	XXXX
Day:	XXXXX		**Phone:** XXXX	
Time:	XXXXX		**Office Hours:**	XXXXXXXXXX

Course Description

This course focuses on fostering community practice competencies essential for promoting human and sustainable development along with social, economic and environmental justice. In this course, students learn how to identify common interests, mobilize citizens, build constituency and leverage resources to build power and influence positive change at the community, organizational, and policy levels. The models of practice covered in this course include community organizing, leadership development and advocacy with special emphasis placed on empowerment models of practice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 3 - Advance Human Rights and Social and Economic Justice

  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (CSWE, 2015 EPAS, p. 7).

Secondary

- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

  Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. (CSWE, 2015 EPAS, p. 9).

Course Objectives

S663-01   Reflect on and apply theories and strategies of community practice, civic engagement, and sustainable development to advance social, economic, and environmental justice at the urban, rural, global and identity levels.

S663-02   Develop and utilize advanced leadership competencies for planning, organizing, and implementing advocacy efforts or political action interventions within the current geopolitical contexts and decision-making thresholds.

S663-03   Demonstrate mastery of interpersonal, communication and technical skills needed to facilitate interprofessional relationships that are central to effective coalition building and community organizing.

S663-04   Assess community and organizational needs in relation to existing policies and current political contexts for successful strategic planning.

S663-05   Recognize the potential for grassroots and community level mobilization to effectively influence change and build on social action efforts.

S663-06   Critically explore and evaluate the dynamics of social, political and economic power structures, and their contribution to discrimination, oppression and marginalization on the basis of age, class, color, culture, different abilities, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and veteran status.

S663-07   Demonstrate cultural humility and cultural readiness to work with groups that have been traditionally marginalized on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation and veteran status.

S663-08   Intervene and advocate within the boundaries of ethical practice consistent with the values of the social work profession.

Course Content

In this leadership course, students will develop advanced skills that focus on community organizing and advocacy in an effort to address significant social issues that affect communities and community stakeholders, including diverse populations. These populations include, but are not limited to, age, class, color, culture, different abilities, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts at organizational, community, and legislative levels and then consider multiple theories and strategies for achieving social, economic, environmental justice and reducing power structures that lead to oppression in community settings. This course will also utilize a range of frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of community organizing and advocacy intervention.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student presentations. The primary evaluation of student learning will be completed through a community organization assignment that provides students the opportunity to research and evaluate a targeted community issue then develop a short-term project using community organizing strategies to plan and implement an intervention that will advocate, educate, and/or encourage action.

Required Texts

Desmond, M. (2016). Evicted: Poverty and profit in the American city. New York: Crown Publishing.

Ife, J. (2013). Community development in an uncertain world. Sydney, Australia: Cambridge University Press.

Resources

- Other required readings will accessible through Canvas Modules and are identified by date. Additional articles may be assigned during the course to enhance students' knowledge and understanding of the course content via weekly updates.
- American Psychological Association (2009). *Publication manual of the American psychological association* (6th edition). Washington, DC: Author.
- Community Tool Box (2013). https://ctb.ku.edu/en
- Lakoff, G. (2014). *Don't think of an elephant* (2nd ed.). White River Junction, VT: Chelsea Green Publishing.
- Mizrahi, T., & Davis, L. E. (eds.). (2008). *Encyclopedia of social work* (20th edition). Washington, DC: National Association of Social Workers.
- National Association of Social Workers (2012). *Social work speaks: NASW policy Statements, 2012 – 2014* (9th ed.). Washington, DC: NASW Press.

Course Outline

Module: 1

Dates: Week 1

Overview

    A. Introductions and orientation to the course
    B. Review of the syllabus and course expectations
    C. Organizational tasks and sign-ups

Assignments

    1. In class - Explore ideas for the Community Organizing Project

Readings

    1. Course syllabus

Module: 2

Dates: Week 2

Overview

    A. Review of theories and approaches related to planned community interventions
    B. The "Uncertain World" – Crises and challenges worldwide
    C. Understanding the global impact on local communities

Assignments

    1. In class – Discuss Blocks to Communication handout and review Group Dynamics PowerPoint (See Module 1)
    2. In class – Group formation and beginning process of project development

Readings

    1. Ife, J. (2013). Chapter 1. The Crisis in Human Services and the Need for Community & Chapter 8. The Global and the Local

2. Desmond, M. (2016). pp. 315-336 (Large group discussion)
3. Universal Declaration of Human Rights

**Please read the Barsky chapter on group facilitation <u>prior</u> to facilitating the Desmond book discussion. This can be found on Module 1.

Barsky, A. E. (2007). Chapter 35: Group Facilitation. In Conflict Resolution for the Helping Professions (2nd Ed.).

Module: 3

Dates: Week 3

Overview

A. Examining the key concepts and limitations of the ecological perspective and a social justice perspective in relation to community development
B. Oppression and empowerment in social policy
C. Differentiating between needs and rights

Assignments

1. Desmond Book – Small Group Discussion #1

Readings

1. Ife, J. (2013). Chapter 2. Foundations of Community Development: An Ecological Perspective & Chapter 3. Foundations of Community Development: A Social Justice Perspective
2. Desmond, M. (2016). pp. 1-52
3. Mapp, S. (2014). Chapter 9. Millennium Development Goals and Beyond. In Human Rights and Social Justice from a Global Perspective
4. Sustainable Development Goals: Sustainable Development Goals Website

The Mapp reading and the information on SDGs are on Canvas, Module 2.

Module: 4

Dates: Week 4

Overview

A. The integral role of community development and community organizing in community intervention
B. Understanding the facets and process of community development

Assignments

1. Desmond Book - Small Group Discussion #2
2. In class – Work on Group Projects

Readings

1. Ife, J. (2013). Chapter 5. A Vision for Community Development, Chapter 6. Change from Below & Chapter 7. The Process of Community Development
2. Desmond, M. (2016). pp. 53-110

Module: 5

Dates: Week 5

Overview

    A. Linking community development and community organizing

    B. The updated Rothman Models – capacity development, social planning and policy, and social advocacy

    C. Tools and Resources for community development and community organizing

Assignments

    1. Desmond Book – Small Group Discussion #3

    2. Group Project - Action Plan/Gantt Chart due by the end of class

    Community Tool Box (2013). Developing an Action Plan - Community Tool Box Website

Readings

    1. Rothmann et al. (2008). Chapter 7. Multi Modes of Community Intervention. In Strategies of Community Intervention.

    2. Desmond, M. (2016). pp. 111-166

    3. *Community Tool Box* (2013). A community tool box overview and gateway to the tools. Community Tool Box Website

**Optional - See Fawcett et al. article in Canvas Modules for information on how the CTB was developed.

Module: 6

Dates: **Week 6**

Overview

    A. Dimensions of community development – social, economic, and political

    B. The utilization of community organizing strategies to understand and challenge oppression

Assignments

    1. Desmond Book - Small Group Discussion #4

Readings

    1. Ife, J. (2013). Chapter 10. Community Development: Social, Economic, and Political

    2. Desmond, M. (2016). pp. 167-206

Module: 7

Dates: **Week 7**

Overview

    A. Dimensions of community development - cultural, environmental, spiritual, personal and survival

    B. Practitioner competence and cultural humility in diverse communities

    C. Valuing the local – practicing with an empowerment lens

Assignments

    1. Desmond Book – Small Group Discussion #5

Readings
1. Ife, J. (2013). Chapter 11. Community Development: Cultural, Environmental, Spiritual, Personal and Survival
2. Desmond, M. (2016). pp. 207-258
3. *Community Tool Box*. (2013). Chapter 27. Cultural competence in a multicultural world. Community Tool Box Website

Module: 8
Dates: Week 8

Overview
A. The organizational context for community development and community organizing
B. Assessment and Evaluation
C. Utilizing action research for community interventions

Assignments
1. Desmond Book – Small Group Discussion #6 (Wrap-up discussion)
2. Group Project – Bibliography Due

Readings
1. Ife, J. (2013). Chapter 15. The Organisational Context
2. Rubin, H.J. and Rubin, I.S. (2008). Chapter 9: Learning about Community, Personal, and Social Needs through Action Research. In Community Organizing and Development.
3. Desmond, M. (2016). pp. 259-314

Module: 9
Dates: Week 9

Overview
A. The continuum of advocacy – from ideas to action
B. Using community organizing and planned change strategies to accomplish specific community goals and transform policies

Assignments
1. Community Organization Highlights

Readings
1. Ife, J. (2013). Chapter 14. Roles and Skills: Representational and Technical
2. Pyle, L. (2014). Chapter 6 – Organizing People: Constituencies and Coalitions & Chapter 9 – Tactics for Change
3. *Community Tool Box*. (2013). Chapter 30: Principles of Advocacy - Community Tool Box Website

SPRING BREAK

Module: 10
Dates: Week 10

Overview

    A. Resource Development and Coalition Building

    B. Social Media and Marketing

Assignments

    1. Community Organization Highlights

    2. Group Project – Stakeholder Interview Paper Due

Readings

    1. *Community Tool Box.* (2013). Soliciting contributions and in kind support. Community Tool Box Website

    2. *Community Tool Box*. (2013). Understanding social marketing. Community Tool Box Website

Module: 11

Dates: Weeks 11 and 12

Overview

    A. Framing the Issue - language matters

    B. Communicating effectively in advocacy efforts

    C. Examining the concepts of Choice Architecture and Critical Discourse Analysis

Assignments

    1. Community Organization Highlights

Readings

    1. Lakoff, G. (2014). *Don't think of an elephant* (2nd ed.). White River Junction, VT: Chelsea Green Publishing.

    2. Thaler, R. H., & Sunstein, C. (2008). *Nudge: Improving decisions about health, wealth, and happiness.* New Haven, CT: Yale University Press. **Module Reading**

    3. Van Dijk, T.A. (2015). *Critical discourse analysis*. Retrieved from Critical Discourse Analysis Webpage

Module: 12

Dates: Week 13

Overview

    A. The roles of social work practitioners in community development and community organizing

    B. Expanding skills for community organizing

Assignments

    1. Community Organization Highlights

    2. Group Project - Advocacy Initiative to be completed by this date

Readings

    1. Ife, J. (2013). Chapter 13. Roles and Skills 1: Facilitative and Educational &

    2. Chapter 16. Practice Issues

    3. Barsky, A. E. (2007). Chapter 2. The Reflective CR Practitioner & Chapter 3. Negotiation. In Conflict Resolution for the Helping Professions (2nd Ed.) **Module Reading**

Module: 13

Dates: Week 14

Overview

    A. Community Organizing Projects

Assignments

    1. Group Presentations

Module: 14

Dates: Week 15

Overview

    A. Celebration and Wrap-up
    B. Community Organizing Projects

Assignments

    1. Group Presentations

Module: 15

Dates: Week 16

Assignments

    1. Scholarly and Professional Participation Self-evaluations Due
    2. Community Organizing and Advocacy Paper Due

Assignments and Grading

The basic format of the course will be seminar, with the required readings serving as both a foundation for presentation and discussion. Required readings include basic information as well as specific policy issues and trends in policy, research, and practice. Class members are expected to participate in discussions based on the readings and their own experiences, expertise, and values. Some material will be presented in lecture format but most classes will utilize small group exercises and projects. There may be some impromptu writing assignments used in class for critical thinking and reflection purposes so it is possible for additional points to be added to the grading during the semester. Most assignments can be submitted on Canvas.

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Additional resources: APA manuals are available at the bookstore and would be a valuable resource in your library. Also, see APA Style Website and The Purdue Online Writing Lab Website.

Assignments

    1. Community Organization Highlights

        a. DUE: ....Dates Assigned

b. Final Grade Percentage: 15%

2. Book Discussion – Outline, Questions, and Facilitation

    a. DUE: ....Dates Assigned

    b. Final Grade Percentage: 10%

3. Community Organizing and Advocacy Paper

    a. DUE: ....

    b. Final Grade Percentage: 15%

4. Scholarly and Professional Participation

    a. DUE: ....

    b. Final Grade Percentage: 10%

5. Community Organizing Group Project (50%)

    a. DUE: ....

    b. Final Grade Percentage: 5%

6. Action Plan with Gantt Chart

    c. DUE: ....

    d. Final Grade Percentage: 5%

7. Stakeholder Interview

    a. DUE: ....

    b. Final Grade Percentage: 10%

8. Bibliography

    a. DUE: ....

    b. Final Grade Percentage: 5%

9. Advocacy Initiative or Political Action Intervention

    a. DUE: ....

    b. Final Grade Percentage: 15%

10. Presentation

    a. DUE: ....

    b. Final Grade Percentage: 15%

Assignment Descriptions

1. Community Organization Highlights (15%)

Students will work in triads to lead <u>one</u> in-class discussion on a current issue that is being addressed by a community organization through distinct advocacy efforts. Students may choose to explore any peer-

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reviewed article, podcast, news article, policy brief, etc. that is pertinent to the course content and to contemporary society.

Using a one-page handout (paper or digital) discussion leaders will:

A. Briefly present the main ideas of the identified issue highlighting related policies and perspectives.
B. Give a basic overview of the specific organization in relation to the community setting.
C. Describe the advocacy actions taken by the organization to initiate change at community, societal, and/or structural levels along with noted outcomes.
D. Prepare two discussion questions for the class linking the Ife or Pyle content if applicable.
E. Post a link to the article or other media format on the Canvas Article Discussion Thread 24 hours prior to the day of the in-class discussion.

The in-class discussion should be no more than 30 minutes in length. Grading will be focused on completeness, relevance, and presenter knowledge/preparedness. Assignments will be made on the first day of class.

2. Book Discussion (10%)

Students will work in discussion groups (five to six per group) during the session to explore the Desmond book. The book is divided into six reading sections/discussions and each group member will participate at least once as the facilitator for the small group dialogues. Additionally, students will develop a one-page outline and three to five critical thinking questions for the discussions that they facilitate. The questions will be correlated to the readings for that particular section only. Finally, in the large group wrap-up, the facilitator will highlight crucial aspects of the reading section along with observations and insights from the small group dialogue. Groups will be organized on the first day of class with discussion dates noted on the Course Schedule.

3. Community Organizing and Advocacy Paper (15%)

Please use the following questions as a guide to reflect on your learning in this course – speakers, readings, class and small group discussions, COG interactions and any application you are employing in your practicum or community life.

Write a five page paper using APA format. This means 12-point Times Roman font, double-space, one inch margins, with page numbers, title page with running head (Running head: TITLE), appropriate citations, and reference page. Your reflection paper will be assessed on the basis of depth and clarity of reflection; critical thinking about application of course content; evidence and integration of course readings; and quality of writing (sentence structure, spelling and grammar, use of appropriate sub-headings, adherence to APA, neatness).

Guiding Questions

Use these questions to guide you in developing an organized and coherent paper. Please review the Critical Thinking Standards and Elements of Thought as needed.

A. Using the Ife, Pyle and other readings, examine critically the theories, strategic approaches, and models of community organizing and advocacy used for understanding and addressing complex issues in communities from a global to local level. Identify new or expanded learning and

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discuss the implications for future practice in regards to planning, implementing, and evaluating community interventions.

B. Describe insights regarding the overall COG project, including your role and level of participation; roles and level of participation of your peers; group stages and dynamics; and, ultimately, how these interpersonal aspects impacted the overall group project. What was most significant in terms of personal and professional learning from the experience with the group?

4. Community Organizing Group (50%)

Community Organizing Groups will focus on a particular social justice issue that is currently being addressed at a community level then develop a short-term project using community organizing stratagems to plan and implement an advocacy initiative or a political action intervention. The overall project will include the development of an action plan (with Gantt chart) outlining the goal(s) of the project and completion of specific tasks/activities, an interview with a pertinent stakeholder(s) who can provide a unique perspective on the issue, a bibliography with at least ten scholarly articles, implementation of the advocacy initiative or the political action intervention with appropriate documentation, and a final presentation.

A. Action Plan – Work groups will use a Gantt chart to provide an overview of the complete project, including tasks, timelines, responsibilities, division of labor, etc. (5%)

B. The project will include an interview with a stakeholder(s) who is engaged in the issue or with the legislative process on a particular bill. The interview will be used as a source for the presentation, but should also be described in a brief paper (approximately two to three pages). The paper should provide any logistics (date, time, persons in attendance, etc.) and applicable background information of the interviewee's role, agency affiliation, expertise, etc. Additionally, the paper will give an overview of the interview questions and answers along with any final reflections from the group. (10%)

C. Community Organizing Groups will research the identified issue and provide a bibliography with at least ten scholarly articles and/or other resources prior to the final presentation. The articles and resources should inform peers about the issue or topic for the group project. Each group member should contribute at least two sources. (5%)

D. The community organizing project will culminate with an implementation of the advocacy initiative or political action intervention. Documentation (approximately two to three pages) should provide relevant logistics (participants, date, time, venue, digital copies of any materials, etc.), a brief plan of the advocacy/political action intervention, a summary of the implementation (actual experience), and any evaluation or outcome measures used. (15%)

E. Community Organizing Groups will have 45 minutes to share their overall experience with the class in a *Final Presentation* using a PowerPoint that includes the following:

1. Description of the initial project and advocacy initiative/political action intervention with some discussion as to the importance of and interest in this particular issue.
2. Examination of the research with related data used to explore and understand the issue.
3. Review of legislation, if pertinent, with updates of how the specific bill traveled through the legislative process.
4. Discussion of significant learning gained from the interview about the issue and the impact on the community.

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5. Review of the advocacy initiative or political action intervention as experienced - planning, implementation, and evaluation. Emphasis should be placed on what community organizing strategies were used and how these particular approaches were chosen.
6. Additional information that will inform the audience – overview of specific articles, useful resources, products created by the group for the project, etc.
7. Final reflections on individual and group learning.

The Presentation will be graded on the content, organization, method and creativity in delivery, engagement of audience, and use of APA (cites, reference page and general writing on PowerPoint). (15%)

5. Scholarly and Professional Participation (10%)

Scholarly and professional participation is expected throughout the semester. Scholarly and professional participation is to include discussion that reflects the readings, critical thinking, and posing questions that reflect the same. Participation is to be professional and inclusive of other colleagues. *Professionalism* demonstrated in class is evaluated as follows: Overall evaluation of class participation will take into account the manner and extent to which a learner: a) attends regularly and is on-time – please note the attendance policy; b) is prepared for the class discussion; c) shares experiences, viewpoints, and reactions; d) raises relevant questions and issues; and e) gives and uses feedback constructively. A rubric along with a brief statement supporting the decisions will be used for this evaluation along with instructor input.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

 Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional

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program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and

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active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.