University of Minnesota School of Social Work
Sample Syllabus

SW8153 – Models of Community Intervention
SW8154 - Organizations and Policy Advocacy

Part I: Course information

SW 8153 – Models of Community Intervention
SW 8154 - Organizations and Policy Advocacy

Course descriptions:
These foundational courses (SW8153/SW8154) are taught together as one block class. The course presents community practice and macro-level interventions as integral to professional social work. Macro-level intervention is discussed in the context of three main arenas: legislative bodies, human service organizations, and communities/neighborhoods. The relationship between power and privilege, social justice, theories of social change, and the values of the social work profession are applied and learned in terms of how they shape social work community practice in the processes of engagement, assessment, intervention and evaluation. Building upon theoretical approaches to human service organizations and their distinct attributes, the course addresses key practice knowledge, skills, and values that promote, develop, and maintain human service organizations that effectively meet community and client needs.

Topics addressed include: the complementary and interactive relationship between practice with individuals/families and community practice; practitioner competency and roles in a diverse society; policy practice and policy advocacy to bring about community and legislative change; frameworks for organizational analysis and models for organizational change; strategic planning and maintenance; roles, functions and types of leadership; valuing and practicing diversity in organizations; empowering clients and stakeholders; the role of organizations in policy advocacy, coalition and campaign building.

Pre-requisites:
This is a required course for full-program (53-credit) students enrolled in the M.S.W. Program. You must be enrolled as a degree-seeking student in the M.S.W. Program or have permission from the instructor in order to be enrolled in this class.
Clinical Content for MN Social Work Licensure:

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>20</td>
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</tbody>
</table>

Part II: Course outcomes

Course Objectives
Upon successful completion of this course, students show a beginning ability to:

- Explain the role of macro-level intervention in beginning social work generalist practice.

- Describe and apply a framework for understanding models and strategies of community organization in practice settings. Assess this framework in terms of its relationship to the notions of power and privilege, and current theoretical approaches in social work and the processes and goals of social justice.

- Integrate course content in social work practice settings, such as the student’s field placement.

- Describe and apply principles of cultural competence as they relate to macro practice in a diverse society.

- Demonstrate an understanding of how the NASW Code of Ethics, the values of the social work profession, and the principles of social justice apply to community practice in social work.

- Explain the major theories on the nature and development of human services agencies/organizations, both descriptive and prescriptive, and how such theories shape the nature and environment of social service agencies/organizations.
• Identify and implement appropriate strategies for shaping organizational policy and advocacy, and for moving social services agencies/organizations to better address client strengths and needs.

• Identify the characteristics and roles that leadership and teamwork play in human services agencies/organizations.

• Demonstrate a critical awareness of how one’s own practice shapes and is shaped by the organizational, environmental, and political context of the agency/organization and delivery system.

• Engage in the tasks of policy practice at the legislative and organizational levels, including analyzing problems, lobbying, enacting, implementing and assessing policies at multiple levels.

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>EP 2.1.4 - Engage diversity and difference in practice</th>
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</thead>
</table>
| 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:
<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
</tr>
</thead>
</table>
| • Recognize the extent to which a culture’s structures and values alienate, create, or enhance privilege and power | • Weeks 1, 5-8, 11-12  
  o Readings  
  o Discussion  
  o Case Studies |
| • Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | • Weeks 1 – 14  
  o Particular focus during Weeks 5, 8, 11, 12 |
| • Recognize and communicate their understanding of the importance of difference in shaping life experiences | • Weeks 1 - 14 |
| • View themselves as learners and engage those with whom they work as informants; | • Weeks 1 -14  
  • Organizational Analysis Report |

<table>
<thead>
<tr>
<th>EP 2.1.5 – Advance human rights and social and economic justice</th>
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</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand the forms and mechanisms of oppression and discrimination</td>
<td>• Weeks 1 - 14</td>
</tr>
<tr>
<td>• Advocate for human rights and social and economic justice</td>
<td>• Weeks 7, 8, 11-12</td>
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<tr>
<td></td>
<td>• Policy Practice Project</td>
</tr>
<tr>
<td></td>
<td>• Organizational Analysis Report</td>
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<tr>
<td>• Engage in practices that advance social and economic justice</td>
<td>• Policy Practice Project</td>
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</tbody>
</table>

**EP 2.1.7 – 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:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use frameworks: assessment to intervention</td>
<td>• Weeks 2 - 14</td>
</tr>
<tr>
<td>• Understand person and environment</td>
<td>• Weeks 1 -14</td>
</tr>
</tbody>
</table>

**EP 2.1.8 – 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:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>• Weeks 1 -14</td>
</tr>
<tr>
<td></td>
<td>• Policy Practice Project</td>
</tr>
<tr>
<td></td>
<td>• Organizational Analysis report</td>
</tr>
<tr>
<td>• Collaborate with colleagues and clients for effective policy action</td>
<td>• Weeks 1 -14</td>
</tr>
<tr>
<td></td>
<td>• Policy Practice Project</td>
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<tr>
<td></td>
<td>• Organizational Analysis report</td>
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</tbody>
</table>

**EP2.1.9 - 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:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to changing context and</td>
<td>• Weeks 1-14</td>
</tr>
<tr>
<td>Practice Behaviors</td>
<td>Covered in class through (i.e., activity, reading, content)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Engagement</td>
<td>Weeks 1 – 14</td>
</tr>
<tr>
<td></td>
<td>One-Hour Activist</td>
</tr>
<tr>
<td></td>
<td>Policy Practice Project</td>
</tr>
<tr>
<td>Assess client strengths and limitations</td>
<td>Weeks 2 – 14</td>
</tr>
<tr>
<td></td>
<td>Organizational Analysis report</td>
</tr>
<tr>
<td>Select appropriate intervention strategies</td>
<td>Weeks 3-14</td>
</tr>
<tr>
<td></td>
<td>In-class case studies</td>
</tr>
<tr>
<td></td>
<td>Organizational Analysis report</td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate interventions</td>
<td>Weeks 2-14</td>
</tr>
<tr>
<td></td>
<td>In-class case studies</td>
</tr>
<tr>
<td></td>
<td>Streets of Hope</td>
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<tr>
<td></td>
<td>Organizational Analysis report</td>
</tr>
</tbody>
</table>

**EP 2.1.10(a)–(d)—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.

**Part III: Course requirements**

**CLASS FORMAT**

The teaching format includes lectures, in-class exercises and discussions, student presentations, videos, and guest speakers. Class discussions will be based on assigned readings, in-class exercises, lecture material, and student and guest presentations.

**REQUIRED TEXTS:**


• Required Readings. Required will be accessible online or emailed to you by the instructor. Readings marked with *** are available at the following website, via the University of Minnesota Libraries e-reserve system, listed below. You log into the e-reserve website by using your x500 ID and password. Due to copyright restrictions, you are not allowed to share access to this page with anyone not registered for this course. You can also access this website via the course Moodle site.
  
  o E-reserve website: [https://reserves.lib.umn.edu/](https://reserves.lib.umn.edu/)

**ASSIGNMENTS:**

**Policy Shapes Practice:** 10 points (*due* Week 6)
Students write a short paper reflecting upon how levels of social policy (federal, state, and agency) shape their direct practice interventions with clients (guidelines provided by instructor).

**Policy Practice Assignment:** 20 points total
This assignment provides hands-on experience in becoming involved in policy practice. This project has two components: 1) writing a letter to a legislator & 2) meeting with a legislator

  **Writing for change:** 10 points (*due* Week 4)
  Students will write a letter to a public official either supporting or opposing a piece of social welfare legislation under consideration at the state level. Letters should be limited to one page. Guidelines for writing effective letters will be distributed in class. Students also critique one another’s writing pieces.

  **Meeting with State legislator:** 10 points (*due* Week 12)
  Students will meet with a state legislator to discuss a social welfare policy issue. Students will turn in a 2-3 page report discussing their meeting.

**Human Service Organization Analysis** – 35 points (*due* Week 11)
Students write a paper that describes a human service organization according to its goals, objectives, task domain and environment, the technology it employs and the clients the agency serves. Students then apply organizational theory to the agency that they investigated and make recommendations for organizational change and improvement.

**Models of Community Intervention Take-Home Exam** - 35 points (*due* Week 14)
Quiz will be an essay test that focuses primarily on the Streets of Hope text and readings related to models of community interventions. Students will be asked to analyze the concepts and themes in the readings and apply these models to real-world community problems.

*Engaged participation* in course learning activities, including classroom exercises, discussions and online discussions is expected of all students. Participation includes coming to class, arriving on time and staying for the entire class, being prepared for classroom discussions by being thoroughly familiar with assigned readings or activities, and offering comments and/or posing questions in both small and large group settings. **Students who miss more than one class without prior authorization from the instructor** will have five points taken off their grade automatically, and students who miss more than three classes will not meet the minimum standards for receiving a passing grade in this course.

**GRADE DISTRIBUTION**
The grade weight for each assignment is listed below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Shapes Practice</td>
<td>Week 6</td>
<td>10</td>
</tr>
<tr>
<td>Policy Practice Project</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Writing for Change</td>
<td>Week 4</td>
<td>10</td>
</tr>
<tr>
<td>Legislator Meeting</td>
<td>Week 13</td>
<td>10</td>
</tr>
<tr>
<td>H.S. Organization Analysis</td>
<td>Week 11</td>
<td>35</td>
</tr>
<tr>
<td>Take-Home Exam</td>
<td>Week 14</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale:**

A = 93 - 100  
A- = 90 - 92  
B+ = 87 - 89  
B = 83 - 86  
B- = 80 - 82  
C+ = 77 - 79  
C = 73 - 76  
C- = 70 - 72  
D+ = 67 - 69  
D = 60 - 66

You must take this class for a grade. This class is offered on an A-F basis only.

**COMPLETING ASSIGNMENTS AND INCOMPLETES**

Assignments are due at the start of class on the date assigned. **Papers turned after the start of class will be considered late.** Failure to turn in an assignment on the due date will result in a
lowered grade unless the instructor expressly grants an extension in writing; **students will lose one point for each day the assignment is past due. No papers will be accepted after the last class unless a contract for incomplete work in the course has been previously approved by the instructor.**

While incompletes are discouraged the instructor recognizes that sometimes factors prevent a student from completing a course on time. Those who are unable to complete the course on time must negotiate an incomplete with the instructor and, pursuant to School of Social Work policy, develop a contract with the instructor that will describe the work that remains to be completed and the date by which the work must be submitted to the instructor. A copy of the incomplete contract can be found in the M.S.W. Student Handbook. Copies of the contract are to be filed with the Director of Graduate Studies. Incomplete course grades will be converted to a grade of F if not completed within two semesters. **Students must inform the instructor of the need for an incomplete by December 1, 2015. Also, a contract for the incomplete must be completed and signed by instructor and student by the last class session.**

**Course Policies**

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.

**SCHOOL POLICY ON ACCOMMODATIONS**

Students who have disabilities that affect their participation in the course may notify the instructor if they wish to have any special accommodations considered in the instructional format. Accommodations can only be granted pursuant to a letter of approval from University Disability Services: [http://ds.umn.edu/](http://ds.umn.edu/)

Students may propose an individual learning plan if any part of the required assignments appear redundant with previous learning or inconsistent with individual learning goals. Such a plan must be presented and approved by the instructor prior to the third class session.

Please refrain from wearing scented personal products when participating in official School of Social Work activities - including classes. This request is made to accommodate those disabled by environmental illness.

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**Part IV: Course content**

**Week One (9/10/15)**
Content:

A. Introduction to Course & Classmates
B. Review of Syllabus, Course Objectives, and Responsibilities
C. What is macro practice? Why is it important?

Required Readings


Assignment Introduced

Policy Shapes Practice

Week 2 (9/17/15)

Content:

A. Theories of Social Justice
B. Application of the Capabilities Approach

Required Readings


Week 3 (9/24/15)
Content:

A. Legislative Process
B. Political Ideology & Policy Practice

Tasks:

See Moodle Site

Required Readings


Assignment Introduced

Policy Practice Project (Writing for Change & Meeting with a Legislator)

Week Four (10/1/15) Writing for Change Due

Content
A. Advocacy & Lobbying  
B. Administrative Advocacy  
C. Case Example: Family Medical Leave Act  
D. Guest Speaker: TBD  
E. Legislative Advocacy for Social Workers  

Required Readings


➢ Center for Effective Government (2014). *Background on the rule making process*. Retrieved from:  


  Read: Ch. 1: All social work is political (pp. 1-8), Ch. 6: The practitioner’s influence on policy (pp. 93-107), and Ch. 7: Influence through lobbying (pp. 108-127).*

Week Five (10/8/15)

Content

A. Organizational Theory  
B. Organizational Design  
C. Organizational Analysis

Required Readings


**Recommended Readings**


**Assignment Introduced**

- Organizational Analysis

**Week Six (10/15/15) ON-LINE WEEK**

**Content**

A. Organizational Change

**Required Readings**


**Week Seven (10/22/15)**

**Content**

A. Organizational Case Study

B. **Guest Speaker**: Amelia Franck Meyer, LISW, CEO Anu Family Services
**Required Readings**


**Week Eight (10/29/15)**

**Content**

A. Organizational Cultural Competence  
B. Case Study: Casa de Esperanza

**Required Readings**

  [http://www.hhh.umn.edu/centers/pnle/tt_case_studies.html](http://www.hhh.umn.edu/centers/pnle/tt_case_studies.html)


**Tasks**

  Complete this inventory.

**Week Nine (11/5/15)**

**Content:**

A. Introduction to Models of Community Intervention  
B. Planning & Policy Model
C. **Guest Speaker:** Jeff Matson, Coordinator, Community GIS program, Center for Urban and Regional Affairs, University of Minnesota

**Required Readings:**


**Browse the following websites**

- Metropolitan Council
  - [http://www.metrocouncil.org/](http://www.metrocouncil.org/)

- University of Minnesota: Center for Urban & Regional Affairs
  - [http://www.cura.umn.edu](http://www.cura.umn.edu)

- Child Trends
  - [http://www.childtrends.org](http://www.childtrends.org)

**Tasks:**

- See Moodle Site

**Week Ten (11/12/15)**

**Content**

A. Community Capacity Development Model  
B. Social Capital Theory

**Required Readings**


**Browse the following websites:**

- The Binghamton Neighborhood Project.
  - [http://bnp.binghamton.edu/](http://bnp.binghamton.edu/)
- The Assets-Based Community Institute
  - [http://www.abcdinstitute.org/](http://www.abcdinstitute.org/)

**Week Eleven (11/19/15)**

- **Content**
  - A. Social Advocacy: Conceptual Models Past & Present
  - B. Social Advocacy as Social Work Practice
  - C. Social Work & Human Rights
  - D. Multicultural Community Organizing
  - E. **Guest Speaker**: Dave Snyder, Coordinator, Minnesota Asset Building Coalition, Legal Aid

**Required Readings**


**Browse the following websites**

- Poor People’s Economic Human Rights Campaign, [www.economichumanrights.org](http://www.economichumanrights.org)

**Week Twelve (11/26/15)**

**THANKSGIVING – NO CLASS**

**Tasks:**
- Watch "Holding Ground: The Rebuilding of Dudley Street" prior to class. See Moodle for link to film.

**Week Thirteen (12/3/15)**

**Meeting with a Legislator Due**

**Content**

A. Mixed Model Case Studies
   a. Dudley Street Neighborhood Initiative
   b. Harlem Children’s Zone

B. Film: Gaining Ground

**Required Readings:**


Browse the following websites:

- The Dudley Street Neighborhood Initiative [http://www.dsni.org](http://www.dsni.org)
- Harlem Children’s Zone, [http://www.hcz.org](http://www.hcz.org)
- Northside Achievement Zone, [http://northsideachievement.org](http://northsideachievement.org)

<table>
<thead>
<tr>
<th>Week Fourteen (12/10/15)</th>
<th>Take-Home Exam Due</th>
</tr>
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</table>

**Content**

A. The Case of Harper High School  
B. Guest Speaker: TBD

**Tasks**

A. Listen to This American Life Harper High School Parts I and II.