THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 570, Section 003
COURSE TITLE: Social Work Practice with Organizations and Communities
SEMESTER/YEAR: Fall 2020
TIME & LOCATION: Tuesdays, 9AM to 11:50AM (virtual)
INSTRUCTOR: JP Przewoznik, MSW
OFFICE PHONE: 919.962.6470
EMAIL ADDRESS: jp2019@email.unc.edu
OFFICE HOURS: Mondays 12PM-1:30PM drop-in (virtual), or by appt.

Course description
In this course, participants explore frameworks, values, and skills to meet individual and family needs through interventions with work groups, organizations, and communities.

Course objectives
1. Articulate and define social work roles and effective engagement, communication and use of self skills in organizations and communities working with diverse populations by age, race/ethnicity, nationality, gender, gender identity, sexual orientation, abilities and immigrant/refugee status.
2. Relate social work roles in organizations and communities to the NASW Code of Ethics, particularly concerning social justice, self-determination, cultural competence and social and political action in working with disadvantaged populations.
3. Understand basic explanatory theories and perspectives that guide social work practice with work groups, organizations, human service systems and communities.
4. Demonstrate how to assess a community issue(s), including the strengths and needs of neighborhoods and various population groups - racial and ethnic minorities, older adults, children and youth, gay, lesbian, bisexual and transgender people, people with disabilities, immigrants, refugees – or other groups who have experienced disadvantage.
5. Understand organizational structure, culture, climate, power and decision-making processes in human service organizations.
6. Articulate strategies for how human service organizations can increase cultural competency, multiculturalism and anti-oppression.

7. Articulate how to support self-advocacy efforts among consumer and population groups that have experienced disadvantage.
8. Understand various evidence-based intervention approaches to community change through social planning, social action, community organizing and community development practice models.
9. Demonstrate how to plan an organizational, human service system or community intervention aimed at measurably improving the quality of life for a group of people.

Expanded description
This course focuses on developing knowledge and skills in three core competency areas: engagement, assessment, and intervention. Students will identify and explore a social problem that impacts the community in which their field placement is situated or one in which they are deeply interested in addressing, develop a plan for engaging key stakeholders, complete a comprehensive community assessment; identify a potential macro-level intervention, and draft implementation strategies. Although this is considered a macro course, all students, regardless of their specialization, should be able to conceptualize a social problem and potential intervention strategies at all levels of the client system.

The key assumptions of this course are:
1. Micro-level social workers *primarily* intervene at the individual and family levels and macro-level social workers *primarily* intervene at community, organizational, and policy levels
2. Regardless of a social worker's primary orientation toward macro or micro social work, all social workers will engage in episodes of change from the individual to the macro-level
3. Macro-level social work requires authenticity and strong interpersonal skills that foster relationships and build trust with communities
4. Macro social workers acknowledge that the stakeholders are experts, particularly those most affected by the social problem
5. Macro social workers should develop an array of tools and strategies that can target both incremental and transformative change
6. Addressing complex social problems requires inter-organizational networks and cross-system collaboration and social workers should understand how organizational environments, including culture and climate, impact change efforts
7. Social workers must be aware of the historical and current context of a given community and organizational condition – particularly the ways in which systems of oppression create and perpetuate social problems – to engage, assess, and intervene for macro-level change
8. No single intervention will solve a social problem; rather, mutli-level and multi-system strategies and interventions are required to address a social problem

Required texts and readings
There is no required textbook for this course, but there are required readings, which are available on the Sakai course site, unless otherwise noted.

Teaching methods
We will use Zoom and Sakai as our primary platforms for this course. You will be required to review all required material before the start of class, including recorded lectures (if applicable), readings, videos, or other posted material. Our class time on Zoom will be focused on discussion and application of the

material and students will be graded based on participation, preparation, and engagement in those discussions.

In addition, each student will be assigned to a learning group and students will remain with these groups throughout the semester. In their learning groups, students will: (1) discuss and answer questions about readings; (2) engage in classroom activities pertaining to class objectives; and (3) discuss progress and obtain feedback on their assignments via the assignment checkpoints (see below).

Office Hours
Office hours for the Fall Session will be virtual. Below please find the Zoom information:

Join Zoom Meeting
https://unc.zoom.us/j/94088375676?pwd=bVBTeDhtMEN1UGwyUUhYZy9HNE9hZz09

Meeting ID: 940 8837 5676
Passcode: 190873

Resources and Virtual Class Connection
All course lectures, syllabus, assignment information, and external links to web sites will be available on Sakai, at http://sakai.unc.edu

This course will be held virtually, with both synchronous and asynchronous content. The instructor will review this in-depth during the first class. The Zoom link that can be used for all classes is below. Please note that a password is required:

Join Zoom Meeting
https://unc.zoom.us/j/98577093397?pwd=K0d3Smxha09iMkdCSHBCNlJqRVJjZz09

Meeting ID: 985 7709 3397
Passcode: 735690

Class assignments
Student performance will be evaluated based on the following assignments, which are briefly described below (full, detailed assignment instructions and grading guides are available on Sakai):

Requirement	Due Date	Points
Class Attendance and Participation	Ongoing	15
Checkpoints	8/25,9/15,9/29,10/20,11/3	10
Engagement Plan	9/8	10
Community Assessment	9/29	25
Intervention Plan and Logic Model	10/27	25
Implementation brief	11/17	15

All written assignments should be submitted electronically on Sakai via Dropbox on the due date.

Class Attendance and participation (15 points)
This is a course that depends on a high level of engagement and critical thinking by students. My goal is to make the course content as practical as possible. To that end, this class will incorporate the use of synchronous and asynchronous learning methodologies. Both modalities are integrated to provide a cohesive learning experience for students. Students will engage with new material and one another synchronously via zoom as well as asynchronously in Sakai. Structured application of course material will occur using active learning strategies to promote problem solving and critical thinking. To this end, students' active participation is vital.

To be an active member of the class, students are expected to be fully present during synchronous sessions and to join with audio and video enabled. However, if joining with video presents challenges, students should contact the instructor in advance of the class. Full credit is given to students who are punctual with attendance, remain engaged for the entire duration of the class, are prepared for each class session (e.g. complete readings, prepare for discussion, provide active and thoughtful contributions to the class, participate in learning activities) and demonstrate that they have completed all assigned asynchronous tasks.

I take attendance at the start of each class and monitor participation throughout class as well as in Sakai. Points will be deducted from your attendance grade if you miss more than one class and/or have a pattern of logging in late or leaving early, or do not fully engage in the class sessions.

Should you have any needs or concerns that might impact your attendance and/or level of engagement, Please ask for a meeting with me to discuss it.

Assignment checkpoints (10 points)
Assignment checkpoints are designed to help students prepare and stay on track for each of the four assignments. Students are expected to prepare for each checkpoint and come to class ready to discuss their ideas with members of their learning group. Students will receive up to 2 points for each of the 5 checkpoints. To receive full credit, students must address each part of the assignment checkpoint (see additional details in the Assignment Checkpoints document on Sakai).

Engagement and Plan (10 points)
Engaging stakeholders is an essential step in a change episode. One critical first step in engagement is understanding our own social location and how our identities impact the way in which we perceive social conditions, the questions we ask, the voices we prioritize, and the way we interact with people. In this assignment, students will build on assignment checkpoint 1 (see description on Sakai) and engage in self-reflection regarding the social condition, the population group directly affected, and other stakeholders involved.

Community Assessment (25 points)
Students will identify and describe a community condition for which they will conduct a community assessment. Students will pay particular attention to identifying assets and resources within the community context. Students will demonstrate the ability to use secondary data and research findings to understand the problem. See assignment document for full description.

Intervention Plan and Logic Model (25 points)
Students will describe an intervention – a set of activities and/or services aimed at solving the problem they identified in the Community Assessment assignment - using a logic model and theory of change. Students will describe the social condition, a proposed intervention and its specific activities, and the outcomes that the intervention aims to achieve. Students will also write a theory of change which explains why they think the selected activities and/or services will result in the desired outcomes, using research evidence to back up their claims. Students will include a logic model that identifies the inputs, activities, outputs, and outcomes of their intervention.

Implementation Brief (15 points)
Students will write a brief paper that identifies the intended organizational home for the intervention, essential partnering organization(s), and key factors to consider for the successful implementation of their intervention. This paper will draw on frameworks from the field of implementation science and should be grounded in a specific organizational context.

*Detailed instructions and grading guides for each of these assignments are available on Sakai in the Assignments folder.

How course assignments relate to the generalist curriculum
This course is part of a generalist year sequence focused on building skills and knowledge to engage and assess the client system (individual, family, group, organization, and community) and consider options for intervention. In this course, students are asked to select a social problem, develop a plan for stakeholder engagement, conduct community and organizational assessments, and develop an intervention strategy to address the social problem.

Later in the Fall, students will select a specialization in either direct practice/micro social work or community, management, and policy practice (CMPP). Students selecting the CMPP concentration will enroll in SOWO 770 in the Spring and will build upon their work in SOWO 570 by further developing their macro-level intervention and examining additional avenues for macro-level change. In addition, assignments in SOWO 570 will also help prepare students for SOWO 510: Evidence-Based Practice and Program Evaluation. In SOWO 510, students will learn how to evaluate the interventions they designed during SOWO 570.

Grading system and philosophy
The School of Social Work operates on an evaluation system of High Pass (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

> H: 94-100; P: 74-93; L: 70-73; F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors ("H") — which only a limited number of students attain – signifies that the work is clearly excellent in all respects.

Grading rubrics are included with detailed instructions for each assignment. Criteria that reflect the learning objectives for each assignment are described and used as the basis for awarding points. Different ranges of points are awarded for each criterion to reflect "excellent", "good", and "fair" work. Most students are expected to receive most of their assignment criteria points in the "good" range, which will result in an assignment score in the P range. "Good" criteria reflect standard assignment requirements. "Excellent" criteria reflect work ***above and beyond*** standard requirements, both in the

amount and quality of work. Students must receive most if not all of their points in the "excellent" category to receive an assignment score in the H range. "Fair" criteria reflect below standard requirements. Scores that fall mostly in this range will result in an assignment score in the L range, while criteria scores that do not achieve the "fair" standard will result in an assignment score in the F range.

The purpose of this system of grading system reflects a simple contract between you, the student, and I, the instructor. I will:
1. Provide detailed instructions for each assignment.
2. Make my grading standards as clear as possible.
3. Spend time in class answering questions students have about the assignment.
4. Assign readings and facilitate classroom learning exercises that prepare students to complete each assignment.

In return, I ask that each student carefully review assignment instructions and grading guides, ask for clarification if needed, and exert an effort on assignments that reflects their goal for achieving an H or P in the course.

Expectations for Written Assignments
Students are expected to write clearly and in academic form; grades will be lowered for poor grammar, syntax, or spelling that distracts the reader from understanding your content. The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. **All written assignments for this course should be submitted in APA style**, unless assignment instructions indicate otherwise**.** Information concerning APA style and writing resources are listed below:

> American Psychological Association. (2020). *Publication manual of the American Psychological Association, 7th Edition*. Washington, D.C.: American Psychological Association.

Writing Support
Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not copy edit student papers. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: https://ssw.unc.edu/students/writing).

Policy on late submissions
An assignment is considered late if it is submitted any later than the due date. **Please note that full assignments are due by 11:59PM on the due date while checkpoints are due by the start of class on the due date.** The grade for late assignments will be reduced 10% per day, including weekends. That is, if an assignment is turned in any later than the start of class, the grade will be reduced by 10% if turned in within the next 24 hours, 20% if turned in within 48 hours, 30% if turned in within 72 hours, etc. A grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g. family crisis, serious illness. It is the student's responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

Likewise, extensions on assignments are only granted in rare circumstances. **However, to help manage challenges related to family obligations and emergencies, student illness, and workload challenges, students will have an optional 1-week extension that they can use on any full assignment EXCEPT the Implementation Brief.** For example, if a student has not been able to finish their Community Assessment on time, they can use their one-week extension. This extension can only be used one time so students should consider the best use of this extension.

Policy on Academic Dishonesty
It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will include the following pledge on the first page of all written assignments: **"I have not given or received unauthorized aid in preparing this written work." Credit will not be awarded for unpledged work.** Please refer to the *APA Style Guide,* The SSW *Manual,* and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Accessibility and Resource Services
The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at http://accessibility.unc.edu, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Community Standards in Our Course and Mask Use
 This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see https://carolinatogether.unc.edu/university-guidelines-for-facemasks/.

A Note on Course Content
All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at safe.unc.edu.

Policy on Discrimination, Harassment, and Violence
Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.
https://safe.unc.edu/create-change/faculty-staff-opportunities/

Class Schedule & Reading Assignments

Unit 1: Foundation for macro social work in communities and organizations		
Class	**Objectives**	**Assignments**
1: 8/11 Course overview, defining macro SW & conceptualizing change through macro interventions	● Define macro practice and understand how macro and micro practice differ and are similar ● Describe the role of a macro social worker ● Understand macro targets for change ● Establish expectations for our classroom culture ● Understand course learning objectives, content, assignments and format ● Understand how the macro practice specialization maps through the curriculum	**Required Readings** ● Walter-McCabe, H. A. (2020). Coronavirus pandemic calls for an immediate social work response. *Social Work in Public Health 35*(3), 69-72 ● NYT's The Daily Podcast. (27 July 2020). The Mistakes New York Made. ● Reisch, M. (2016). Why macro practice matters. *Journal of Social Work Education, 52*(3), 258-268. **Recommended Readings** ● Austin, M. J., Anthony, E. K., Knee, R. T., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. *Families in Society, 97*(4), 270-277. ● McBeath, B. (2016). Re-envisioning macro social work practice. *Families in Society, 97*(1), 5-14. **Other assignments** N/A
2: 8/18 Macro practice: History to present and reflective practice	● Understand historical roots of macro social work ● Define community and the importance and key characteristics of social work practice within communities ● Understand guidelines for professional and ethical behavior within macro practice. ● Consider cultural and multicultural context in which engagement, assessment, intervention occur ● Practice self-awareness of personal identity and bias and their impact on macro practice.	**Required Readings** ● NPR (2011). A Brutal Chapter in NC's Eugenics Past. ● Bell, F. M., Dennis, M. K., & Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. *Journal of Community Practice, 27*(3-4), 279-295. ● Sewpaul, V., & Henrickson, M. (2019). The (r) evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. *International Social Work, 62*(6), 1469-1481. **Recommended Readings** ● Koh, B. D., & Boisen, L. S. (2019). The Use-of-selves interdependent model: A pedagogical model for reflective

		practice. *Journal of Social Work Education, 55(*2), 338-350. ● D'cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. *The British Journal of Social Work, 37*(1), 73-90 **Other assignments -** N/A

Unit 2: Engagement

Class	Objectives	Assignments
3: 8/25 Identifying stakeholders, understanding power, exploring strategies to engage stakeholders	● Understand the importance of engagement in identifying and addressing social problems ● Define and explore the impacts of power dynamics when addressing social problems including development of engagement strategy ● Identify strategies and best practices for engagement ● Consider strategies to engage stakeholders	**Required Readings** ● The Community Tool Box. (2020). Chapter 7, [Section 8: Identifying and Analyzing Stakeholders and Their Interests.](#) ● Watch: [Smruti Jukur Johari: What if the poor were part of city planning](#)? ● Powell, K. H., Bristow, A., & Precht, F. L. (2019). Amassing rural power in the fight against fracking in Maryland: A report from the field. *Journal of Community Practice, 27*(3-4), 404-413. **Recommended Readings** ● [https://groundworkusa.org/wp-content/uploads/2018/03/GWUSA_Best-Practices-for-Meaningful-Community-Engagement-Tip-Sheet.pdf](#) ● [https://livewellcolorado.org/wp-content/uploads/2015/09/Strategies-for-Meaningful-Community-Engagement.pdf](#) ● Safe Routes Partnership (2020). Equitable community engagement in the time of social distancing: [https://www.saferoutespartnership.org/blog/equitable-community-engagement-time-social-distancing](#) ● [https://synergy.dartmouth.edu/sites/default/files/docs/Principles_of_Community_Engagment_NIH_2ndEdition.pdf](#) ; Pages 45-53 **Other assignments** Checkpoint 1

| **4: 9/1** Community and organization context | ● Understand how we define community
 ● Understand types of organizations and culture/climate that impact the work they do
 ● Demonstrate the role of self-awareness in community and organizational practice
 ● Explore the importance of community and organization context in addressing social problems | **Required Readings**
 ● Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.)
     o Chapter 5: Understanding Communities: pgs. 116-147
 ● Keesler, J. M. (2020). Promoting satisfaction and reducing fatigue: Understanding the impact of trauma-informed organizational culture on psychological wellness among DSPs. *Journal of Applied Research in Intellectual Disabilities.*

 Recommended Readings
 ● The Community Tool Box. (2020). Chapter 3, Section 2: Understanding and Describing the Community
 ● Gibelman, M., & Furman, R. (2013). In Navigating human service organizations (3rd ed.) (Chapter 1: Getting to know the human service organization). Chicago, IL: Lyceum Books, Inc

 Other assignments – N/A |

Unit 3: Assessment

Class	Objectives	Assignments
5: 9/8 The Social construction of a problem	● Explain how community issues are identified and understood to be problems ● Understand the framework for community assessments ● Understand how theory impacts our understanding of the social condition and how it impacts the social construction of the problem ● Explore the problem to policy analysis framework	**Required Readings** ● Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing and managing programs: An effectiveness-based approach (5th ed.) Thousand Oaks, CA: Sage. Chapter 3: Understanding Social Problems ● Barrett, M. A. (2019). Same problem, different policies. *Advances in Social Work, 19*(1), 39-61. (emphasis on pages 49-56) **Recommended Readings** ● Neiterman, E. (2012). Constructing and deconstructing teen pregnancy as a

		social problem. *Qualitative Sociology Review, 8*(3), 24-47. **Other assignments** Engagement Plan due
6: 9/15 Planning and conducting a needs and resource assessment	● Describe the purpose of and methods for conducting community needs and asset assessments. ● Understand the different types of need and the limitation of solely focusing on one type ● Locate sources of information and relevant data for the assessment ● Use critical thinking skills and multiple data collection methods to understand the social problem. ● Consider multiple methods for assessment	**Required Readings** ● Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing and managing programs: An effectiveness-based approach (5th ed.) Thousand Oaks, CA: Sage. Chapter 5: Needs assessment: Approaches to measurement (19 pages) ● The Community ToolBox. (2020). Chapter 3: Assessing Community Needs and Resources Section 1: Developing a plan for assessing local needs and resources **Recommended Readings** ● Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing and managing programs: An effectiveness-based approach (5th ed.) Thousand Oaks, CA: Sage. Chapter 4: Needs assessment:Theoretical considerations ● The Community ToolBox. (2020). Chapter 3: Assessing Community Needs and Resources Section 2: Understanding and describing the community ● Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2017). *Social work macro practice* (6th ed.) Chapter 4: Assessing Community and Organizational Problems: pgs. 87-113 Browse resources: ● Policy map: https://www.policymap.com ● Social explorer: https://www.socialexplorer.com

		● OnTheMap: https://onthemap.ces.census.gov **Other assignments** Checkpoint 2
7: 9/22 Problem theory and targets of change	● Articulate the multi-level factors (including risk and protective factors, assets, and other contextual factors) that impact the problem/condition ● Identify modifiable factors as potential targets of macro-level intervention	**Required Readings** ● The Community Tool Box. (2020). Chapter 19: Choosing and adapting community interventions. Read the following section: 　　Section 2: Understanding Risk and Protective Factors: Their Use in Selecting Potential Targets and Promising Strategies for Intervention ● The Community ToolBox. (2020). Chapter 3: Assessing Community Needs and Resources 　　Section 5: Analyzing community problems **Recommended Readings** ● Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing and managing programs: An effectiveness-based approach (5th ed.) Thousand Oaks, CA: Sage. 　　Chapter 6: Selecting the appropriate intervention strategy [addresses the process of moving from understanding a social problem to construction of a hypothesis

Unit 4: Intervention

Class	Objectives	Assignments
8: 9/29 Specifying the outcomes, activities and resources needed for the intervention; logic models and theory of change	● Understand purpose and rationale for logic models ● Learn how to create a logic model ● Be able to describe your logic model to key stakeholders	**Required Readings** ● The Community Tool Box (2020). Chapter 2: Other Models for Promoting Community Health and Development. Section 1: Developing a Logic Model or Theory of Change ● James, J., Green, D., Rodriguez, C., & Fong, R. (2008). Addressing disproportionality through undoing racism, leadership development, and community engagement. *Child Welfare, 87*(2), 279-296. **Recommended Readings**

		● Innovation Network (n.d.). Logic Model Workbook. https://www.innonet.org/media/logic_model_workbook_0.pdf **Other assignments** Assessment due Checkpoint 3
9: 10/6 Consider multiple types or strategies for community organizing/community development interventions	● Understand, compare, and contrast the different intervention models for community practice including social action, social planning and capacity development ● Explain the differences between conflict- and consensus-based community organizing and when one approach is better indicated to address a community problem ● Apply community intervention to your social problem ● Explore with peers pros and cons of different community interventions models for your social problem	**Required Readings** ● Brady, S. R., & O'Connor, M. K. (2014). Understanding how community organizing leads to social change: The beginning development of formal practice theory. Journal of Community Practice, 22(1-2), 210-228. ● Gamble & Weil Community Practice Models ● Each group member picks 1 of the following readings: o Hetrick, C., Wilson, C. M., Reece, E., & Hanna, M. O. (2019). Organizing for urban education in the new public square: Using social media to advance critical literacy and activism. *The Urban Review, 52*(1), 26-46. doi:10.1007/s11256-019-00511-8 o Negrón-Gonzales, G. (2014). Undocumented, unafraid and unapologetic: Re-articulatory practices and migrant youth "illegality". *Latino Studies*, *12*(2), 259-278. o Shepard, B. (2012). Community gardens, creative community organizing, and environmental activism. In *Environmental social work* (pp. 121-134). Routledge. o Burrowes, N. A. (2018). Building the world we want to see: A herstory of sista II sista and the struggle against state and interpersonal violence. *Souls: Black Politics, Reparations, and Movement Building in the Era of #45, 20*(4), 375-398. o Weber, B.A. (2012). Social work and the green economy. Advances in Social Work, 13(2), 391-407. **Recommended Readings** o Reisch, M. (2013). Radical community organizing. In *The handbook of community practice.* **Other assignments –** N/A
10: 10/13	● Describe ways that multiple	**Required Readings**

| Consider multiple types or strategies for organization-based interventions | organizations can collaborate to solve community problems.
● Understand, compare, and contrast different types of organizational interventions
● Apply organizational intervention to your social problem
● Explore with peers pros and cons of different organizational interventions models for your social problem | ● Fies, K., Huber, J., Matyas, B., Vaughn, D., & Austin, M. J. (2020). Exploring service integration in public human service organizations: A learning case. *Human Service Organizations: Management, Leadership, & Governance.* 1-12. DOI: 10.1080/23303131.2020.1798318
● Rodriguez, J. K., Holvino, E., Fletcher, J. K., & Nkomo, S. M. (2016). The theory and praxis of intersectionality in work and organisations: Where do we go from here?. Gender, *Work & Organization, 23*(3), 201-222.

Recommended Readings
● Flowers, C., Test, D. W., Povenmire-Kirk, T. C., Diegelmann, K. M., Bunch-Crump, K. R., Kemp-Inman, A., & Goodnight, C. I. (2018). A demonstration model of interagency collaboration for students with disabilities: A multilevel approach. *The Journal of Special Education, 51*(4), 211-221.
● Ganz, M., Kay, T., & Spicer, J. (2018). Social enterprise is not social change. *Stanford Social Innovation Review, Spring 2018,* 40-45.

Other assignments - N/A |
| **11: 10/20**
Consider multiple types or strategies for advocacy/policy interventions | ● Explore advocacy interventions and how they are used to address social problems
● Assess the potential for engaging those most affected by the problem in policy advocacy activities
● Apply an advocacy intervention to your social problem
● Explore with peers pros and cons of different community interventions models for your social problem
● Articulate your theory of change for your intervention – a | **Required Readings**
● Bliss, D.L. (2014). Using the Social Work advocacy practice model to find our voices in service of advocacy. *Human Service Organizations Management, Leadership & Governance*. doi: 10.1080/23303131.2014.978060 - read pages 1-8
● Mosley, J. (2013). Recognizing new opportunities: Reconceptualizing policy advocacy in everyday organizational practice. *Social Work, 58(*3), 231-239.

Recommended Readings
● Hoefer, R. (2019). The dangers of social justice advocacy. *Social work*, *64*(1), 87-90.
● The Community Tool Box. (2020). Chapter 30: [Section 1: Overview: Getting an Advocacy Campaign Off the Ground](#).
● [New Era of Public Safety: An Advocacy Toolkit for Fair, Safe, and Effective Community Policing](#).

Other assignments
Checkpoint 4 |

	coherent, evidence-based explanation of how program or intervention activities will result in desired outcomes	

Unit 5: Implementation

Class	Objectives	Assignments

12: 10/27 Planning for implementation	● Understand the basics of implementation science and how and why the field developed
	● Learn about implementation science frameworks and how they are used
	● Learn and apply constructs to examine how the implementation context impacts intervention adoption of the intervention (i.e., contextual inquiry).
	● Learn about methods (e.g., evaluation design, measures) for assessing the implementation context
		Required Readings
		● Van Deinse, T.B., Bunger, A., Burgin, S.E., Wilson, A.B, & Cuddeback, G.S. (2019). Using the Consolidated Framework for Implementation Research to examine implementation barriers and facilitators of specialty mental health probation: Results from a hybrid efficacy-implementation study, Health and Justice 7(17), 1-12 https://doi.org/10.1186/s40352-019-0098-5
		● Review the following sections from https://cfirguide.org/
		
		  ● What is the CFIR?
		  ● Benefits of Using the CFIR
		  ● Evaluation Design (skim - focus on study purpose)
		
		Recommended Readings
		● Bauer, M. S., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A. M. (2015). An introduction to implementation science for the non-specialist. *BMC Psychology, 3*(1), 32.
		● Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. *Implementation science, 4*(1), 1-15.

		● Van Deinse, T.B., Cuddeback, G.S., Ghezzi, M., Crable, E.L., Buck, K., Brewer, M., Brown, S. & Sullivan, N. (2020). It's Not Just What, It's How: Using Implementation Science to Advance Specialized Mental Health Probation Approaches. Perspectives. **Other assignments** Intervention assignment due
13: 11/3 **Note: This class will be reserved as a working day. Work on your projects! VOTE!!!**		
14: 11/10 Implementation strategies	● Learn about designing implementation strategies to enhance intervention adoption and fidelity ● Learn how to identify and assess implementation outcomes Learn about implementation or intervention mapping as a tool for strategy development	**Required Readings** ● Ghezzi, M., Van Deinse, T.B., Crable, E.L., Cuddeback, G.S., Buck, K., Brewer, M., Brown, S. & Sullivan, N. (2020). Adapting a Clinical Case Consultation Model to Enhance Capacity of Specialty Mental Health Probation Officers. *Perspectives.* ● Fernandez, M. E., Ten Hoor, G. A., van Lieshout, S., Rodriguez, S. A., Beidas, R. S., Parcel, G., ... & Kok, G. (2019). Implementation mapping: using intervention mapping to develop implementation strategies. *Frontiers in public health*, *7*, 158. **Recommended Readings** ● Powell, B. J., Waltz, T. J., Chinman, M. J., Damschroder, L. J., Smith, J. L., Matthieu, M. M., ... & Kirchner, J. E. (2015). A refined compilation of implementation strategies: results from the Expert Recommendations for Implementing Change (ERIC) project. *Implementation Science*, *10*(1), 21. ● Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual

		distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research*, *38*(2), 65-76. ● Waltz, T. J., Powell, B. J., Fernández, M. E., Abadie, B., & Damschroder, L. J. (2019). Choosing implementation strategies to address contextual barriers: diversity in recommendations and future directions. *Implementation Science*, *14*(1), 1-15. ● Nadeem, E., Gleacher, A., & Beidas, R. S. (2013). Consultation as an implementation strategy for evidence-based practices across multiple contexts: Unpacking the black box. *Administration and Policy in Mental Health and Mental Health Services Research*, *40*(6), 439-450. ● Proctor, E. K., Powell, B. J., & McMillen, J. C. (2013). Implementation strategies: recommendations for specifying and reporting. *Implementation Science*, *8*(1), 1-11. **Other assignments** Checkpoint 5
15: 11/17 Termination – when periods of macro-focused change work ends Course wrap Up	● Understand the ways in which episodes of macro-level change come to an end (e.g., end of funding, challenges with coalition, [un]successful completion of objectives ● Course wrap up	**Required Readings** TBD **Recommended Readings** TBD **Other assignments** Implementation brief due