

Syllabus for Course of Instruction
SW 402-Social Work Practice with Organizations, Communities and Government
January – March, 2009

I. BASIC COURSE INFORMATION:

Title: Social Work Practice with Organizations, Communities, and Government
Credit Hours: 3 credit hours

Instructor: Todd S. Stanfield, PhD
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Office Hours: by appointment

II. SCOPE OF THE COURSE

This last course in the Social Work Practice sequence continues to make use of the theoretical framework for generalist social work practice introduced in Foundations for Social Work Practice, SW 315, and Social Work Practice with Individuals, Families, and Groups, SW 401. Practice methods for work with organizations, communities, and government will be explored. The course will examine knowledge, values, and skills for building professional relationships and working to enhance human well-being by leadership in organizational, policy, and community development. Assessment, problem-solving, and advocacy strategies will be examined.

III. COURSE OBJECTIVES

Knowledge

Students will increase their understanding of generalist social work practice and especially the role of leadership in practice (*Program Objective 5,6*);
Students will understand the nature of organizations, government, and communities, and how these systems function and change (*Program Objective 6,7*);
Students will learn a process for policy development, including agenda building, analyzing problems, determining options, writing proposals, implementing policy, and evaluating practice (*Program objective 8*);
Students will learn the dynamics of team and coalition building (*Program Objective 3,7*);

Values

Students will increase awareness of their personal values and the basic values and goals of generalist social work practice (*Program Objective 2*);
Students will be able to practice in the context of organizations, government, and communities within the values and ethics of the social work profession and with respect for the positive value of diversity (*Program Objective 2*).
Students will demonstrate an understanding of the Christian worldview and lifestyle that values human life, its diversity, and promotes social and economic justice (*Program Objective 2, 4, 13*).

Students will be able to critically analyze conflicting ethics and values which influence social and economic policies (*Program Objective 1, 4, 5, 8*).

Skills

Students will be able to do various kinds of needs assessments (*Program Objective 6, 9, 10*). Students will develop beginning skills for writing proposals and grants (*Program Objective 6, 10*).

Students will be able to work as a part of a team/coalition (*Program Objective 3, 6, 10*).

Students will be able to analyze an organization's functioning, policy and practice (*Program Objective 1, 6, 7, 8*).

Students will demonstrate the professional use of self (*Program Objective 3, 10*).

Students will evaluate research studies and apply the findings to practice (*Program Objective 9*).

Students will be effective volunteers in a community service project (*Program Objective 11, 12, 14*).

Students will apply critical thinking skills to social work practice within organizations, communities, and government (*Program Objective 1, 6*).

IV. METHOD OF INSTRUCTION

Lectures, case studies, class discussion, community involvement, class exercises, reading assignments, audio/video assignments, projects, guest speakers, and exams

V. REQUIRED TEXTS – links to text info on course site on instructor's website

Nair, M. D. & Brody, R. (2007). *Macro practice: A generalist approach, 8th ed.* Wheaton, IL: Gregory Publishing Company.

Spencer, J. (1998). *Who moved my cheese?* 1st Ed. New York: G.P. Putnam's Sons Publishers

Additional readings/audio/video will be assigned in class and/or noted on the course outline. They will be available either in the Social Work department, on reserve in the library, available online, or given as hand-outs in class.

VI. METHOD OF EVALUATION - DUE DATES SUBJECT TO CHANGE

All course assignments are designed to enable students the opportunity to demonstrate a mastery of required course content.

Grading Scale:

A	B	C	D	F
95-100	85-94	75-84	65-74	<65

Cheating/Plagiarism Students who cheat/plagiarize on a paper, test, etc., shall be given an "F" grade for the particular incident and/or course." Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any class requirement. Cheating includes plagiarism or use of other's ideas, etc. without proper acknowledgments.

Attendance, Participation, and Professionalism (15%) - All students are expected to attend class. Students are also expected to come to class prepared to interact in discussion and activities in the classroom. Professional social workers must be able to critically analyze the world in which they live, and be alert to the ever-changing and sometimes unpredictable nature of their environment. Students must also become adept at appreciating and respecting the variety of perspectives that different people and groups can bring to an issue. Class participation is preparation for professional work, and the student will be assessed by the level of their responsible engagement in the learning processes offered in the course. See assessment rubric for more details of how student will be evaluated.

Assessment of Macro Skills Paper (15%) - Due January 20th - students will write a 3 to 4 page paper in APA style that summarizes their own self-assessment of their own strengths, confidence, comfort level, and areas of needed development when it comes to practicing social work at the Macro level. The paper will include the student's reflection of how reading *Who Moved My Cheese* helped them to gain greater insight into their own macro skills. A rubric for the assessment of this assignment will be provided by the instructor as an addendum to the syllabus before January 13th.

Chapter Presentation (15%) - each student will select a chapter from the Nair & Brody book to summarize and present to the class. The student will also write a chapter quiz that contains 10 multiple choice questions (not true-false). The student will be responsible for bringing paper copies of the quiz to the class and will administer the quiz on the same day they give their chapter presentation. The quiz will be given PRIOR to their presentation. The class will be given 10 minutes to take the quiz. The presenting student then has 15 minutes to present their summary of the chapter. A rubric for the assessment of this assignment will be provided by the instructor as an addendum to the syllabus by January 13th.

Quizzes (10%) - students will take quizzes on the readings from the Nair and Brody book. Additional quiz questions or entire quizzes may be given throughout the course to assess students' comprehension of reading, audio, and video assignments.

Midterm Exam (15%) – February 17th

Field Agency Profile (15%) - students will write a 3 to 4 page profile of the agency where they will do their field practicum in the Spring. A rubric for the assessment of this assignment will be provided by the instructor as an addendum to the syllabus by January 13th.

Final Exam (15%) – March 10th

VII. TENTATIVE COURSE CALENDAR

Jan 6	Course Introduction, Introduction to Macro Practice, Chapters 1 & 3
Jan 13	Professor Wilson – Field issues LinkedIn.com assignment due
Jan 20	Online Session – Ch. 1 & 3 cont. Assessment of Macro Skills Paper Due
Jan 27	Chapters 2, 4, 5, 6, & 7
Feb 3	Professor Wilson – Field issues
Feb 10	Chapters 8, 9, 10, 11, & 12
Feb 17	Midterm Exam Chapters 13, 14, 15, & 16
Feb 24	Chapters 17, 18, 19, & 20
Mar 3	Professor Wilson – Field Issues Chapters 21, 22, & 23
Mar 10	Course Evaluations Final Exam Field Agency Profile Due

VIII. BEHAVIORAL EXPECTATIONS OF STUDENTS

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Social and Economic Justice: The faculty of the Department of Social Work believes we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics and the Social Work Department’s Core Performance Standards, social workers should strive to:

- Eliminate personal and institutional discrimination;
- Ensure access to needed resources and opportunities for all persons;
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised;
- Respect cultural diversity in society;
- Advocate changes that improve social conditions and promote social justice;
- Encourage participation in the democratic process; and
- Encourage people to develop their own voice.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

IX. POLICIES:

Disabilities: The Americans with Disabilities Act of 1990 requires that the University make reasonable accommodation to persons with disabilities as defined in the act. Students who wish to seek accommodations under the ADA guidelines must contact the Office of Counseling Services at 731-661-5322, who will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Changes to Course Syllabus/Outline: The professor reserves the right to change the course syllabus or course outline if necessary. Students will be informed of any changes in a timely manner.

Academic Integrity: Academic dishonesty is a violation of the social work program's values and ethics and may result in:

- A grade of zero for the work
- A grade of "F" in the course
- And/or dismissal from the social work program

The policy as explained in the student handbook will be enforced.

X. SUGGESTED READINGS AND RESOURCES

- Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work*, 43 (6), 512-526.
- Austin, M.J. (2002). Managing out: The community practice dimensions of effective agency management. (2002). *Journal of Community Practice*, 10(4), 33-48.
- Balaswamy, S., & Dabelko, H.I. (2002). Using a stakeholder participatory model in a community-wide service needs assessment of elderly residents: A case study. *Journal of Community Practice*, 10(1), 55-70.
- Bosma, L.M., et al. (2005). Community organizing to prevent youth drug use and violence: The D.A.R.E. Plus project. *Journal of Community Practice*, 13(2), 5-20.
- Brody, R. & Nair, M.D. (2005). *Macro practice: A generalist approach*. (7th ed.). Wheaton, IL: Gregory Publishing Company.
- Brueggemann, W. G. (2002). *The practice of macro social work*. Belmont, Ca.: Wadsworth.
- Cohen, B.Z. (1999). Intervention and supervision in strength-based social work practice. *Families in Society*, 80(5), 460-466.
- Cox, E. O. (2001). Community practice issues in the 21st century: Questions and challenges for empowerment-oriented practitioners. *Journal of Community Practice*, 9(1), 37-55.
- Deal, K.H., & Hopkins, K.M., et al. (2007). Field practicum experiences of macro-oriented graduate students: Are we doing them justice? *Administration in Social Work*, 31 (4), 41-58.
- Devore, W. (1995). Organizing for violence prevention: An African-American community perspective. In F.G. Erlich & J.L. Erlich (Eds.). *Community organizing in a diverse society* (pp. 61-75). Boston, MA: Allyn and Bacon.

- Ellis, R.A., Mallory, K.C., Gould, M.Y. Shatila, S.L. (2006). *The macro practitioner's workbook*. Belmont, CA: Wadsworth.
- Fabricant, M., & Fisher, R. (2002). Agency based community building in low income neighborhoods: A praxis framework. *Journal of Community Practice*, 10(2), 1-22.
- Garvin, C.D. and Cox, F.M. (1995). A history of community organizing since the Civil War with special reference to oppressed communities. In J. Rothman, J.I. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention*. (pp. 64-98). Itasca, IL: F.E. Peacock Publishers, Inc.
- Gibelman, M. (2003). *Navigating human service organizations*. Chicago, IL: Lyceum.
- Haynes, K.S. & Mickelson, J.S. (2006). *Affecting change: Social workers in the political arena* (6th ed.). Boston: Pearson.
- Hillier, A. Wernecke, M.L., McKelvey, H. (2005). Removing barriers to the use of community information systems. *Journal of Community Practice*, 13(1), 121-139.
- Hyde, C.A. (2003). Multicultural organizational development in nonprofit human service agencies: Views from the field. *Journal of Community Practice*, 11(1), 39-59.
- Itzhaky, H. & Bustin, E. (2002). Strengths and pathological perspectives in community social work. *Journal of Community Practice*, 10(3), 61-73.
- Kim, M.M., Calloway, M.O., & Selz-Campbell, L. (2004). A two-level community intervention model for homeless mothers with mental health or substance abuse disorders. *Journal of Community Practice*, 12(1/2), 107- 122.
- Meyer. M. (2007). Globalization and social work education: evaluation of student learning in a macro practice class. *Social Work in Education: The International Journal*, 26(3): 247-260.
- Mulroy, E.A., & Lauber, H. (2002). Community building in hard times: A post-welfare view from the streets. *Journal of Community Practice*, 10(1), 1-16.
- Pawlak, E.J. & Vinter, R.D. (2004). *Designing & planning programs for nonprofit & government organizations*. San Francisco, CA: Jossey-Bass.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41(3), 296-305.
- Thompson, J., Menefee D. & Marley, M. (1999). A comparative analysis of social workers' macro practice activities: Identifying functions common to direct practice and administration. *Journal of Social Work Education*. 35(1), 115-124.
- Vodde, R. & Gallant, J.P. (2002). Bridging the gap between micro and macro practice: Large scale change and a unified model of narrative-deconstructive practice. *Journal of Social Work Education*, 38(3), 439-458.

XI. SOCIAL WORK PROGRAM – MISSION, GOALS, & OBJECTIVES

Program Mission

The Social Work Program at Union University seeks to prepare students for entry level generalist social work practice. The program emphasizes the importance of a solid liberal arts foundation and of Christian and social work values that promote social and economic justice and an understanding and appreciation for human life and its diversity.

Program Goals

To prepare competent and effective professionals for entry-level social work practice with diverse client systems and population groups within an ever-changing global context.

To ground students in the profession's history, purposes, and philosophy.

To equip students for competent social work practice through the integration of social work knowledge, values, and skills.

To prepare students for a career in the social work profession and for success in a graduate social work program.

To participate in the development of social work knowledge and provide leadership in the development of service delivery systems.

To promote students' understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates and respects diversity, and promotes social and economic justice.

Program Objectives

The graduate will be able to apply critical thinking skills within the context of professional social work practice.

The graduate will be able to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

The graduate will demonstrate the professional use of self and practice without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

The graduate will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

The graduate will understand the history of the social work profession and its current structures and issues.

The graduate will apply the knowledge and skills of generalist social work practice with systems of all sizes.

The graduate will be able to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

The graduate will be able to analyze, formulate, and influence social policies and the impact of social policies on client systems, workers, and agencies.

The graduate will be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions and those of other relevant systems.

The graduate will be able to use communication skills differentially across client populations, colleagues, and communities.

The graduate will use supervision and consultation appropriate to social work practice.

The graduate will be able to function within the structure of organizations and service delivery systems and seek necessary organizational change.

The graduate will demonstrate an understanding of a Christian worldview and life style that values human life, appreciates and respects diversity, and promotes social and economic justice.

Faculty and students will be involved with community service opportunities that promote human well-being.